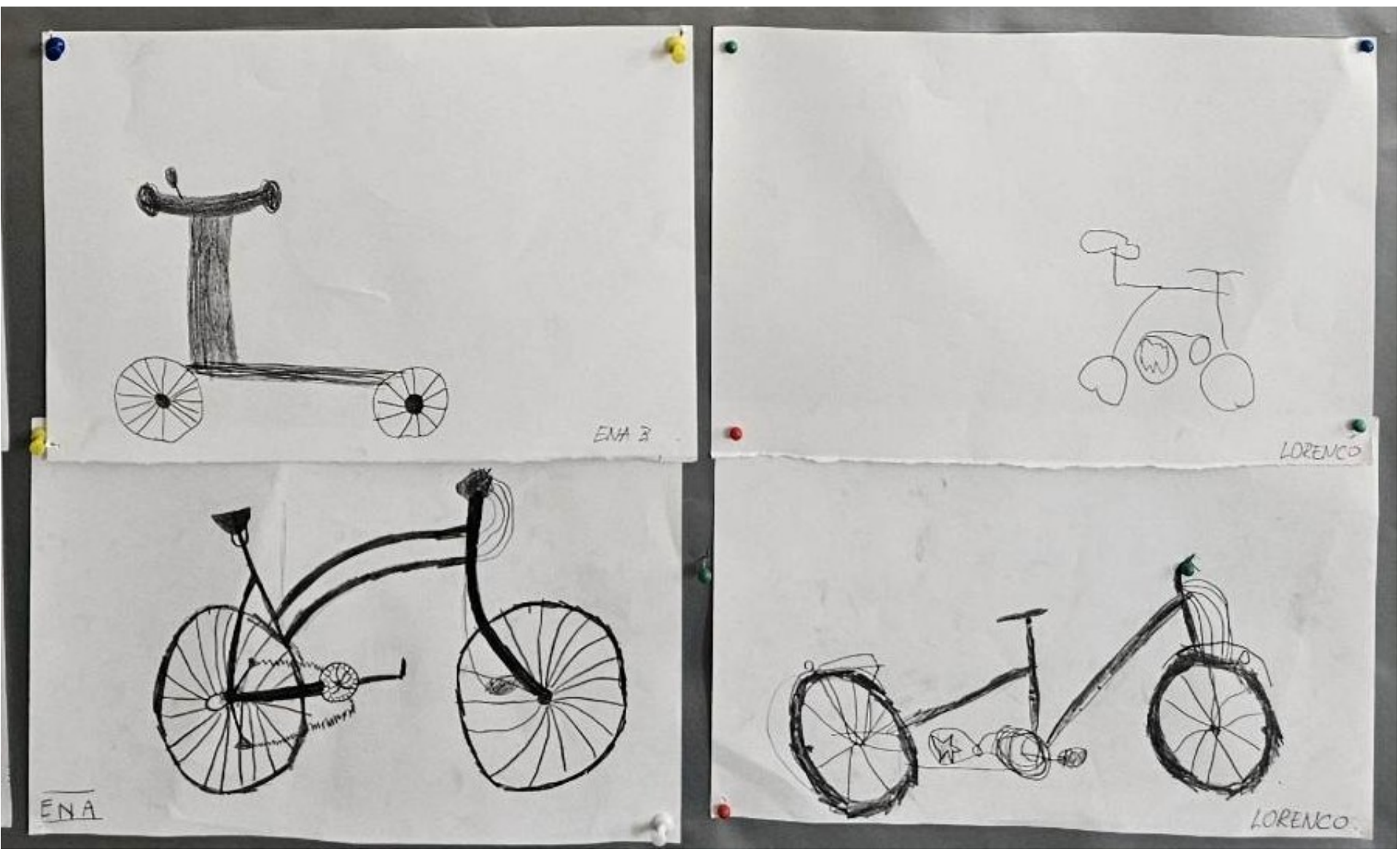
full prof. PhD **Miroslav Huzjak**
Faculty of Teacher Education University of Zagreb, Croatia

Evaluation of children's artwork

Is the evaluation matter of personal opinion or taste?

If not, which criteria to use?


ENA 3
LORENCO
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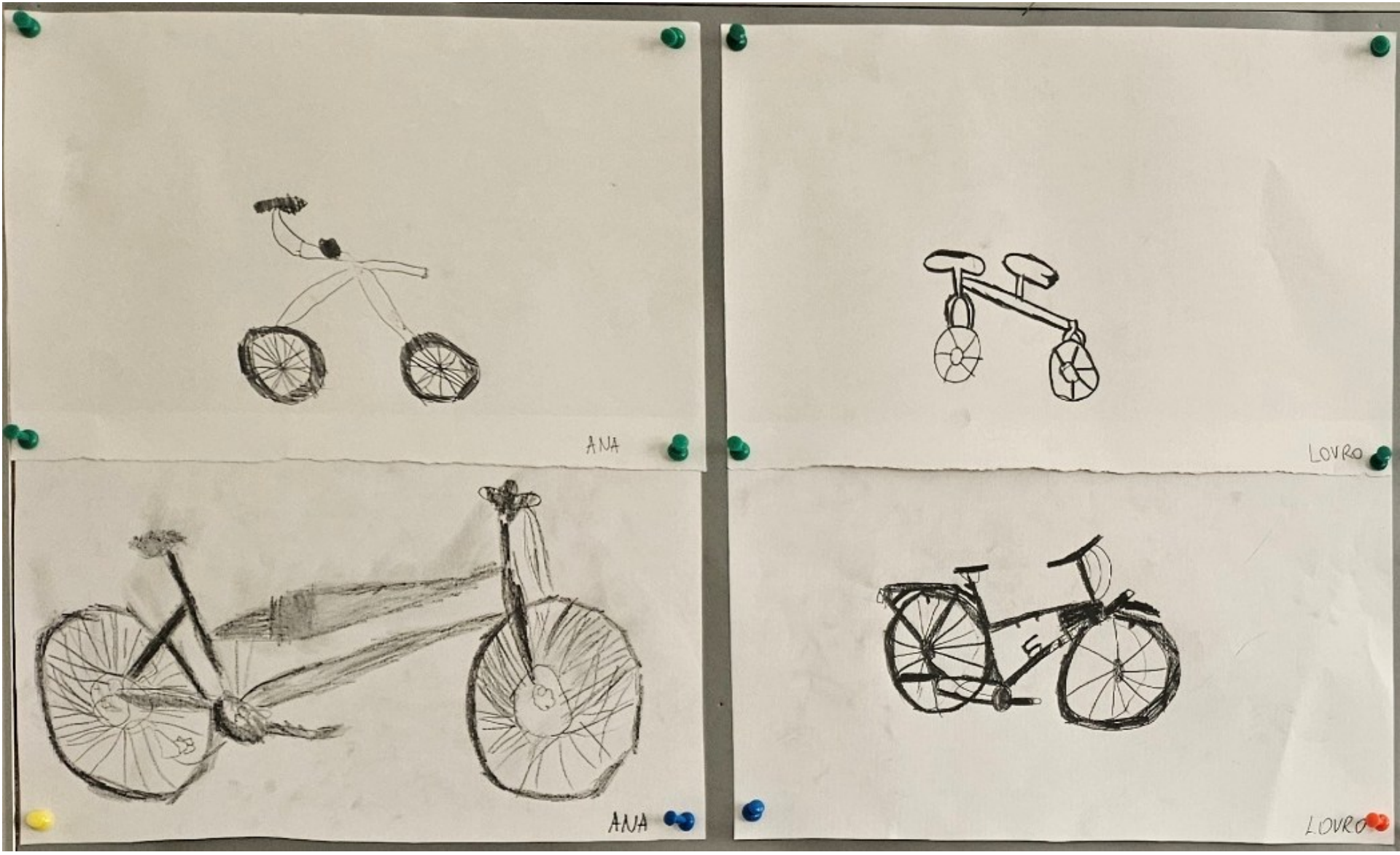
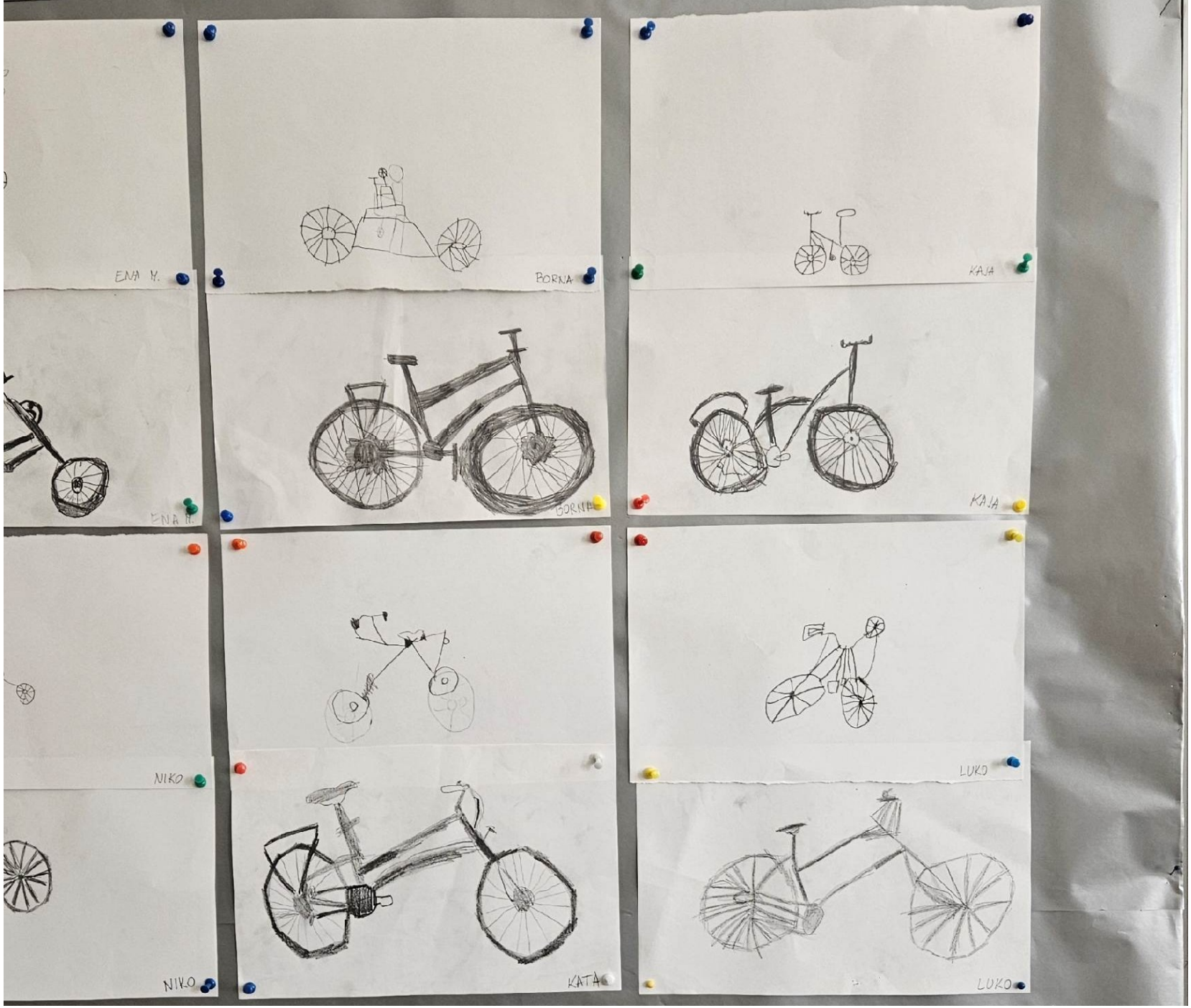
LORENCO



1st grade

The above drawings were drawn by students WITHOUT didactic instructions; they were just told to draw a bicycle

The drawings below were drawn by THE SAME students in the SAME LESSON, but WITH didactic instructions.


ENA Y.
BORNA
KAJA
ENA P.
BORNA
KAJA
NIKO
LUKO
NIKO
KATA
LUKO

1st grade
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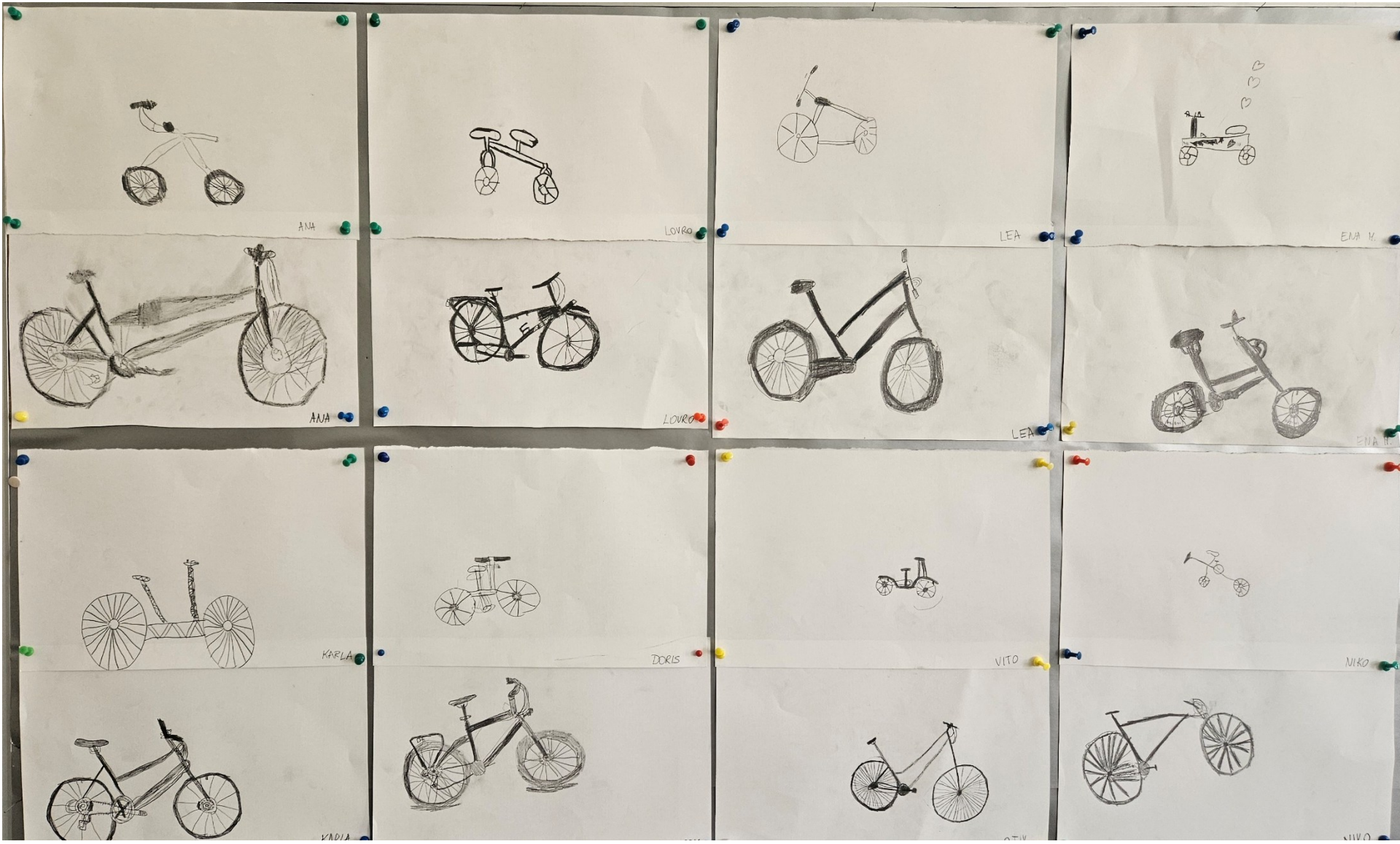


1st grade

The above drawings were drawn by students WITHOUT didactic instructions; they were just told to draw a bicycle

The drawings below were drawn by THE SAME students in the SAME LESSON, but WITH didactic instructions.

