

ASSESSMENT

Assessments in art education play a crucial role in understanding and nurturing students' creative abilities and artistic growth. Unlike traditional subjects, art education assessments focus on evaluating a wide range of skills including creativity, critical thinking, technical proficiency, and expressive capabilities. These assessments are designed not only to measure progress and mastery but also to encourage exploration, self-expression, and a deeper appreciation for arts.

METHODS OF ASSESSMENTS

As the assessment processes are primarily skill-based, it is not dependent on the 'correct or wrong answer' given by the child. It is therefore important not to structure 'tests' with question papers and written answers. This would entirely defeat the purpose of the approach



0680CH22

used in an art education curriculum. A variety of assessment methods such as portfolios, performance reviews, project based evaluations and reflective self-assessments, can give insights into a student's unique and artistic journey.

The following pages suggest a structure for both formative and summative assessments. A 5-point scale is suggested for marking assessment in every criteria. This would enable teachers, parents and students to get clarity on how the child is progressing. The table below can be used as a reference to mark the 5-point scale. Rubrics can be developed in detail for each activity.

It is important to combine both quantitative assessment (scores

or grades based on rubrics) and qualitative assessment (teacher's observations on the child's behaviour, interest, progress and other aspects that may not be mentioned in the rubrics).

While formative assessment is based on observations in every class, the summative assessment

takes one whole day to be allotted for assessment. Preparation for the assessment can include gathering and organising the space, materials, tools, instruments and other essential equipment. Students are to spontaneously create something on the spot, based on what is asked.

| Learning Level of Student | Numerical Scale | Grades |
|---------------------------|-----------------|--------|
| Beginning | 1 | E |
| Developing | 2 | D |
| Promising | 3 | C |
| Proficient | 4 | B |
| Excellent | 5 | A |

Assessment criteria is based on Curricular Goals (CGs) and Competencies (C) from the National Curriculum Framework, 2023.

Available in the QR code for reference

FORMATIVE ASSESSMENT

| CG | C | Common Criteria | Specific Learning Outcomes in Visual Arts | Chapter | Teacher | Self |
|-----|-------|------------------------------------|--|---------|---------|------|
| CG1 | C-1.1 | Expression of Everyday Experiences | 1. Creates artwork based on their everyday observations. | 1, 2, 3 | | |
| | | | 2. Discusses the connection between colours and emotions. | 2 | | |
| | | | 3. Connects colours with moods and emotions. | 2 | | |
| | C-1.2 | Collaboration and Teamwork | 4. Collaborates with peers while making portraits. | 3 | | |
| | | | 5. Helps one another while making and displaying artwork. | All | | |
| CG2 | C-2.1 | Identifying Stereotypes | 6. Recognises stereotypical forms used to depict nature. | 2, 3 | | |
| | | | 7. Recognises gender stereotypes in the portrayal of people. | 3 | | |
| | C-2.2 | Imagination and Creativity | 8. Closely observes the finer details of objects, nature and people. | 1, 2, 3 | | |
| | | | 9. Depicts people of all genders and appearances in various roles. | 3 | | |
| | | | 10. Creates own patterns, and designs for paper crafts and seals. | 4, 5 | | |

| CG | C | Common Criteria | Specific Learning Outcomes in Visual Arts | Chapter | Teacher | Self |
|--|-----------------|--|---|---------|---------|------|
| CG3 | C-3.1 | Use of Materials, Tools and Techniques | 11. Creates light and shade with pencils. | 1, 2 | | |
| | | | 12. Applies perspective while drawing everyday objects. | 1 | | |
| | | | 13. Creates colour tints and shades with any chosen medium. | 2 | | |
| | | | 14. Experiments with various materials and surfaces for artwork. | 2 | | |
| | | | 15. Creates prints using own stamps and seals. | 5 | | |
| | C-3.2 | Working Process from Preparation to Presentation | 16. Follows sequential steps while making flipbooks, paper crafts or while preparing natural colours. | 1, 2, 4 | | |
| | | | 17. Modifies ideas and carries out experiments while making seals. | 5 | | |
| CG4 | C-4.1 and C-4.2 | Knowledge of local and regional art forms, and artists | 18. Compares the facial features of the Buddha in different styles. | 3 | | |
| | | | 19. Describes material, tools and surfaces used traditionally. | 2 | | |
| | | | 20. Recalls names of artists, art traditions and describes their work. | All | | |
| Mid-Term Formative Assessment Aggregate in Visual Arts | | | | | | |
| End-Term Formative Assessment Aggregate in Visual Arts | | | | | | |

