

# 新高中視覺藝術科學習評估

工作坊

教育統籌局課程發展處藝術教育組

# 學習評估工作坊重點

- 評估學生甚麼？與如何達至有效的評估？
- 新高中視覺藝術科評估目標的要求是甚麼？與如何維持評估的信度？
- 有甚麼可行的評估模式的例子？

- 訂定了學習目標、學習活動



- 訂定評估範疇、準則、方法



- 學生的學習



- 進行評估



- 改善學與教

回想你在引導學生學習時，  
曾要求學生做些甚麼？

# 把六項評估目標歸類

評估目標	學習活動
(1) 透過觀察、經驗、想像、科技及其他能力的運用，引發意念；	
(2) 透過識別、選擇、組織一手及二手資料，發展基於個人感覺或意念的主題，或與社會有關的議題；	
(3) 對藝術作品／藝術現象作分析、詮釋及評價，顯示對其目的、意義及情境的理解，並以說話及書寫的方式表達；	

評估目標	學習活動
(4) 轉化及綜合從藝術評賞及其他學習範圍所獲得的經驗、知識及觀點，成為創作實踐；	
(5) 探索、選擇及操控適切的視覺語言、媒介、物料、工具、技能、技術及意象，對主題／課題作具創意的藝術表達及傳情達意；	
(6) 不斷對自己及別人的實踐和作品，作反思、回應、評估，並對自己的作品作修改。	

如何達至有效的評估？

效度(validity) — 是「評估是否達到了目的」，達到了目的評估，它的分數才具有意義，根據有意義的分數所做的解釋、推論、回饋及決定才會正確且適當。

- 回想不同評估模式的效度如何。
- 有甚麼模式可有效地評估學生在六項評估目標的相關表現？

如何確保不同老師評分時的一致性？



信度(reliability) — 是測量結果的**一致性**、**可靠或可複製性**。

如何確保不同老師評分時的一致性？

- 要有清晰的評估準則
- 對評估準則有一致的理解
- 有一致的評分標準

# 分析六項評估目標

- 這個評估目標是甚麼意思？
- 怎樣才可以達致這項評估目標的要求？

## 評估目標一：

透過觀察、經驗、想像、科技及其他能力的運用，引發意念

### 這個評估目標是甚麼意思？

例如：

- |      |  |
|------|--|
| 引發   | - 利用橫向思維衍生意念   |
| 觀察   | - 對某事物作出研究，涉及怎樣「看」<br>我們能「看」，但我們都能「觀察」嗎？<br>當你凝望某事物時，會作「疑問」及思考 |
| 想像   | - 開放你的思維於任何的可能性，甚至是那不可能或瘋狂的事情                                  |
| 經驗   | - 某些你曾經歷過的事情，對生命不同的理解，可以是個人的、美學的、藝術性的、實際的閱歷等等                  |
| 科技   | - 利用由發明而來的工具，包括資訊科技的使用   |
| 其他能力 | - 利用由其他領域所學技巧，例如創意思維技巧等  |

### 怎樣可以引發意念？

例如：

- ✓ 腦激盪
- ✓ 使用心靈圖誌或蜘蛛網圖示開設一論題
- ✓ 從第一資源中製作自己的繪圖
- ✓ 有意圖地進行拍攝
- ✓ 有意圖地搜集第一或第二資源，例如圖畫、影像及物件
- ✓ 從互聯網上尋找相關資訊
- ✓ 參觀博物館或畫廊
- ✓ 觀看其他藝術家的作品
- ✓ 閱讀圖書或雜誌
- ✓ 研習日常生活中所見到的影像
- ✓ 使用科技或資訊科技

1. 從三個學生的研究工作簿，找出他們是否達到六項評估目標
2. 嘗試寫出各評級評分的細緻描述

評估目標／評級	(1) 透過觀察、經驗、想像、科技及其他能力的運用，引發意念	(2) 透過識別、選擇、組織一手及二手資料，發展基於個人感覺或意念的主題，或與社會有關的議題	(3) 對藝術作品／藝術現象作分析、詮釋及評價，顯示對其目的、意義及情境的理解，並以說話及書寫的方式表達
1			
2			
3			
4			