Objectives of education

Johann Heinrich Pestalozzi (1746 -1827): 3xH: „head, hands and heart „

Benjamin Samuel Bloom (1956): “Bloom taxonomy”
(revisions : Krathwohl 1995, Anderson & Krathwohl 2000, Lynn Ericson 2007)

1. **cognitive domain** - knowledge, “head”
2. **psychomotor domain** - abilities, skills, “hands”
3. **affective domain** - attitudes, habits, beliefs, values, “heart”

1. **Cognitively**, the pupil adopts art’s and other concepts, and learns the procedures of using art materials (*tempera*, *pencil*, *collage paper*, *clay*, etc.)
2. **Psychomotorically**, the pupil develops manual skill by using different art materials.
3. **Affectively**, the pupil develops responsiveness to stimulus, interest, independence, sensitivity, individuality and originality, critical thinking and appreciation and evaluation.

The **aim** of the educational process is to achieve the full development of pupils: cognitive, psychomotoric and affective.

1. **Cognitively**, the pupil adopts art's and other concepts, and learns the procedures of using art materials (*tempera*, *pencil*, *collage paper*, *clay*, etc.

2. **Psychomotorically**, the pupil develops manual skill by using different art materials.

3. **Affectively**, the pupil develops responsiveness to stimulus, interest, independence, sensitivity, individuality and originality, critical thinking and appreciation and evaluation.

We evaluate:
1. Successful performance of a visual problem
2. Successful representation of motifs
3. The success of using art materials.

All this in relation to: 1. age
2. originality
3. invested effort

Analysis and evaluation of the visual art products

We can analyse and evaluate:

1. Successful performance of a visual problem
(Fulfillment of the art task, richness and range of solutions, not overwriting, visual literacy)

2. Successful representation of motifs
(Unusualness, imagination, originality, absence of stereotypes, number of details, size, accommodation in format, sometimes proportions …)

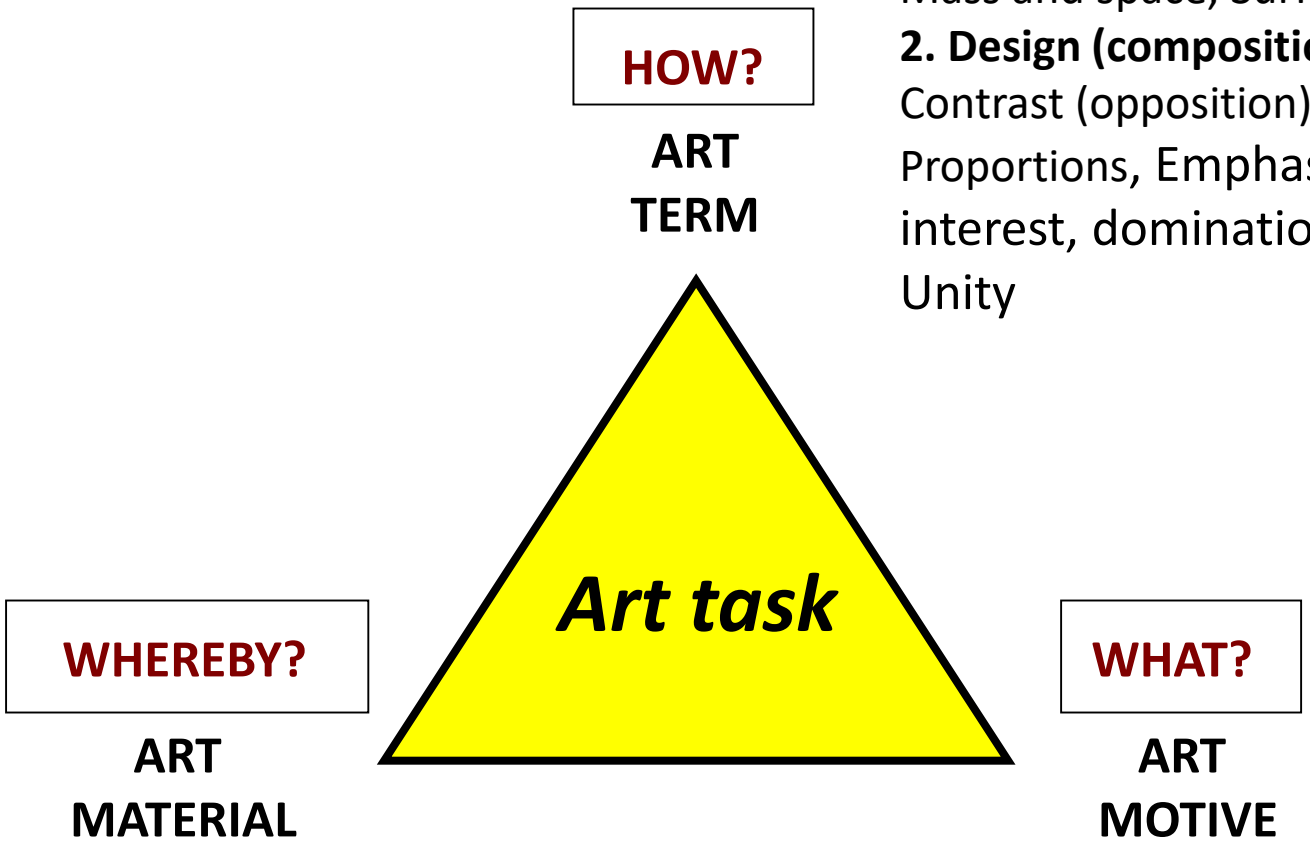
3. The success of using art materials
(Correct color density, range of color tones, pressure range, compactness, not smudging with your fingers

Responsiveness to stimulus
(Relation to work, process, motivation, originality, effort, persistence and consistency, independence, ability to evaluate)

Art's concepts, visual language:

1. Visual elements:
Line, Colour, Shape,
Mass and space, Surface

2. Design (composition) principles:
Contrast (opposition), Rhythm, Proportions, Emphasis („center of interest, domination), Harmony, Unity

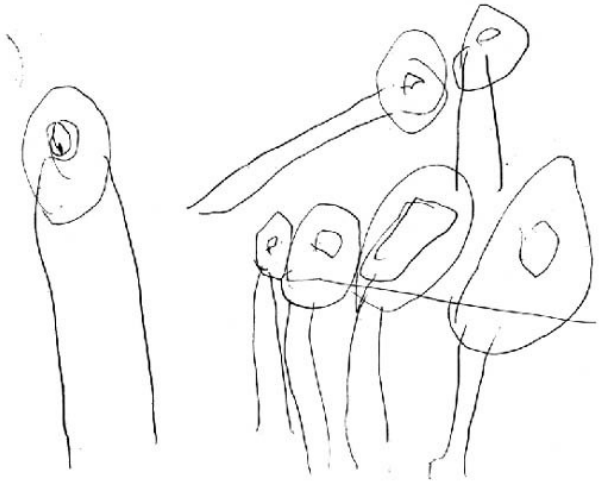


Drawing, painting, sculpture and graphic materials and techniques

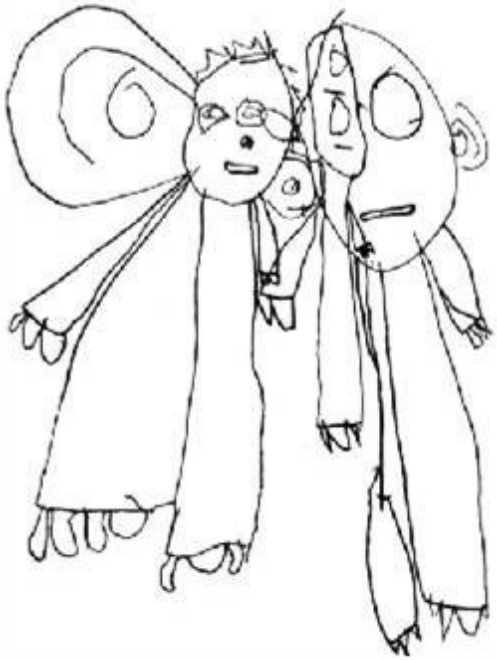
Visual motives, non-visual motives and artistic language as a stimulus

Age

3 years old



5 years old

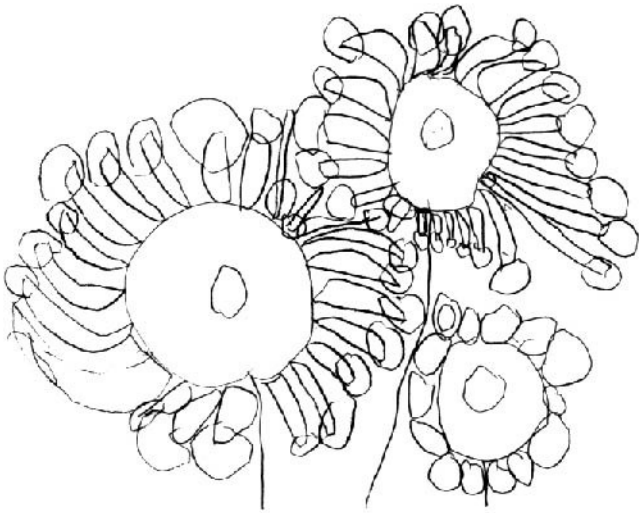


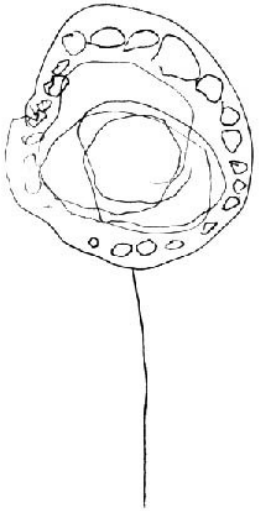
10 years old

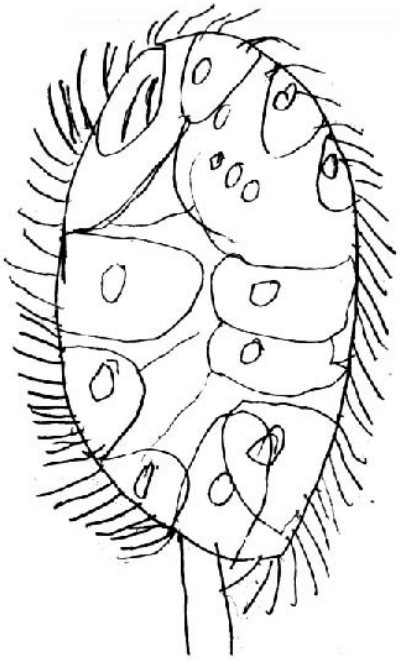
Five-year-old child sculptures

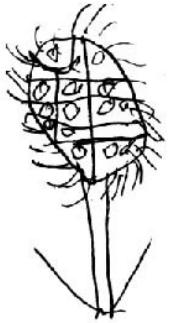
Ten-year-old child sculptures

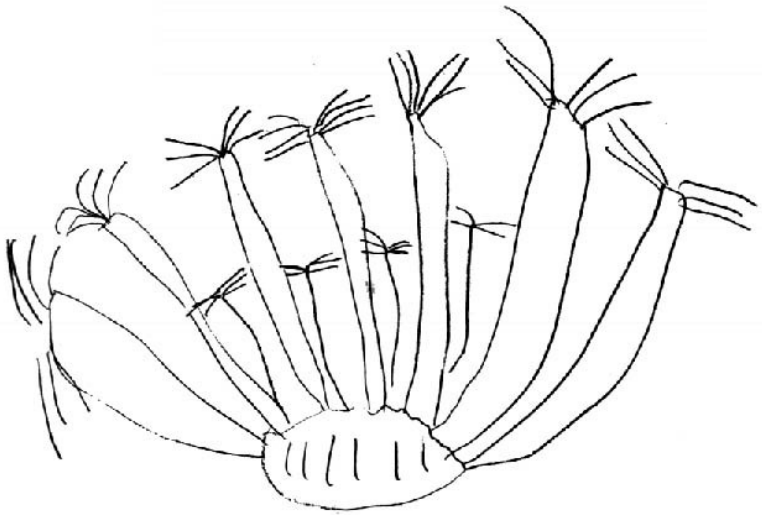
5 years old: flower

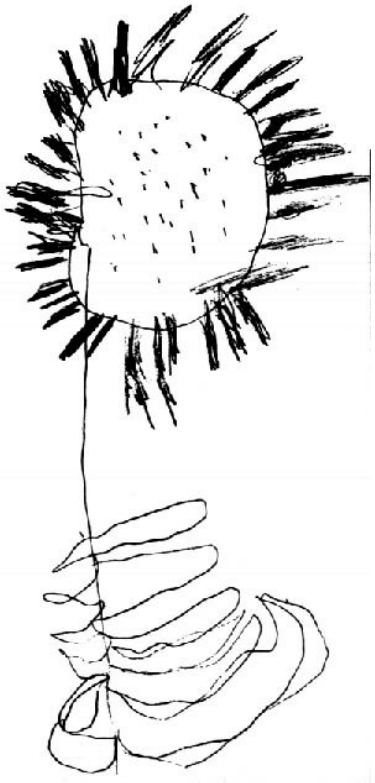












cliché, stereotype

Stereotypes

ROĆKASI
RAZREDNA PRAVILA
NIKAD NE ODUSTAJ

1. Successful performance of a visual problem:
Understanding of terms, number of colour tones, the range of line character, spatiality …