| CG | C | Common Criteria | Specific Learning Outcomes in Music | Chapter | Teacher | Self |
|-----|-------|------------------------------------|---|---------|---------|------|
| CG1 | C-1.1 | Expression of Everyday Experiences | 1. Describes emotions (for example feelings related to worry, fear, surprise, joy, anger, etc.) using voice and body percussion. | 6 | | |
| | | | 2. Identifies songs that convey various emotions and explains the reason. | 6 | | |
| | | | 3. Discusses connection between pitch, dynamics, rhythm and emotions. | 6 | | |
| | C-1.2 | Collaboration and Teamwork | 4. Collaborates with peers to create a simple script, and attempts to express the scenario using musical elements and the songs learnt. | 6 | | |
| | | | 5. Creates a themed song playlist for various emotions with songs. | 6, 7 | | |
| CG2 | C-2.1 | Identifying Stereotypes | 6. Gives examples of stereotypes in music. | 10 | | |
| | | | 7. Discusses and sings songs to celebrate the country's cultural diversity. | 10 | | |
| | | | 8. Discusses songs that help in motivating them personally. | 11 | | |
| | C-2.2 | Imagination and Creativity | 9. Attempts to write simple songs based on a theme. | 10 | | |
| | | | 10. Identifies predominant emotion in any song and discusses the reasons. | 10 | | |
| | | | 11. Works with peers to create simple instruments and brings it together in a group presentation. | 7 | | |

| CG | C | Common Criteria | Specific Learning Outcomes in Music | Chapter | Teacher | Self |
|--|-----------------|--|--|---------|---------|------|
| CG3 | C-3.1 | Use of Materials, Tools and Techniques | 12. Identifies and when possible construct musical instruments based on materials such as wood, metal, string and earthenware. | 7 | | |
| | | | 13. Classifies the instruments created or present in the classroom based on utility (melody and rhythm). | 7 | | |
| | | | 14. Attempts to use backing tracks provided and sing the songs learned. | 9 | | |
| | C-3.2 | Working Process from Preparation to Presentation | 15. Presents the songs learned from various religious traditions. | 9 | | |
| | | | 16. Works with peers to choose local songs or songs from across India. | 9 | | |
| | | | 17. Presents songs to an audience with introduction explaining the choice. | 9 | | |
| CG4 | C-4.1 and C-4.2 | Knowledge of local and regional art forms, and artists | 18. Identifies differences between North and South Indian classical music. | 8 | | |
| | | | 19. Attempts to sing songs from carnatic and Hindustani traditions. | 8 | | |
| | | | 20. Recalls names of local or national artists, and describes their work. | 8 | | |
| Mid-Term Formative Assessment Aggregate in Music | | | | | | |
| End-Term Formative Assessment Aggregate in Music | | | | | | |

| CG | C | Common Criteria | Specific Learning Outcomes in Dance and Movement | Chapter | Teacher | Self |
|-----|-------|------------------------------------|--|---------|---------|------|
| CG1 | C-1.1 | Expression of Everyday Experiences | 1. Demonstrates the body movements in everyday routines. | 12 | | |
| | | | 2. Combines rhythm and postures to show everyday actions. | 12 | | |
| | | | 3. Identifies dance forms in their surroundings. | 14 | | |
| | C-1.2 | Collaboration and Teamwork | 4. Collaborates with peers to choreograph movement sequences. | 12 | | |
| | | | 5. Creates various geometric shapes with movement and rhythm. | 13 | | |
| CG2 | C-2.1 | Identifying Stereotypes | 6. Describes gender stereotypes that are challenged in dance. | 13 | | |
| | | | 7. Shows openness to trying all kinds of dance and movement. | 13 | | |
| | | | 8. Presents a project based on breaking barriers in dance. | 13 | | |
| | C-2.2 | Imagination and Creativity | 9. Uses <i>hastas</i> to create simple messages and sentences. | 12 | | |
| | | | 10. Visualises various geometric shapes in dance postures. | 13 | | |
| | | | 11. Designs and create props, and jewelleryes for dance. | 14 | | |