評估目標／評級	(4) 轉化及綜合從藝術評賞及其他學習範圍所獲得的經驗、知識及觀點，成為創作實踐	(5) 探索、選擇及操控適切的視覺語言、媒介、物料、工具、技能、技術及意象，對主題／課題作具創意的藝術表達及傳情達意	(6) 不斷對自己及別人的實踐和作品，作反思、回應、評估，並對自己的作品作修改。
1			
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# Project Brief

## An Urban Design Project – ‘Smog City’



How are we going to live and breathe?

Where will our water come from?

Where will our waste go?

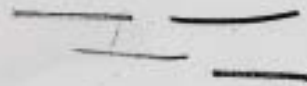
Design Brief: Using the Archigram groups Ideas from the 1960's. We will:-

1. Look at and analyse how architects present their ideas.
2. Consider the factors affecting today's and tomorrow's city life.
3. Invent new ways of living.
4. Use drawing and collage to communicate our ideas and make a maquette of our final 'solutions'.



# An Urban Design Project – ‘Smog City’

## Manifesto:



The City of the Future

The city of the future will no longer be rooted to one patch of land. Its inhabitants would drift atop vast stretches of water along with the floating city. The only landscape people will see from the large windows would be the mountains and valleys created by the ever-changing blue ocean. The buildings that make the city will take the form of irregular, angular shapes. The entire city would actually be one connected mass of buildings, one enclosed structure in which people eat, sleep, breathe, work, play and live. Just as one may take a bus or car to visit friends in the other side of town, an internal monorail network would transport people around the enclosed city. The one structure lacking angles - a large dome - would sit in the city center. Within this all-important construction would flourish a small ecosystem. Sustained by machine-controlled warmth and watering, this trace of nature would keep the metal and steel jungle alive by providing what the pollution-worn elsewhere could not - fresh air.

How are we going to live and breathe?

Where will our water come from?

Where will our waste go?