Shades of one color, tempera, Pietá

1. Successful performance of a visual problem

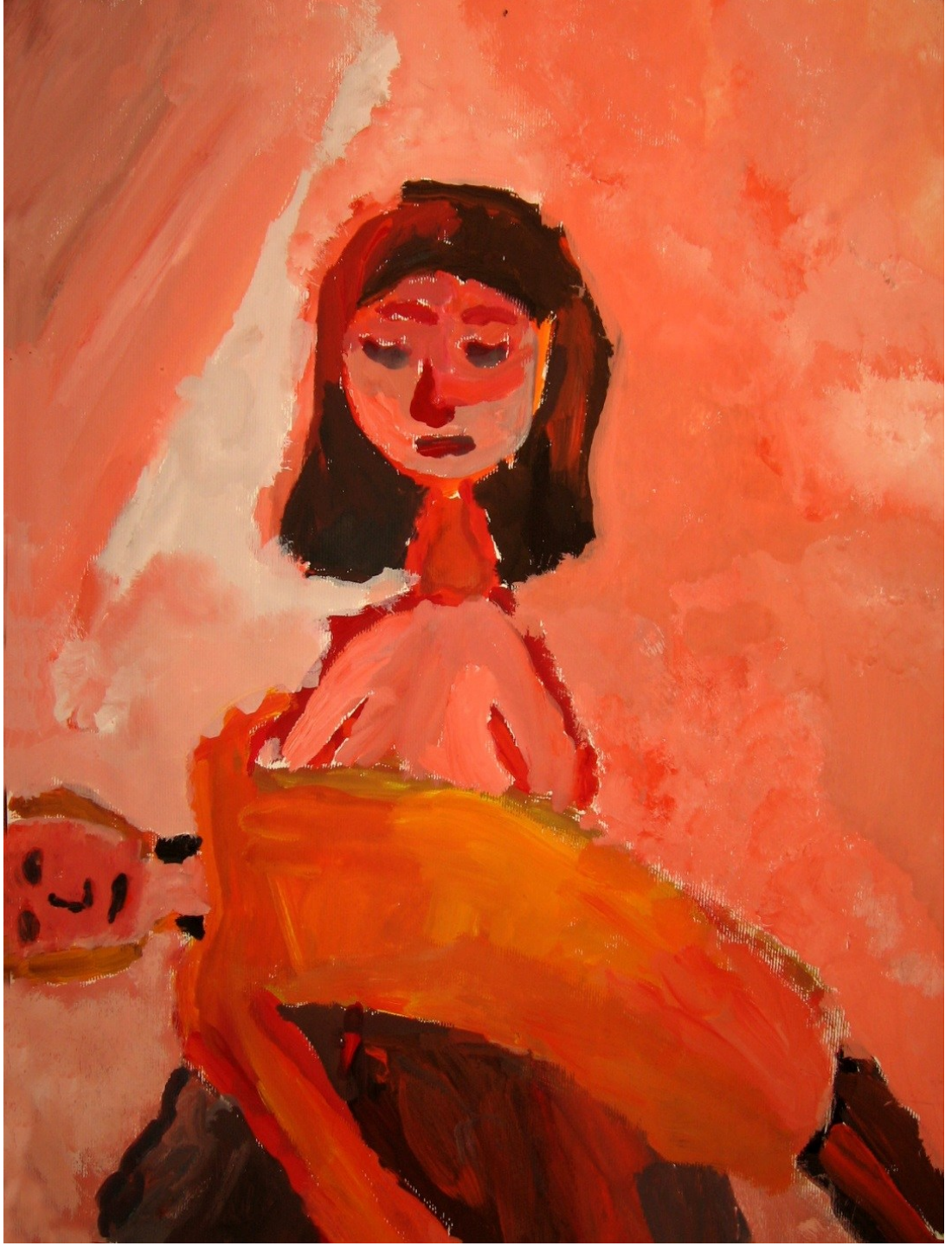
Shades of one color, tempera, Pietá

Poor performance, 4th grade

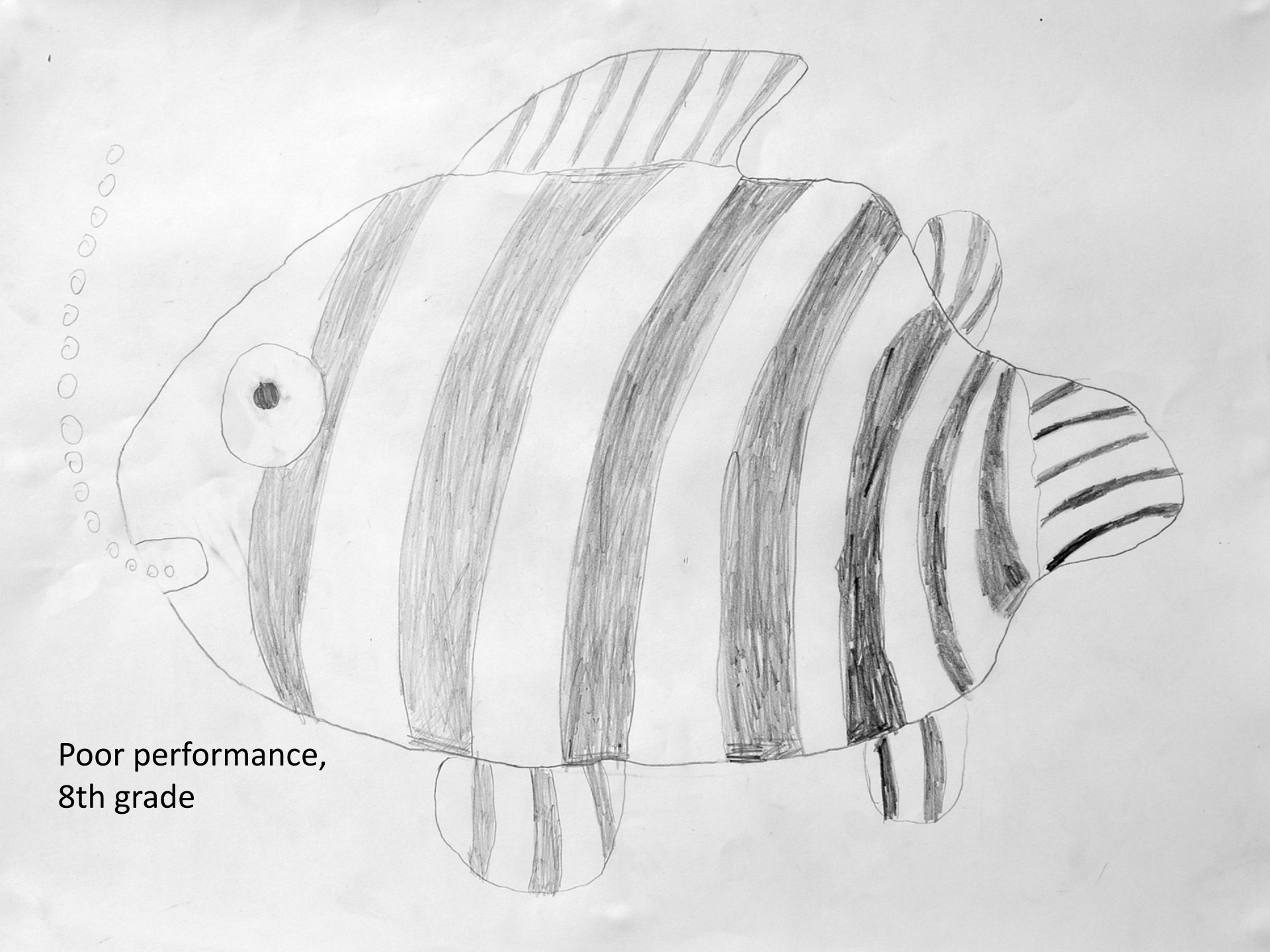
1. Successful performance of a visual problem

Average performance, 4th grade

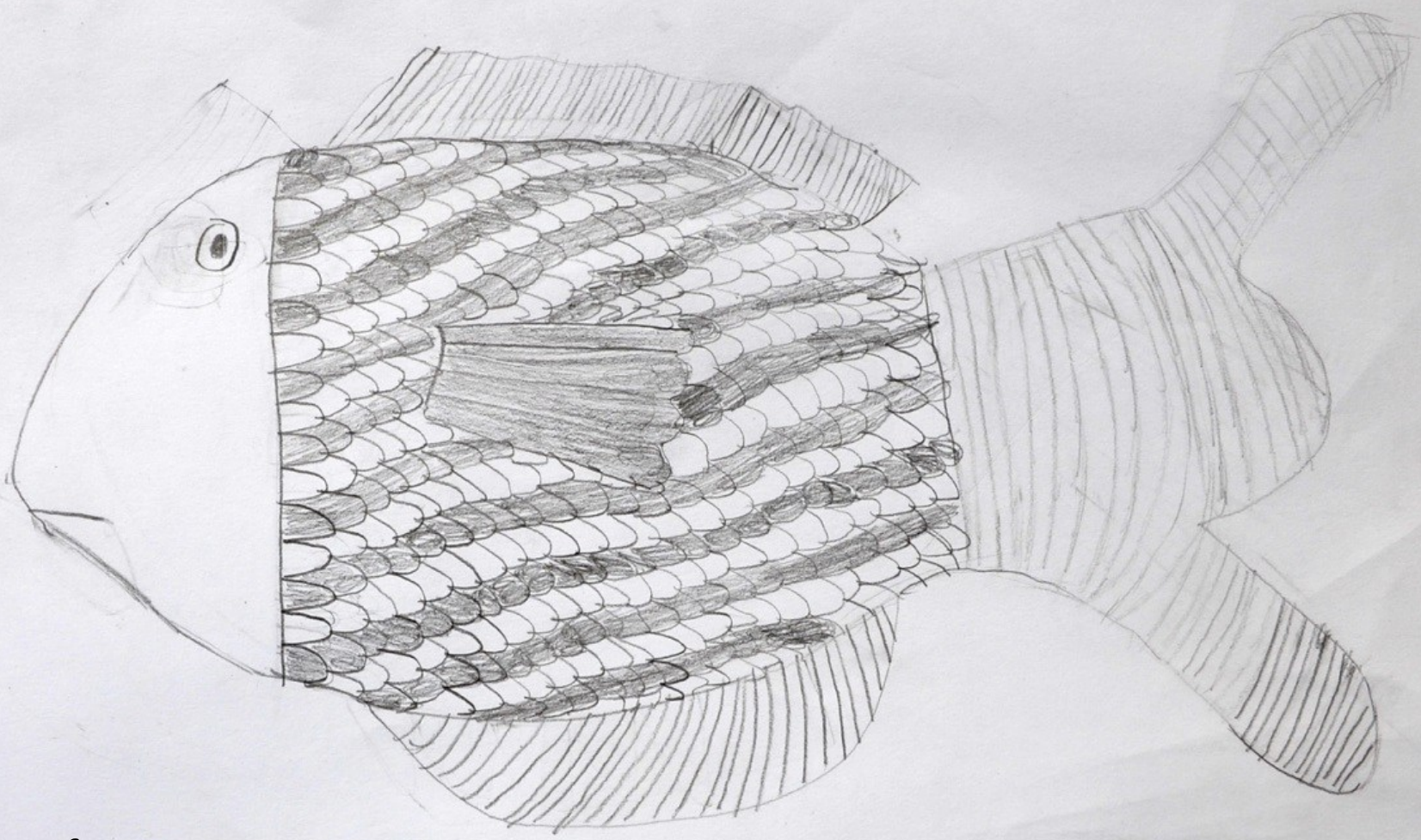
1. Successful performance of a visual problem:



High performance,
4th grade

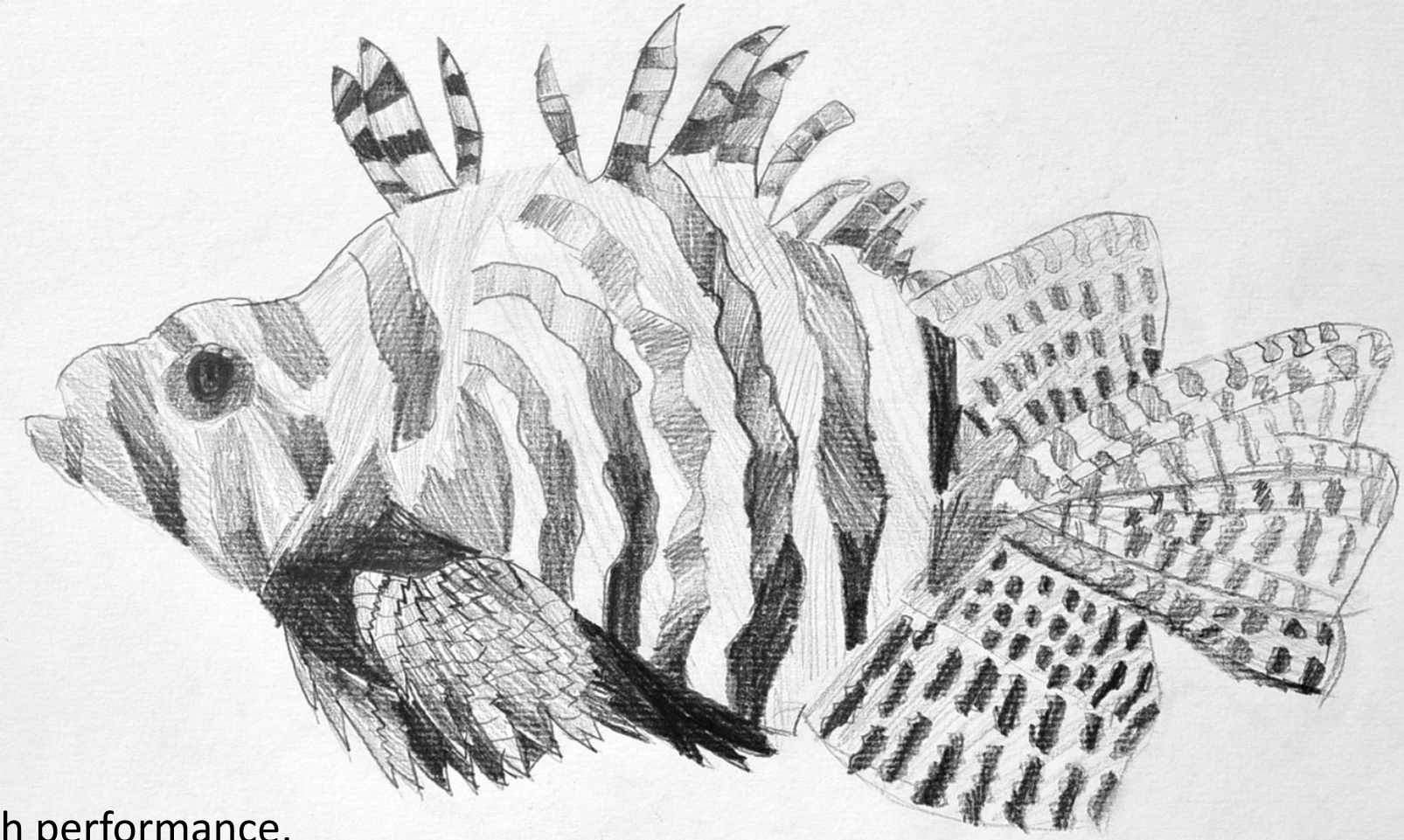


Poor performance,
8th grade

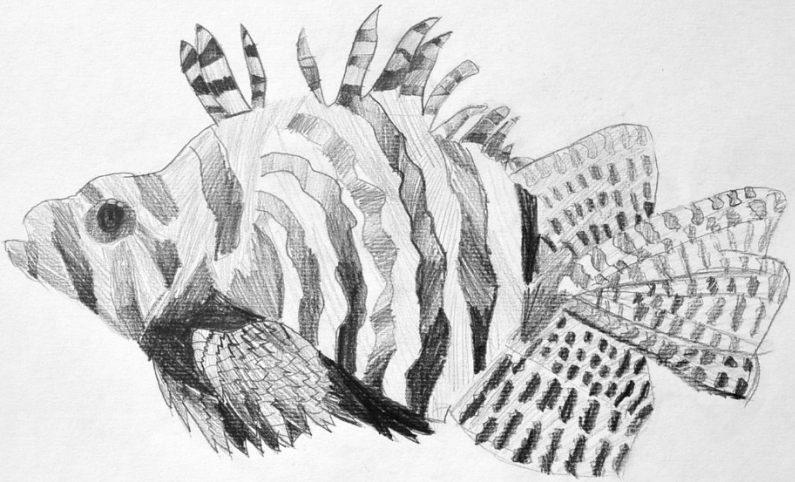


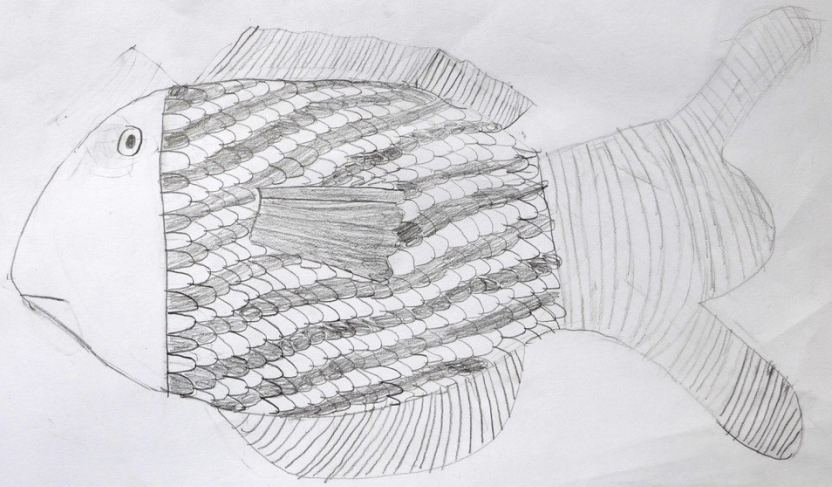
Poor performance,
8th grade

High performance,
8th grade



High performance,
8th grade



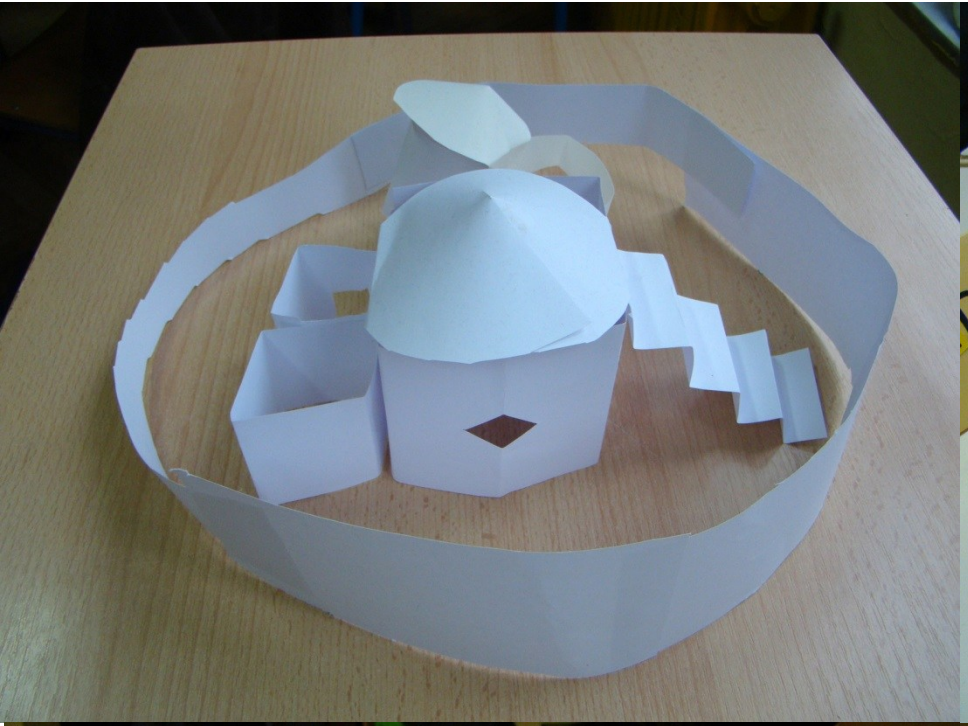


2. Successful representation of motifs

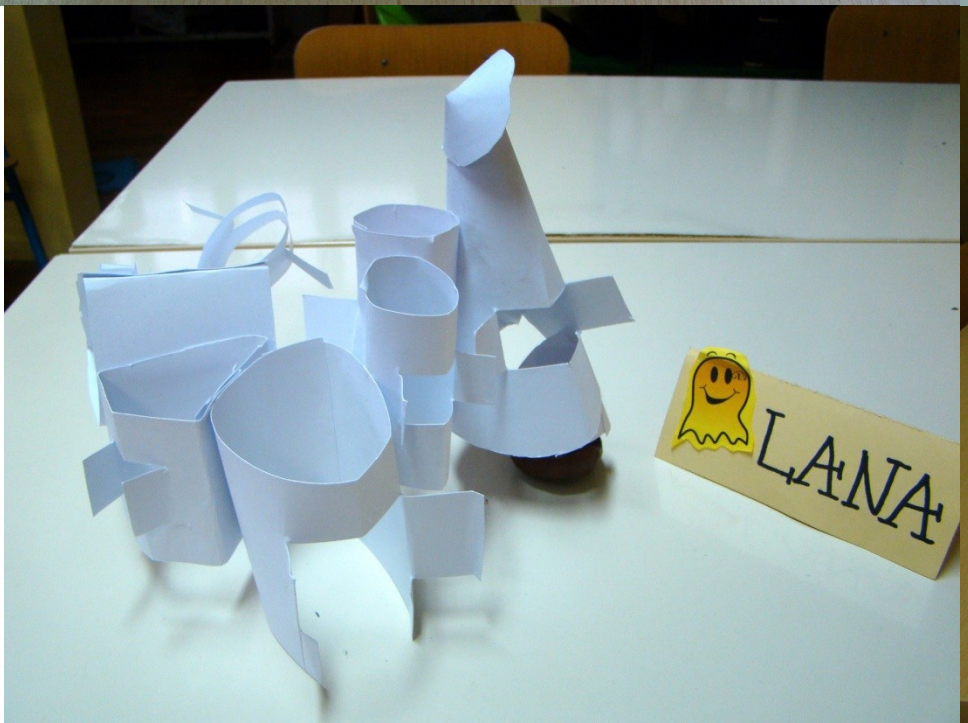
stereotypes (clichés) – Average – originality

High performance

Poor performance; stereotypes and clichés



Teacher achievement - high performance, 2nd grade



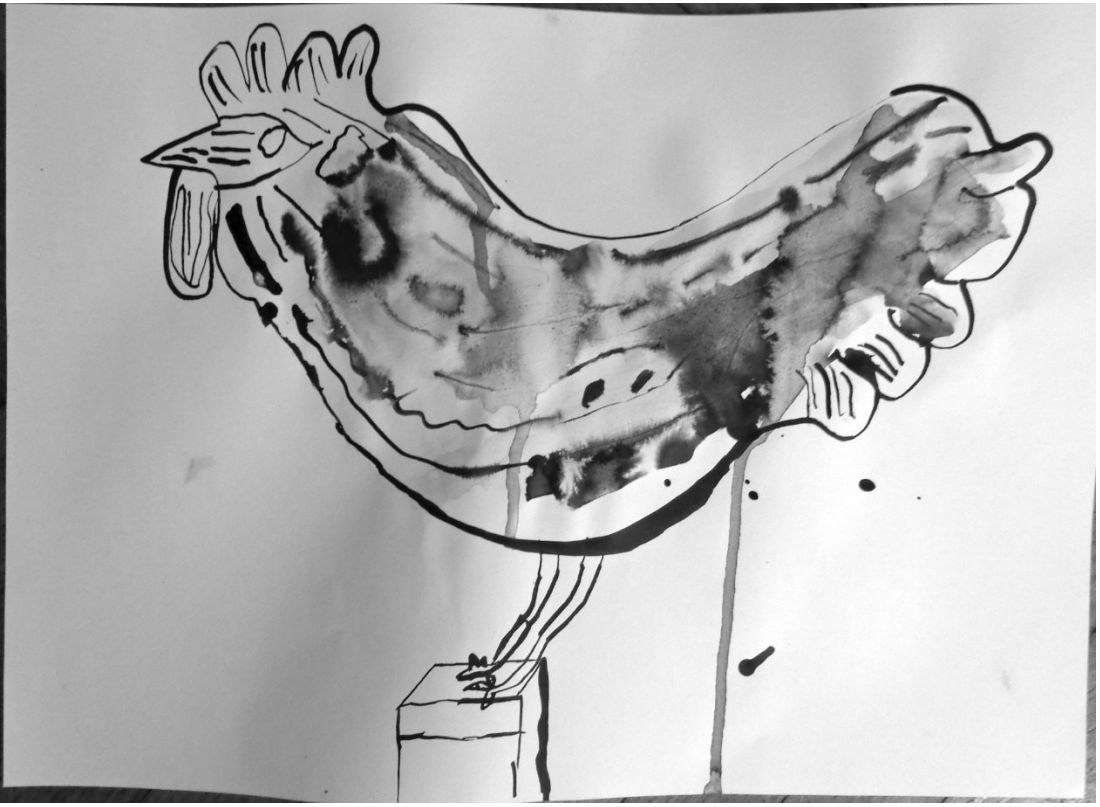
Poor performance, stereotypes,
more teachers fault than students; 2nd grade

Poor performance, 3rd grade

High performance,
3rd grade

2. Successful representation of motifs

- Elaboration / invested effort
- the size of the performance
- Originality, no clichés