| CG | C | Common Criteria | Specific Learning Outcomes in Dance and Movement | Chapter | Teacher | Self |
|--|-----------------|--|--|---------|---------|------|
| CG3 | C-3.1 | Use of Materials, Tools and Techniques | 12. Demonstrates body postures using spinal bends. | 12 | | |
| | | | 13. Shows facial expressions for emotions based on <i>navarasas</i> . | 12 | | |
| | | | 14. Identifies the performance space for props, entry and exit. | 13 | | |
| | | | 15. Identifies commonalities in movements, postures and gestures across dance forms. | 14 | | |
| | C-3.2 | Working Process from Preparation to Presentation | 16. Brings together musical instruments, movement and props for a dance performance. | 14 | | |
| | | | 17. Prepares a simple <i>Natya</i> script for a given theme. | 14 | | |
| | | | 18. Practices and presents <i>Mudras</i> , Movements and facial expression with music. | 14 | | |
| CG4 | C-4.1 and C-4.2 | Knowledge of local and regional art forms, and artists | 19. Names a few classical dance forms from across India. | 12 | | |
| | | | 20. Analyses gender norms in various <i>lok nritya</i> . | 13 | | |
| | | | 21. Compares dance forms of various Indian states. | 15 | | |
| Mid-Term Formative Assessment Aggregate in Dance | | | | | | |
| End-Term Formative Assessment Aggregate in Dance | | | | | | |

| CG | C | Common Criteria | Specific Learning Outcomes in Theatre | Chapter | Teacher | Self |
|-----|-------|------------------------------------|---|---------|---------|------|
| CG1 | C-1.1 | Expression of Everyday Experiences | 1. Tries to find new words to express their ideas and emotions. | 16, 17 | | |
| | | | 2. Recognises situations that have conflict in their everyday life. | 16, 17 | | |
| | | | 3. Connects the <i>navarasas</i> to their everyday experiences. | 16 | | |
| | C-1.2 | Collaboration and Teamwork | 4. Collaborates with peers to put up a presentation. | 17, 19 | | |
| | | | 5. Creates puppet show with two or more characters. | 19, 20 | | |
| CG2 | C-2.1 | Identifying Stereotypes | 6. Identifies typical features of characters in a story. | 17 | | |
| | | | 7. Visualises costume and make-up for characters of all genders. | 17 | | |
| | C-2.2 | Imagination and Creativity | 8. Visualises finer details of situations, scenes and characters. | 17 | | |
| | | | 9. Imagines and responds to situations, and simple stories. | 16 | | |
| | | | 10. Creates masks based on local culture and one's own emotions. | 16 | | |

| CG | C | Common Criteria | Specific Learning Outcomes in Theatre | Chapter | Teacher | Self |
|--|-----------------|--|---|------------|---------|------|
| CG3 | C-3.1 | Use of Materials, Tools and Techniques | 11. Creates a variety of puppets (finger, sock, stick and shadow). | 19 | | |
| | | | 12. Creates costume, make-up and stage design and connects them for a production. | 17, 19, 20 | | |
| | | | 13. Creates a variety of masks using paper and cardboard. | 16 | | |
| | | | 14. Experiments with modulating voice for characters. | 19 | | |
| | | | 15. Expresses emotions through facial expression, voice and action. | 16 | | |
| | C-3.2 | Working Process from Preparation to Presentation | 16. Edits and modifies stories into dialogues, and conversations. | 17, 19, 20 | | |
| | | | 17. Structures a story as having a beginning, middle and end. | 17, 19, 20 | | |
| | | | 18. Rehearses movements and dialogue delivery. | 19, 20 | | |
| | | | 19. Presents a complete show for an audience. | 19, 20 | | |
| CG4 | C-4.1 and C-4.2 | Knowledge of local and regional art forms, and artists | 20. Identifies differences in types of stories and costumes. | 18, 19 | | |
| | | | 21. Recalls names of popular theatre companies. | 18 | | |
| | | | 22. Compares today's theatre with company theatre and traditional puppetry. | 18, 19 | | |
| Mid-term Formative Assessment Aggregate in Theatre | | | | | | |
| End-term Formative Assessment Aggregate in Theatre | | | | | | |

