

Evans Bay Intermediate School

SCHOOLWIDE ACHIEVEMENT REPORT

VISUAL ART

December 2nd 2009

INTRODUCTION

This report provides a picture of student achievement across the school in the area of Art.

The main objective of the EBIS Art programme is to see that the work completed is a means by which students can translate their own feelings, attitudes and responses into a tangible form. Students are introduced to techniques which are demonstrated, practised and discussed introducing new materials and modes of expression culminating in an increased visual perception and critical awareness demonstrated through creative expression. Further an investigation of similar ideas and processes as explored and developed by other artists are also a specific part of the learning programme.

The programme offered at EBIS is derived from the New Zealand, *The Arts*, Curriculum. The strand from this document that is covered, is *Visual Art*.

Visual Art is broken into 4 sub-strands.

- Developing practical knowledge in visual art - this is interpreted as expressing ones self in a visual form and communicating through making art works.
- Developing ideas in Visual Art - communicating and interpreting in visual art students are taught the art practices and procedures to implement the desire to communicate and understand techniques and materials.
- Understanding visual arts in context - students develop knowledge about their own art and respond to art work done by others. It is about valuing cultural sources particularly Maori, Pacific and European.
- Communicating and interpreting - compare and contrast the ways in which ideas and art making procedures are used to communicate meaning, selected objects and images.

These underpinning ideas are refined for classroom practice into a group of core skills that are then taught.

These ***Five Core Skills*** form the basis of instruction and assessment in ***Visual Art*** at Evans Bay Intermediate School.

1. Observation and recording – looking, seeing, to then draw ideas.
2. The development of creative thinking and applying personal imagination.
3. Exploring and mastering personal techniques and understanding the properties of materials.
4. Art production methods especially in problem solving. Exploring ideas and analyzing, making selections, refining images and performing solutions.
5. Responding to and valuing art works from a variety of sources, both personal and vicarious. All units of work are planned and assessed to reflect these five core skills.

Programme Overview

- Elements of visual form - point, line, shape, form, tone, texture
- Drawing
- Shading in colour, black and white
- Painting techniques.
- Introduction to Art History – NZ art and European art.
- NZ Art - in particular landscapes.
- Advertising
- Sculpture.

A combination of these units of work helps students to develop practical knowledge, ideas, communicating and interpreting and understanding visual arts in contexts.

Each student receives ***12, 90 minute sessions*** at consecutive intervals. Year 7 and Year 8 students have a different programme.

An ***Art Extension programme*** runs throughout the year. This programme is provided for students who are deemed to be gifted/talented in art – at the end of the cycle, art works are displayed at the National Bank in Kilbirnie. This is an ongoing project for us as a school. The feedback that the school has received has been extremely positive. We have also been approached by members of the public to actually buy these works. This is something that we are looking at doing.

ie An auction of the artwork at the end of the year.

DATA ANALYSIS

STRENGTHS

All *Year 7 students* who were assessed in Art in the first half of this year, have achieved well in Art. This report is a collation of the data provided to parents in student mid year reports.

The four levels that students were given are based on the achievement objectives from *The Arts Curriculum*.

Looking at achievement, ideally we want students to be achieving at a Level 3 /4. In doing our comparisons below we are looking at how many in each group are achieving at Level 3 / 4.

The *Year 8 students* (84%) are achieving to a higher level than the Year 7 students.(74%)

The *Year 8 Female students (91%)* are the highest achieving group.(Year 8 Male 78%)

The *Year 8 Pacific students (91%)* are achieving to a higher level than the Year 7s.(79%)

Overall our students are achieving extremely well in Art.

Students all give art their best shot! Effort that students put into art work is always very pleasing. Only few do not apply themselves. Students love art!

TARGETS

Looking at the data provided in this report on student achievement in Art, it is obvious that the school does not have any reason to be concerned about achievement of students in Art.

I would suggest that our target should be to maintain the high quality Art work that our students currently are producing at Evans Bay Intermediate.

Year 7 Male students and Year 7 Maori students are the two groups that are not achieving as well as other groups. However it needs to be noted that the gap in fact closes once students become Year 8. I believe that this is due to the fact that students

become more confident in the art programme. They learn the basics! Students have mastered the 5 core skills that are taught in the art programme.

CONCLUSION

Students at EBIS are provided with a number of opportunities for creating Art works other than the set scheduled programme. The *production* every alternate year gives students a great chance to paint back drops and create graphics and poster works for props.

Art is a subject that has an infinite number of right answers unlike other curriculum areas. It is very subjective. Art helps students to see alternatives, find fresh new perspectives, to cope with change and to accept difference.

While we need to have a standard for assessment purposes, set on specific criteria, every individual student can be said to be successful and to have success in Art.

Achievement in Art is great for self esteem.

Every individual can pursue and explore an intensely personal or different point of view in Art. No other subject can be said to do this!

EBIS continues to be a school which is recognised for its high quality art work.

Stamatoula Boolieris, Art Specialist Teacher December 2nd 2009