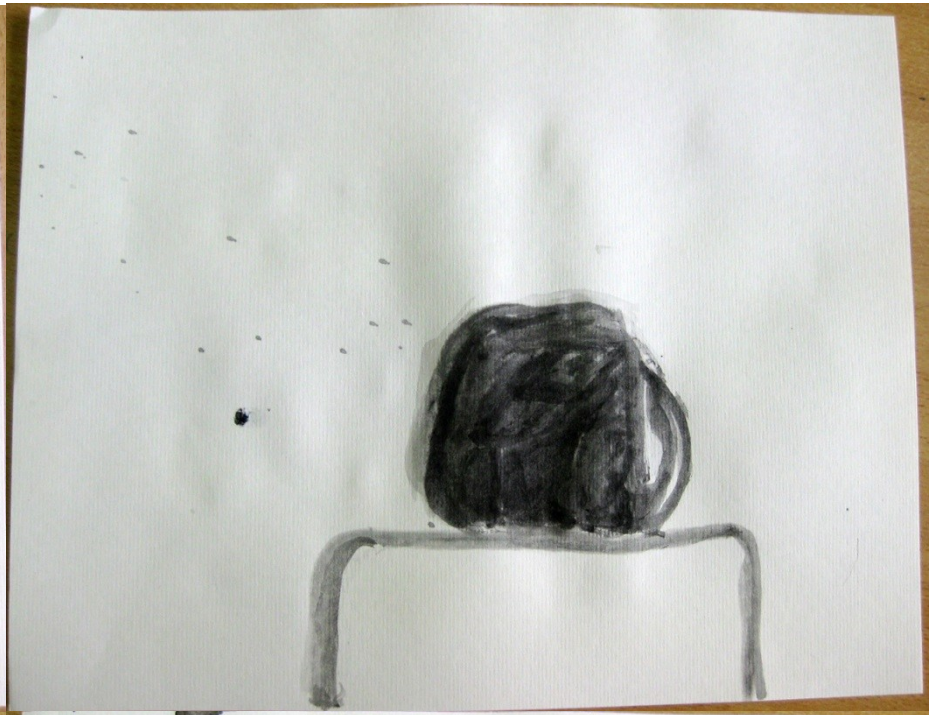


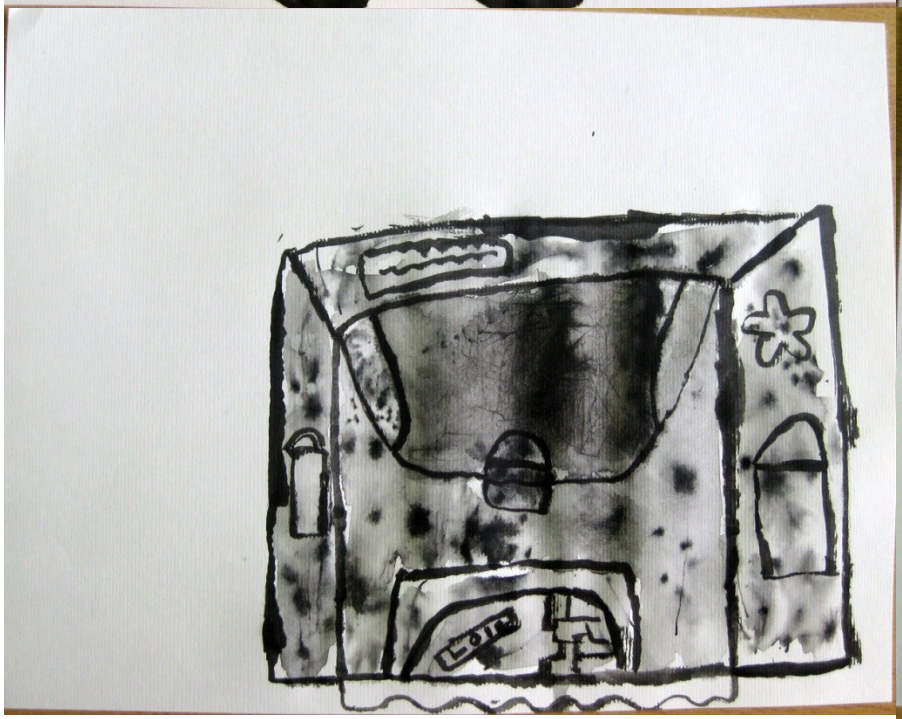
Character of lines, colour tones,
Rooster, 2nd grade

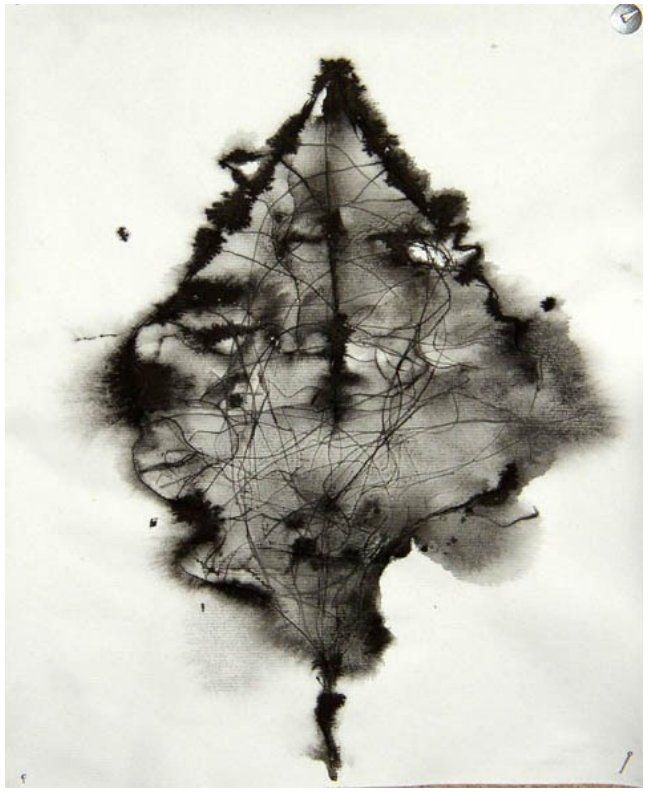
8th grade
Paula Šurić 8.5

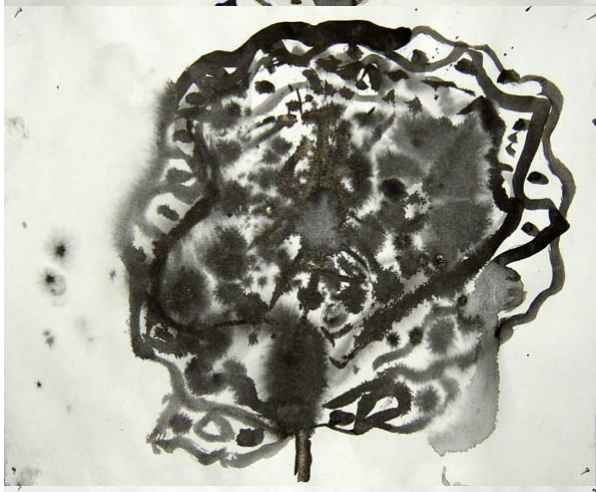
Paula Šurić

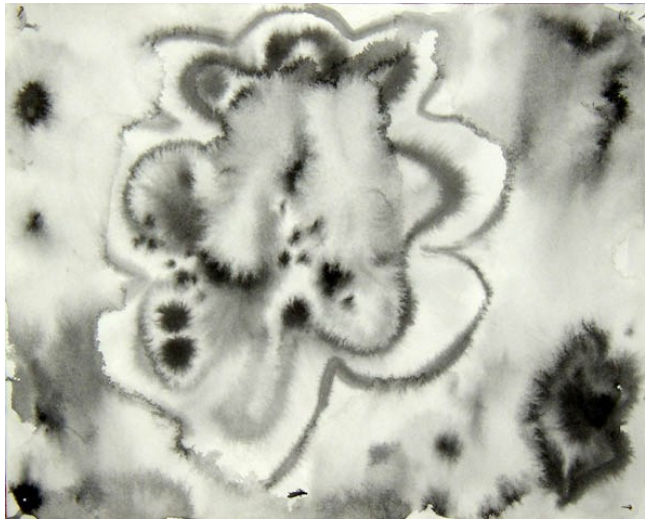
LOVE



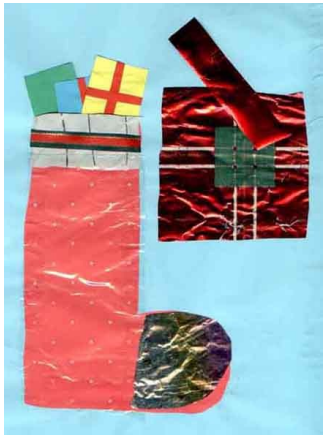


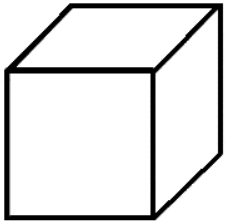




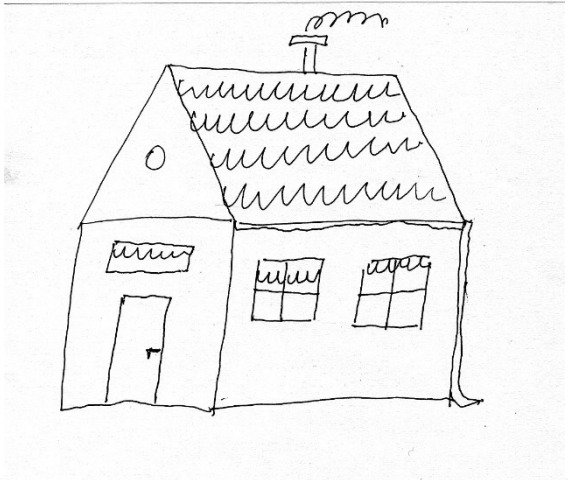


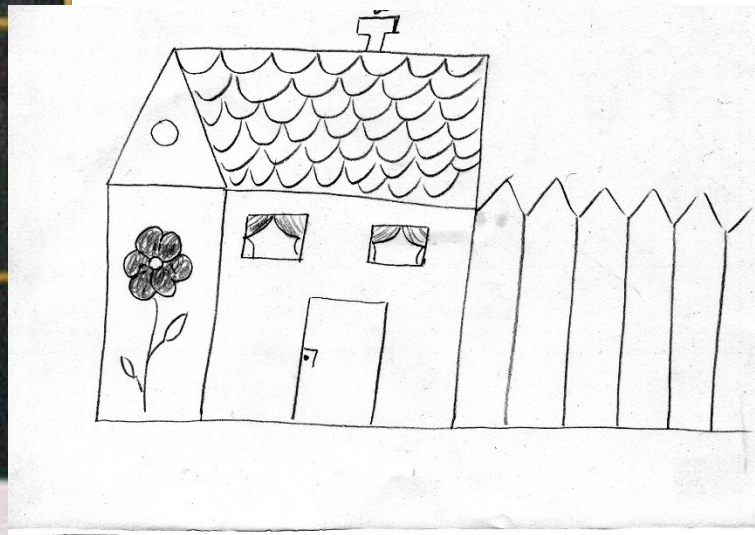
Templates (stereotypes, clichés)

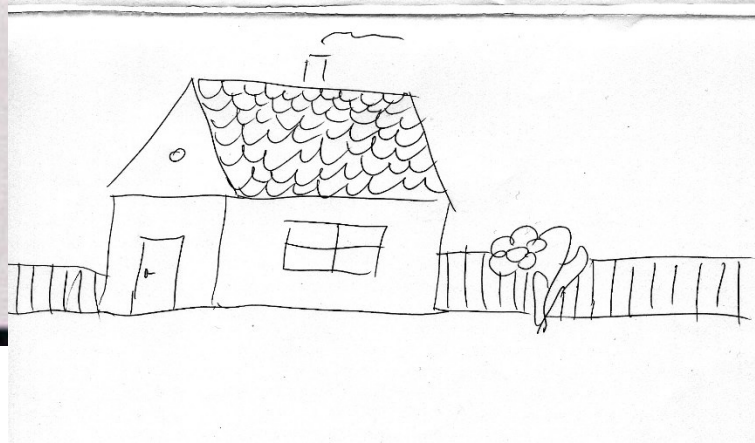




Templates (stereotypes, clichés)