SUMMATIVE ASSESSMENT

| Visual Art | Examples of Summative Assessment | Criteria for Assessment |
|-------------|---|---|
| Individual | <ul style="list-style-type: none"> • What does a kite mean to you? • Design a kite in any shape you like (regular or irregular). • Choose materials from your surroundings to make the kite. • Draw, colour or collage it with images that make you happy. • Attach a string so that it can hang or fly in the wind. | Personal expression of an everyday experience. Imagination and creativity. Chooses appropriate materials for their concept. Applies suitable techniques and problem solving. Presentation. |
| Group (3–4) | <ul style="list-style-type: none"> • Identify a suitable place and display all your kites together. • Ask your friends to spot your kite in the display and talk about it. | Collaboration and Teamwork. Critical thinking. |
| Music | Examples of Summative Assessment | Criteria for Assessment |
| Individual | <ul style="list-style-type: none"> • A song is played, student identifies the predominant emotion. • Discuss how pitch, dynamics, lyrics and instruments help to convey the predominant emotion in the song played. • Identify the rhythm cycle in the song and attempt to create a simple rhythm pattern using body percussion. | Knowledge of various <i>rasas</i> or emotions. Connection between musical elements and emotions. Keeps rhythm using feet tapping or clapping, or <i>taala</i> . Can create simple rhythm patterns. |
| Group (3–4) | <ul style="list-style-type: none"> • Students pick a story and use songs to bring the narration alive. | Actively participates in the selection of musical pieces. Presents final performance in front of an audience. |
| Dance | Examples of Summative Assessment | Criteria for Assessment |
| Individual | <ul style="list-style-type: none"> • Show one emotion and matching with <i>rasa</i> name. • Show two or three <i>hastas</i> given. • Create one imaginative <i>hasta</i>. • Project work. | Imaginative use of body for movement. Shows spinal bents used. Rhythmic feet tapping. Coordinates arms and feet. |
| Group (3–4) | <ul style="list-style-type: none"> • Sequence phrases of dance and rhythm. • Converse or communicate with <i>hastas</i>. | Matches rhythm with group. Collaborates while trying out choreography. |

| Theatre | Examples of Summative Assessment | Criteria for Assessment |
|-------------|--|--|
| Individual | <ul style="list-style-type: none"> An emotion or <i>rasa</i> is given by the teacher. Child to create a character with a name. Narrate or write two situations of that character in that emotion. Design costume and make up for the same character. | Knowledge of emotions and <i>rasas</i> . Relates to it and understands its application in life. Confidence in presenting it (oral or written). |
| Group (3–4) | <ul style="list-style-type: none"> Write a simple story with conversations with clear beginning-middle-end. Make masks to represent two characters in that story. | Spontaneity and Problem solving. Teamwork and Leadership. Understands script and masks. |

| MID TERM SCORE | Formative Aggregate Score | Summative Assessment Score | TOTAL |
|----------------------------------|---------------------------|----------------------------|-------|
| Visual Art | | | |
| Music | | | |
| Dance | | | |
| Theatre | | | |
| Arts Education Total | | | |
| Comments on student's strengths | | | |
| Comments on areas of improvement | | | |

| END TERM SCORE | Formative Aggregate Score | Summative Assessment Score | TOTAL |
|----------------------------------|---------------------------|----------------------------|-------|
| Visual Art | | | |
| Music | | | |
| Dance | | | |
| Theatre | | | |
| Arts Education Total | | | |
| Comments on student's strengths | | | |
| Comments on areas of improvement | | | |