Design Brief: Using the Archigram groups Ideas from the 1960's. We will:-

# Teacher's evaluation

## Visual Arts

## Evaluation Form

Name:  
Topic: Smog City

Date:  
Group (if any): 11

Knowledge and Understanding	Application	Reflection and Evaluation	Artistic Awareness and Personal Engagement
<p>You show an excellent understanding of the design processes needed to create a city of the future. You understand and can use appropriate language and apply quality graphic techniques to the project. Your ideas are communicated clearly by applying your new found knowledge.</p> <p style="text-align: right;">7-8</p>	<p>You have shown excellent skills in communicating your ideas in graphic and written form. You have grasped all of the concepts and been able to analyse and synthesise the highest quality product.</p> <p><i>Your solution to the design brief is very well constructed in maquette form.</i></p> <p style="text-align: right;">9-10</p>	<p>You have been very thoughtful in all aspects of your work. You have demonstrated a high degree of flexibility in concept and process, enabling you to make significant changes to your original idea if needed. You have responded very well to feedback and conferencing.</p> <p style="text-align: right;">7-8</p>	<p>You have demonstrated a very high level of interest in the area of urban design and architecture. You have stayed focussed and worked very hard throughout the project. You have shown a desire to produce drawings and collages of the highest quality.</p> <p style="text-align: right;">7-8</p>
<p>You show a good understanding of the design processes needed to create a city of the future. You understand and can use appropriate language and apply creative graphic techniques to the project. Your ideas are communicated clearly by applying your new found knowledge.</p> <p style="text-align: right;">5-8</p>	<p>You have shown very good skills in communicating your ideas in graphic and written form. You have grasped most of the concepts and been able to analyse and synthesise a good quality product.</p> <p style="text-align: right;">7-8</p>	<p>You have been thoughtful in most aspects of your work. You have demonstrated a degree of flexibility in concept and process, enabling you to make changes to your original idea if needed. You have responded well to feedback and conferencing.</p> <p style="text-align: right;">5-6</p>	<p>You have demonstrated a good level of interest in the area of urban design and architecture. You have stayed focussed and worked hard throughout the project. You have shown a desire to produce drawings and collages of a high quality.</p> <p style="text-align: right;">5-8</p>
<p>You show satisfactory understanding of the design processes needed to create a city of the future. You understand and can use appropriate language and apply graphic techniques to the project.</p> <p style="text-align: right;">3-4</p>	<p>You have shown competent skills in communicating your ideas in graphic and written form. You have grasped most of the concepts and been able to produce a satisfactory outcome.</p> <p style="text-align: right;">5-6</p>	<p>You have not reflected on your work. You have not demonstrated flexibility in thought and process, enabling you to make changes to your original idea if needed. You have not responded well to feedback and conferencing.</p> <p style="text-align: right;">3-4</p>	<p>You have shown some interest in the area of urban design and architecture. You have stayed reasonably focussed and you have produced some satisfactory work but most are not finished or are of poor quality.</p> <p style="text-align: right;">3-4</p>
<p>You show some understanding of the design processes needed to create a city of the future.</p> <p style="text-align: right;">1-2</p>	<p>You have shown some graphic skills and are able to communicate your ideas with some clarity.</p> <p style="text-align: right;">3-4</p>	<p>Few of the descriptors above apply to you.</p> <p style="text-align: right;">1-2</p>	<p>Few of the descriptors above apply to you.</p> <p style="text-align: right;">1-2</p>
<p>You have shown low graphic skills and are unable to communicate your ideas clearly.</p> <p style="text-align: right;">1-2</p>	<p>You have shown low graphic skills and are unable to communicate your ideas clearly.</p> <p style="text-align: right;">1-2</p>	<p>Few of the descriptors above apply to you.</p> <p style="text-align: right;">1-2</p>	<p>Few of the descriptors above apply to you.</p> <p style="text-align: right;">1-2</p>

Comments	Student	Comments	Student	Comments	Student	Comments	Student
<p><i>You have really tried to understand the processes of urban planning &amp; have investigated in great depth.</i></p> <p style="text-align: right;">8</p>	Teacher	<p><i>Your maquette was the final result of much experimentation &amp; analysis.</i></p> <p style="text-align: right;">8</p>	Teacher	<p><i>The level of reflection has been exceptional in depth thinking.</i></p> <p style="text-align: right;">8</p>	Teacher	<p><i>Your awareness &amp; engagement with have been of a very high level.</i></p> <p style="text-align: right;">8</p>	Teacher



# Student's self-reflection

## Tracking Objectives

Topic:

Knowledge and Understanding	Date	Application	Date	Reflection and Evaluation	Date	Awareness and Engagement	Date
Today we learnt how to split strips of bamboo to acquire desirable thickness for the structure of our domes. We did this with cutting knives.	23/1/04 6	We created our first dome on our cardboard base with 4 strips of bamboo which we split to make thinner. We took into consideration the dome's height.	23/1/04 7	I think we managed to work together quite well in starting the construction of the domes. However, we could have done more.	23/1/04 6	We decided to forget about the landscape and to focus on our domes - central to our city. We laid to style the bamboo strips in a way so.	23/1/04 6
Today we learnt how to make our domes so they appear harmonious with each other. We experimented with the height of our second dome.	24/1/04 6	We managed to create our second overlapping dome on our cardboard base. We used the same technique of making slits in the cardboard to do this.	24/1/04 8	We worked pretty effectively together as a group and managed to do today in a single period what we did in the last double class.	24/1/04 7	Once again, we experimented with the positioning of the bamboo strips and the height of our second dome, looking at it from different angles.	24/1/04 8
Today, we learnt how to fit our two other domes in with the ones we've already set up. We had to take the diameter of the domes into account when fitting them together.	2/12/04 6	We employed the techniques we had acquired before while building the domes. These were splitting the bamboo strips and joining them later at angles. Now the domes look like a structure.	2/12/04 8	We managed to create two domes in this class, proposed to just one in a double period when we began with the domes. I think the quality of our structures has improved and that we worked quite effectively on a whole while constructing the domes.	2/12/04 8	Raising the domes to their right heights required some artistic awareness. Also, we had to be aware of how the city looked quite effectively on a whole while constructing the domes.	2/12/04 7
Today I learnt how to create sculptural forms with card. By bending the material that I cut into various shapes and holding them together with blue-tack, I learnt how to assemble a curvaceous building.	7/12/04 7	I gradually cut pieces - rectangles, triangles and other curved pieces - out of card and experimented with placing them together. In this way I was able to create a building with an interesting shape.	7/12/04 a	I think we worked very well this class as we completed the structure of the domes and managed to build a model of what could be an important building by experimenting with each.	7/12/04 8	Creating the sculptural model by assembling abstract shapes in an unusual way came from our awareness of fresh ecological ideas like the use of building steel and titanium.	7/12/04 8
Today I continued working on the model of the abstract building made from card. I learnt how to capture the building as a way of changing its overall form and impression.	13/1/04 7	I used the technique of cutting random shapes and joining ways to fit it with the rest of the sculptural composition while working on the model.	13/1/04 8	I think we worked quite well today as we further developed the model and discussed the building's best should be built inside our domes.	13/1/04 7	I once again drew my inspirations from the suggestions given by today while working on the model and changed the piece of card that made up the building to change its overall appearance.	13/1/04 7
Today we learnt how to photograph our model building from different angles at varying distances and with a changing light source (the lamp). We also learnt how to move our camera.	4/1/05 6	We took several photographs of our sculptural building by applying some photographic skills and taking each shot as the angle of the light source in mind.	4/1/05 7	Besides documenting our work with photos, we also agreed on some aspects of the buildings in our city. Therefore, I think we worked quite well this class although we could have done more.	4/1/05 6	We constantly moved our card model around, trying different perspectives and varying the intensity of the light source to bring out the best of our building work. Several interesting photos that we took show the various forms of our building.	4/1/05 7
This class, I developed my pencil-sketching techniques while drawing the side-profile of the model building. We also learnt how to apply bubble-wrap to the base of our building.	5/1/05 6	We sketched on paper what we had constructed with card, adding details to show the curvature of the domes. We also figured out how to cover our bamboo strip structure of our domes with bubble-wrap.	5/1/05 7	I think we accomplished a fair amount today considering the fact that it was only a single period. However, we still have much to do in relation to our building.	5/1/05 7	sketching the abstract building required a certain degree of artistic awareness. To make the drawing look convincing, we decided on the bubble-wrap because the bubbles represented the windows and their small size and large number limited at the scale of our model.	5/1/05 7
Today we learnt how to paint our domes with a color that would fit with the other elements of our city and stand out. We painted the structure with acrylic paint.	10/1/05 7	We covered the bamboo strips of our domes with a coat of metallic paper after experimenting with different inks on the same medium.	10/1/05 7	I think we did quite well today by consciously different colors for the frame of our overlapping domes before applying the paint on our structure. The metallic paper strips into the domes.	10/1/05 7	We had to use our judgement in deciding on a color for our domes. I think we made the right choice and color for the artistic device.	10/1/05 7
Today I learnt how to make a model down region of the sculptural building that would fit into our city. I think the individual pieces of card of their original orientation before assembling them together by...	13/1/05 6	Using black card - a slightly heavier material than the card used for the first model - I attempted to cut smaller pieces for the smaller domes building and put them together with...	13/1/05 6	I think I managed to accomplish quite a bit because the sketch-book model was nearly completed. However, this model didn't seem to have the right appearance, except in form of the...	13/1/05 7	I had to refer to the photos and the original model to shape the model into a similar form to the original, but smaller.	13/1/05 6