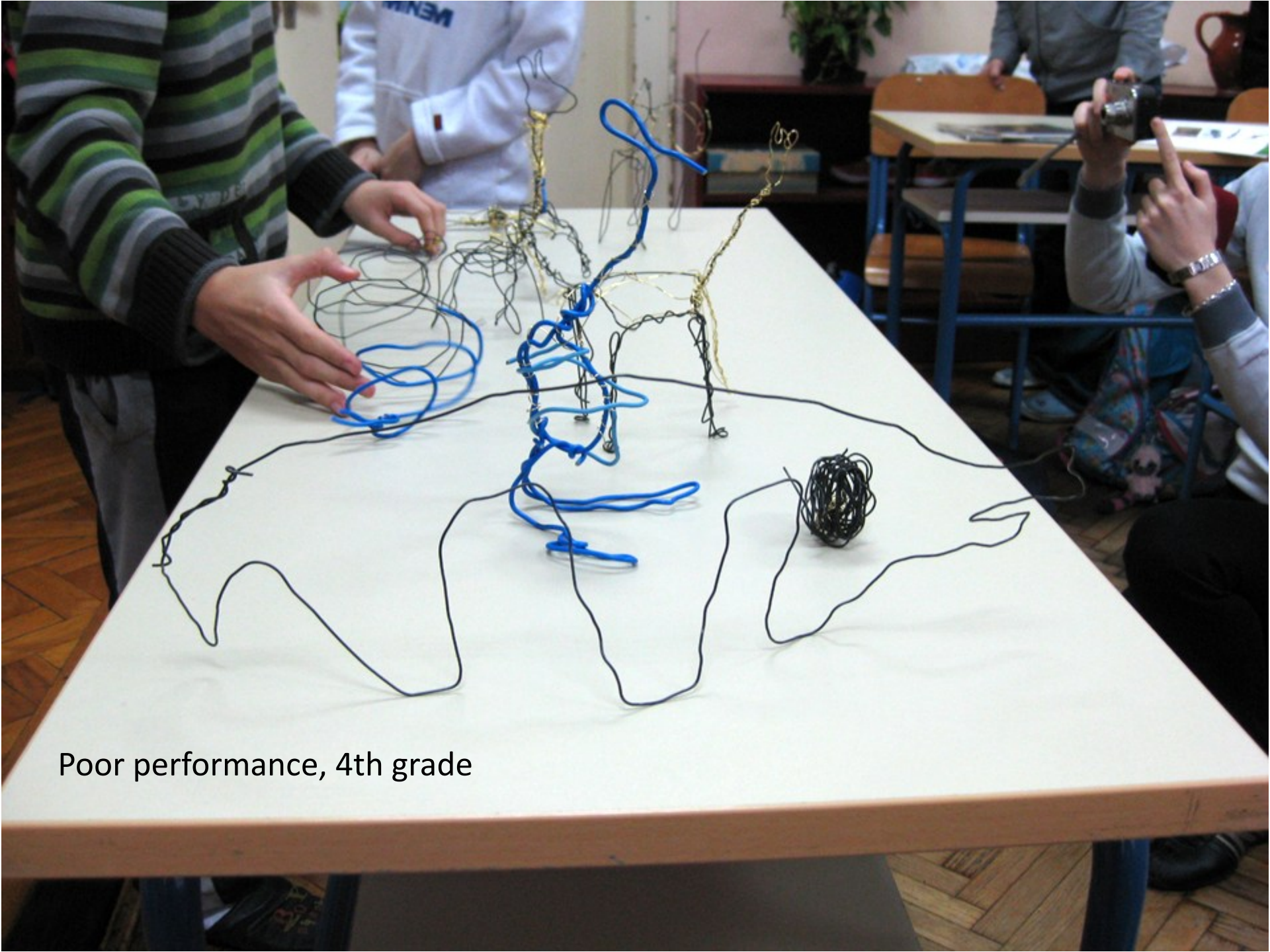




Clichés: students, parents and teachers

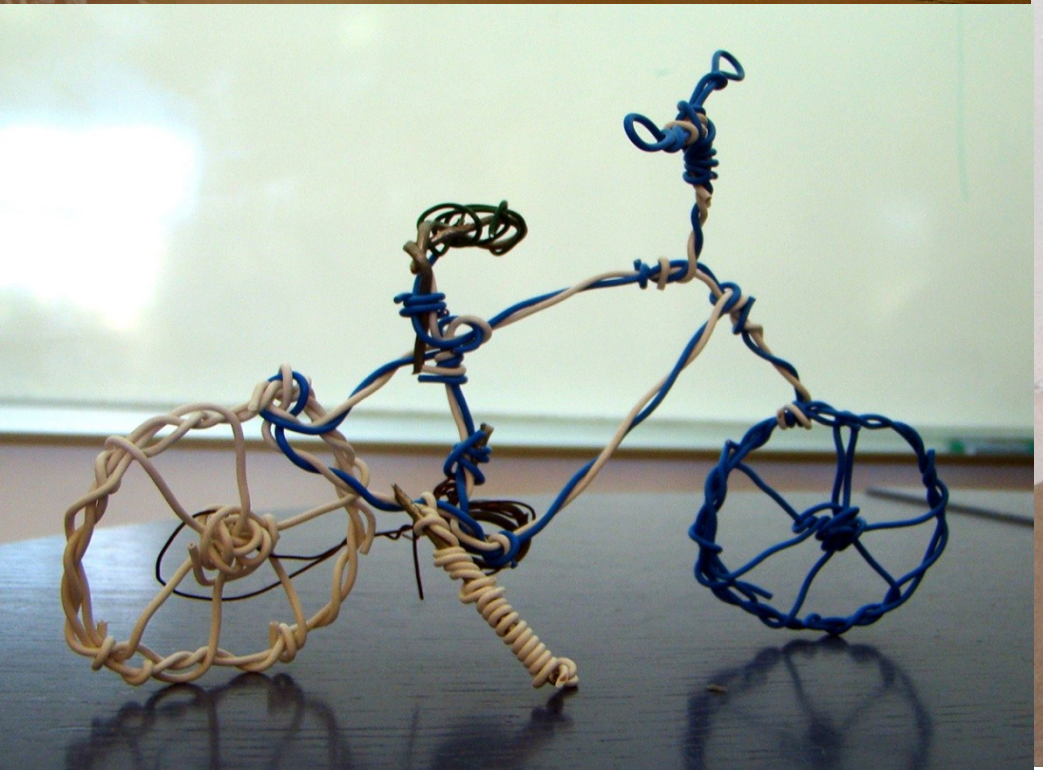
3. The success of using art materials

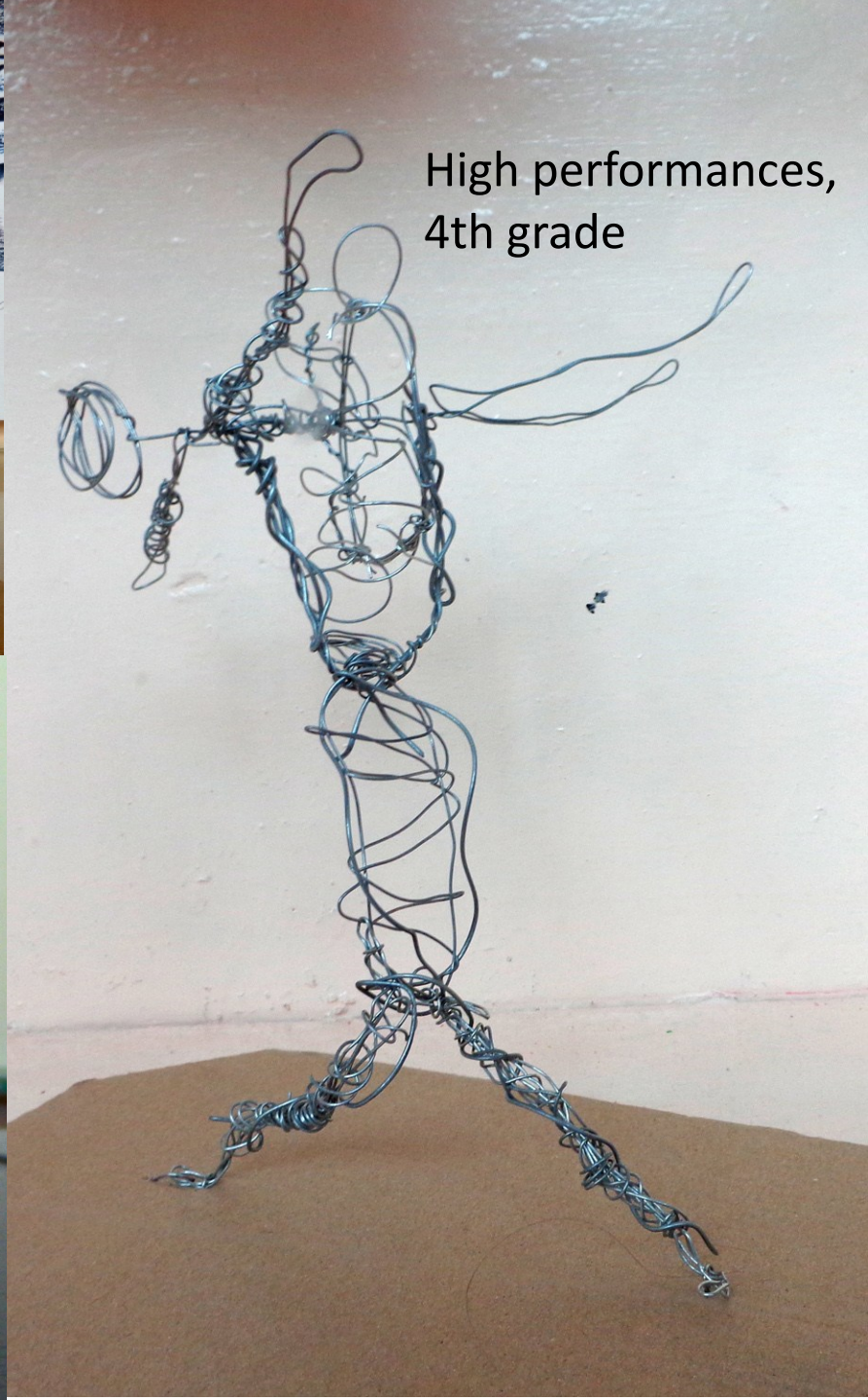
- The criteria for each individual piece of material



Poor performance, 4th grade

Hana Perić 7.a
Logo
Škole

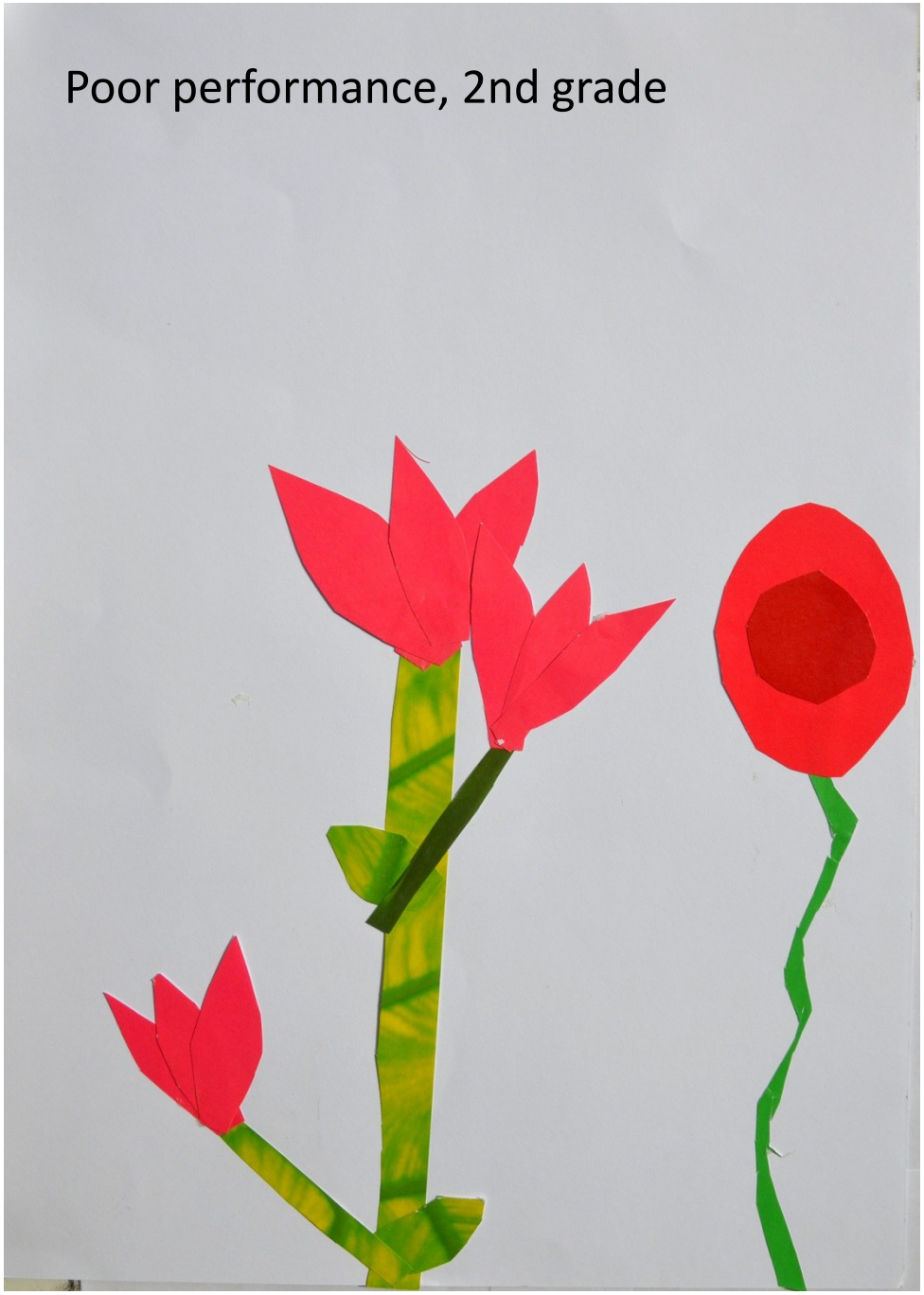



High performances,
4th grade

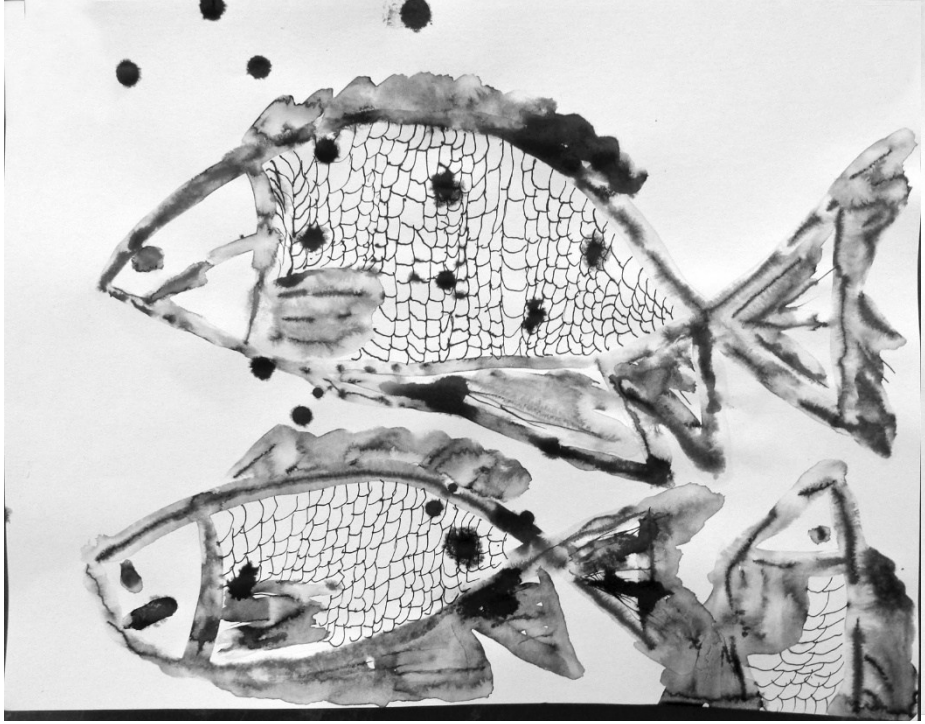
Criteria: 5-level grading scale of sensitivity for tempera

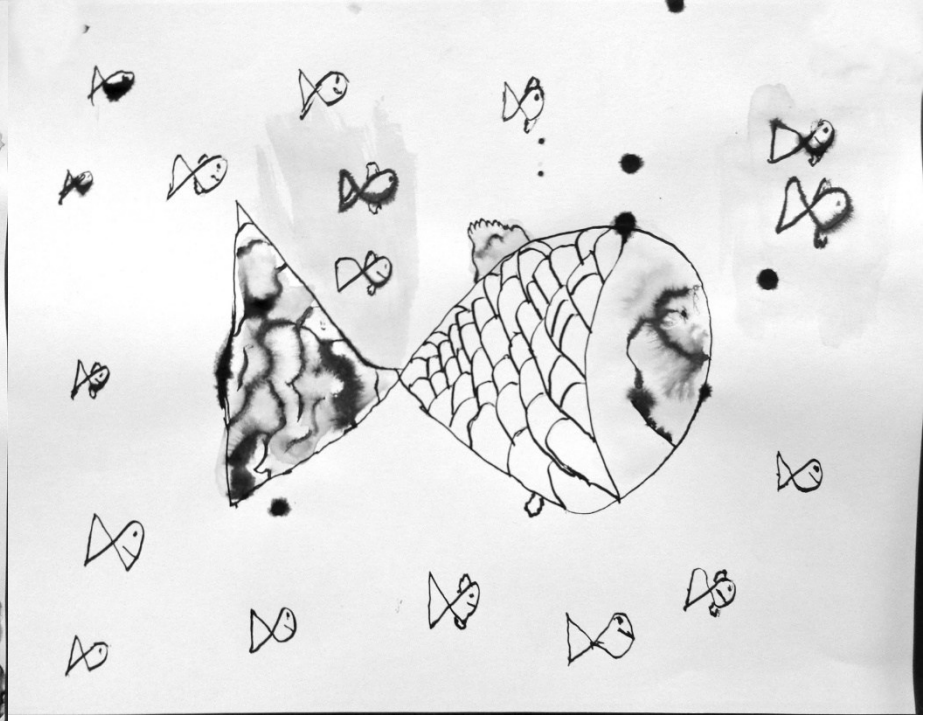
levels	**tempera**
5. Highly sensitive	- Individually achieves optimal color density - Individually mixes colors, achieves a large range of shades (more than 7 colors) - Individually explores his own painting handwriting - The color covers the entire paper
4. Sensitive	- Often finds optimal color density with minimal teacher support - Color mixes with minimal teacher support, achieves a greater number of shades (5 to 6) - Explores his own painting handwriting with little help from the teacher - The color covers most of the paper
3. Partially sensitive	- Color density is the average with occasional teacher support - Color mixes with occasional teacher support, achieves several shades of color (3 to 4) - Sometimes explores his/her own painting handwriting - The color fill the paper on average
2. Not sensitive	- No optimum density, color mixes automated, great help from the teacher is needed - Rarely mixes colors, achieves up to 2 shades of color - Does not investigate his/her own painting handwriting - The color fill the paper partially
1. Highly not sensitive	- The color is dry or leaks, there is no optimal density - He/she uses paint colors without mixing - The style of painting is copied from others (stereotypes and chlichés) - The color fill the paper minimum, and with great help from the teacher

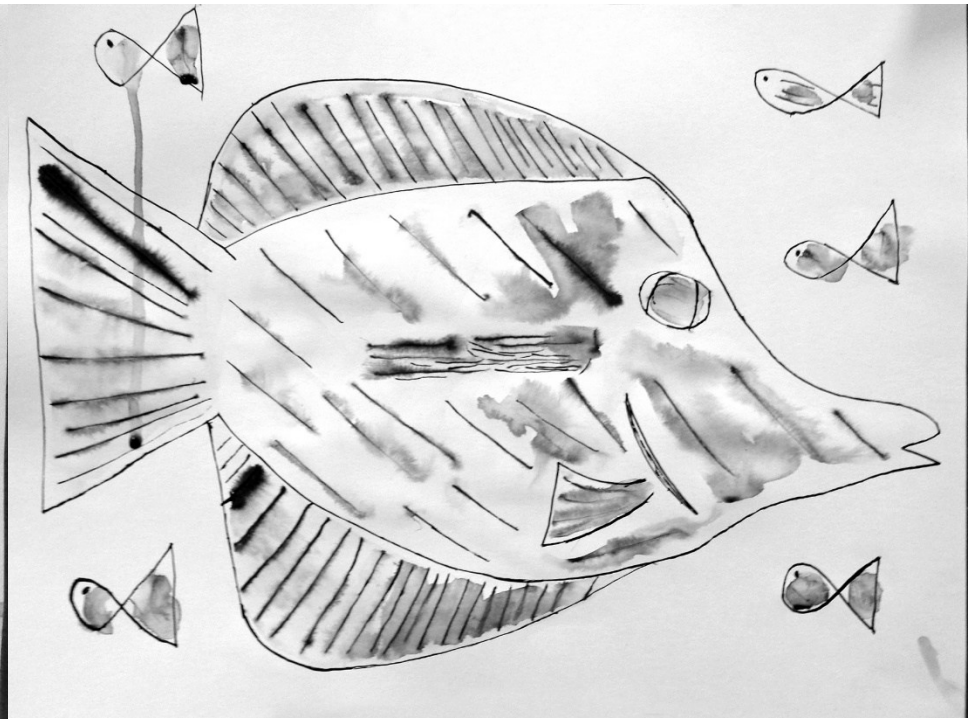
Poor performance, 2nd grade



High performance, 2nd grade





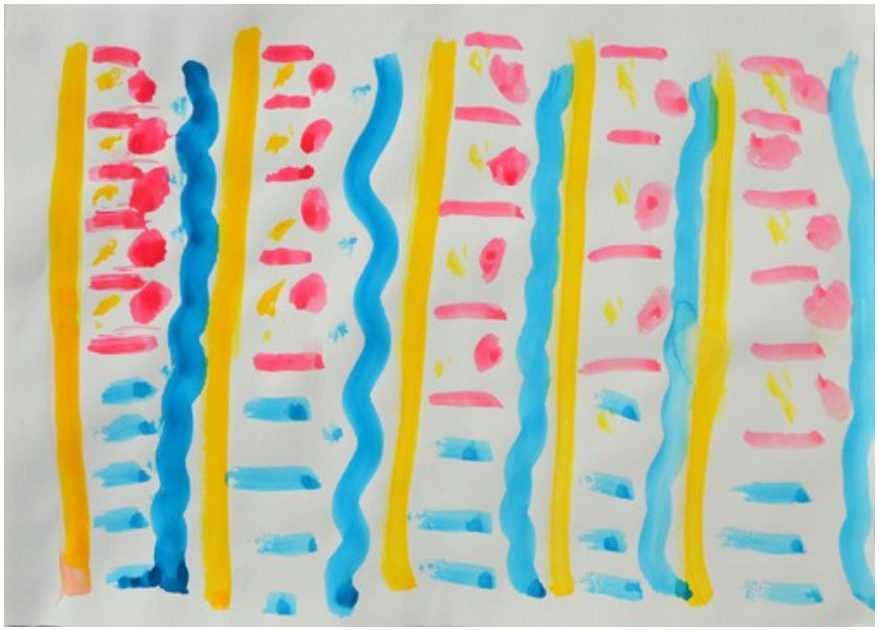


3rd grade, high performance

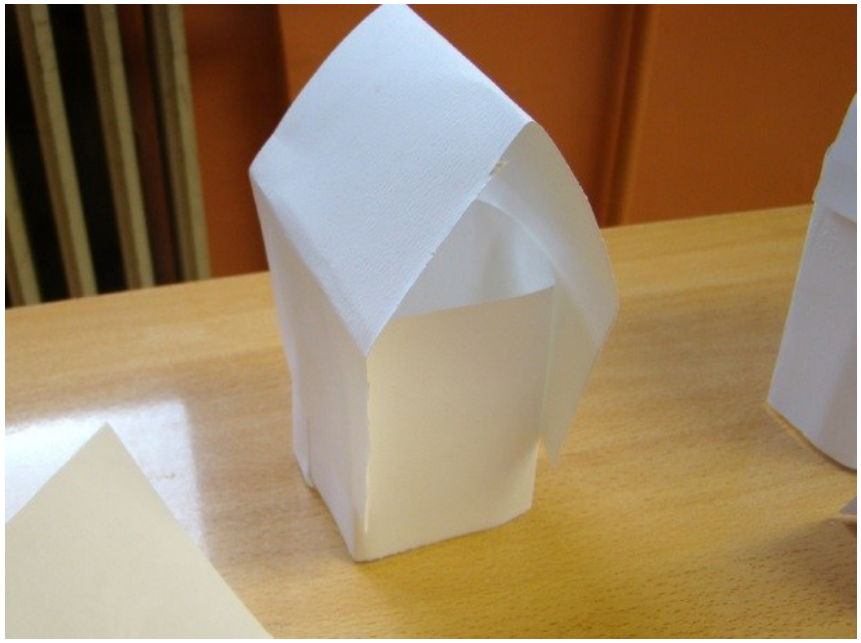
Poor performance

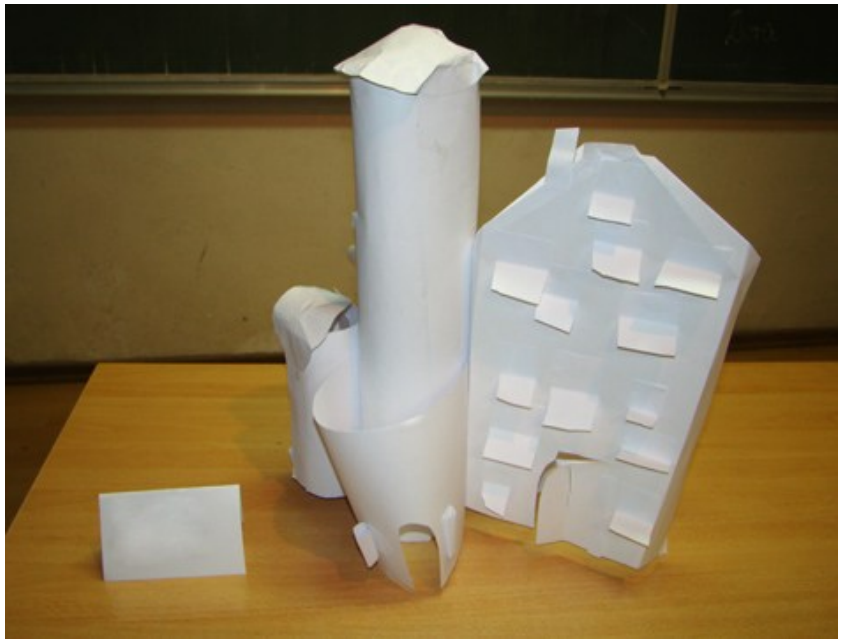
Average performance

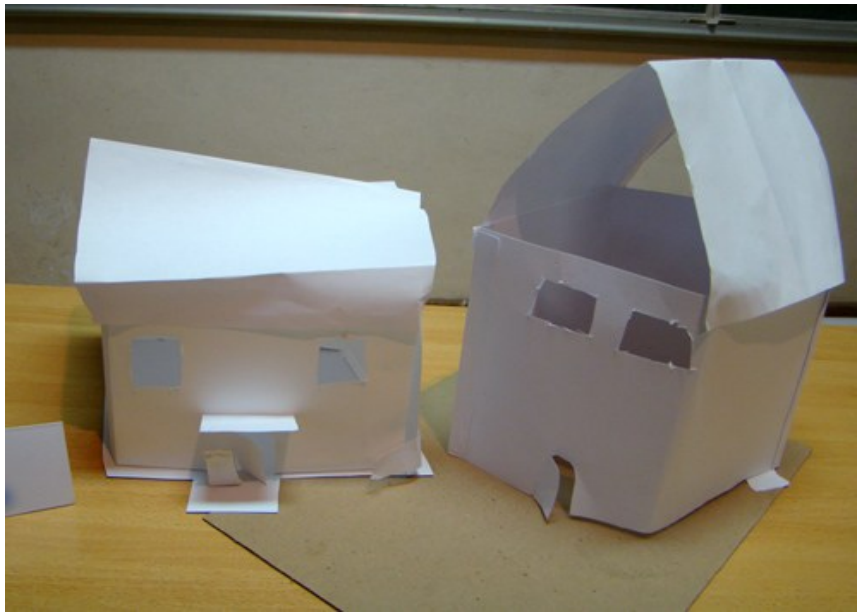
Poor performance **2nd grade, Rhythm in music** High performance

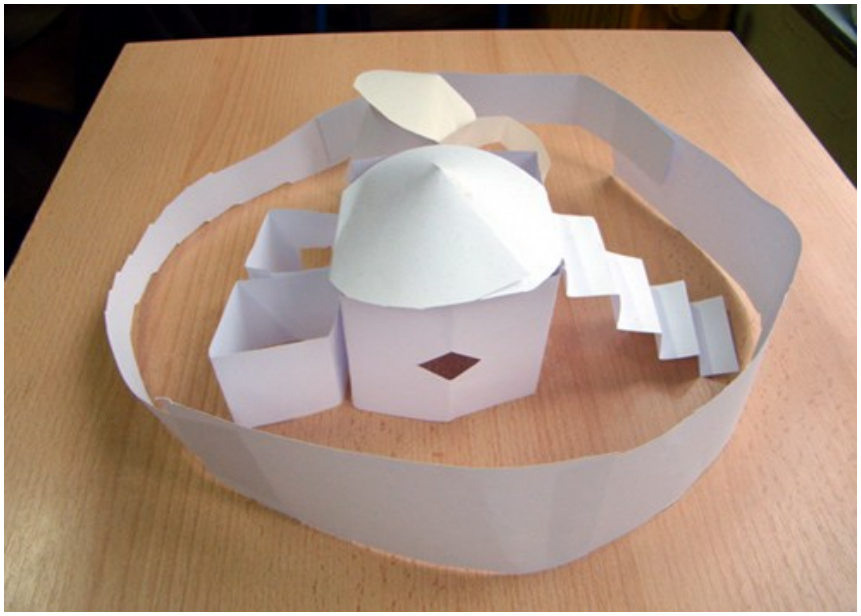


Poor performance **2nd grade, Building** High performance





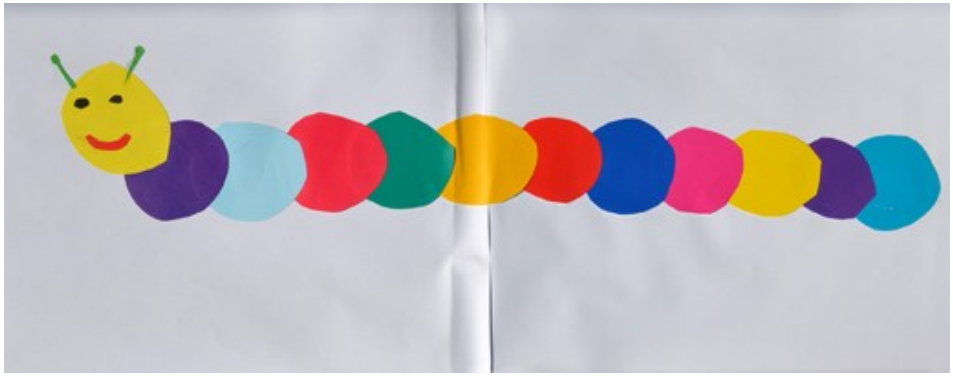


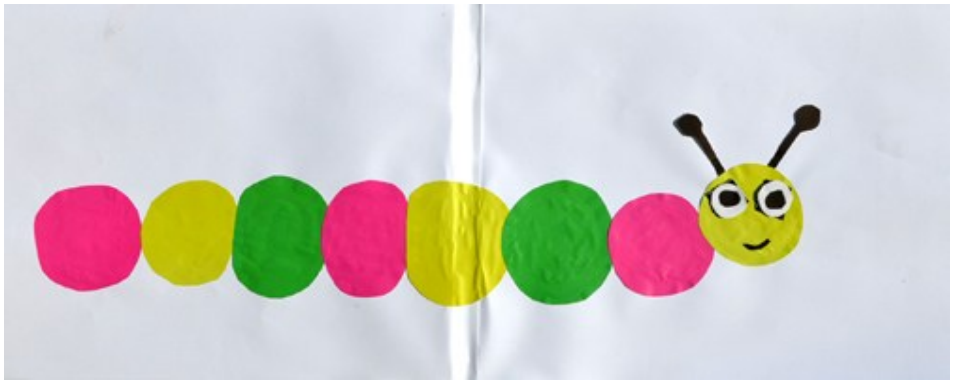


Poor performance

5th grade, Caterpillar

High performance

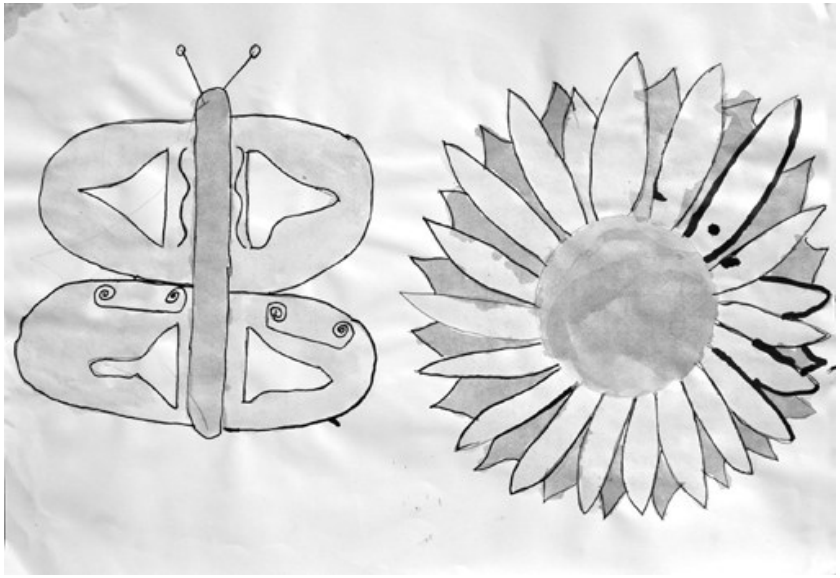


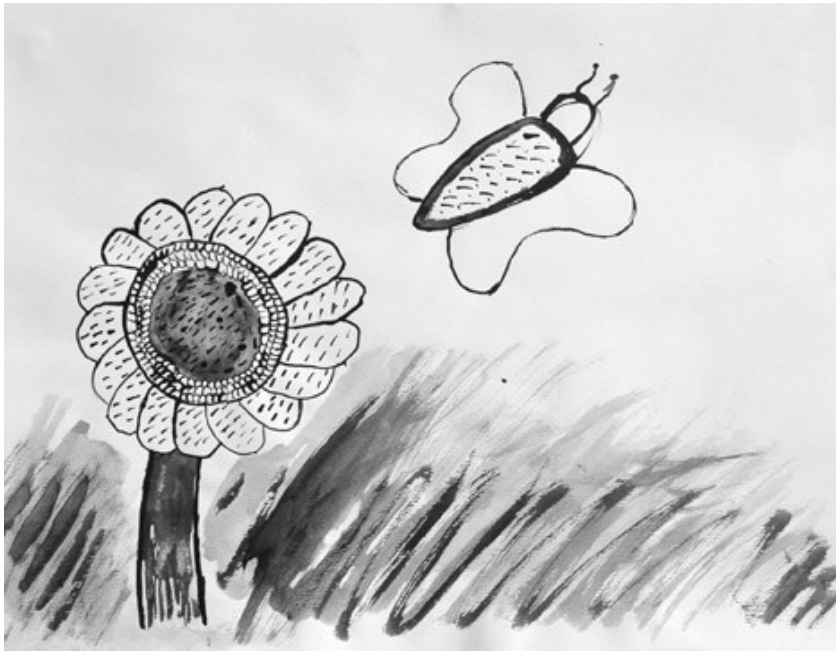


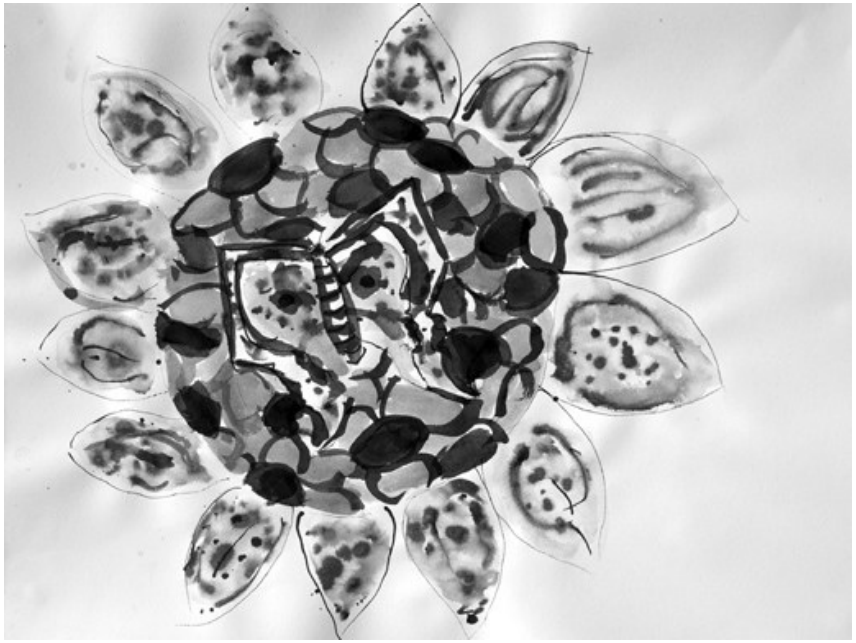
Poor performance **5th grade, Butterfly** High performance

Poor performance **5th grade, Athlete** High performance

Poor performance **8th grade, Butterfly and sunflower** High performance





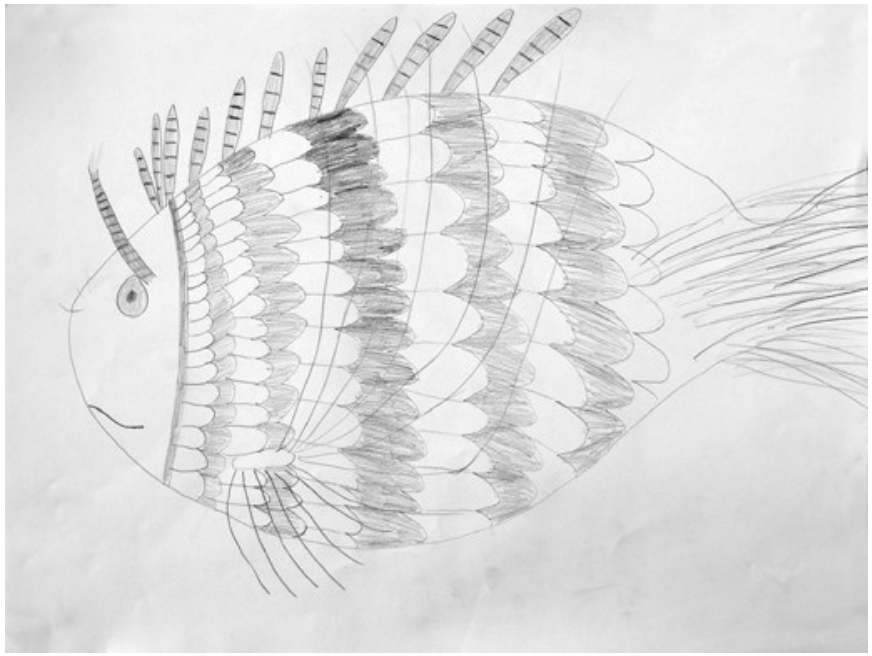


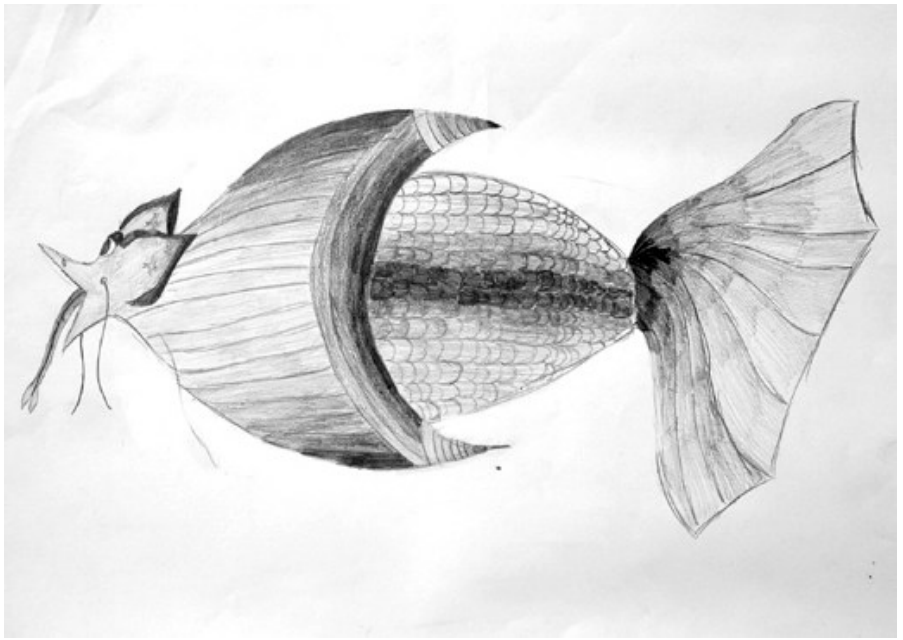
Poor performance **8th grade, Portal** High performance

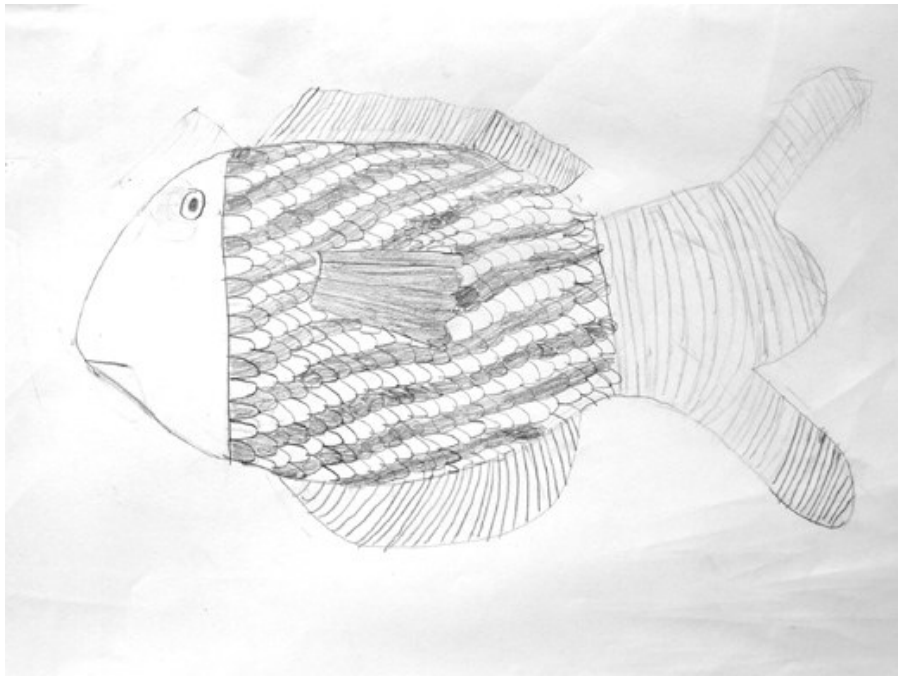
Poor performance

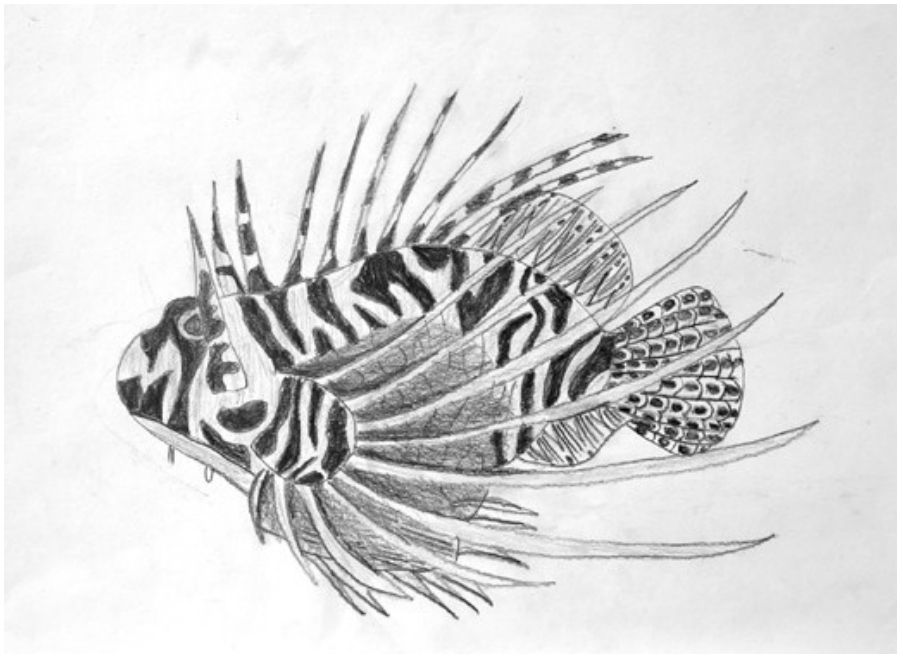
8th grade, Fish

High performance









High performance of pupils and teachers, 1. grade

Thank you for attention!