

TITLE:

The matter of expressively creative tasks assessment in school art education

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ABSTRACT:

Dissertation builds on the cross-sectional research in the field of art education, proceeding since 1987. The research is based on detection of typical attitudinal, cognitive and communication operations of fifth grade elementary school children expressing the emotion concepts by means of non-figurative painting and during the assessing process of the finished pictures.

The main aim of the thesis is to deepen the professional view of the assessment phenomenon in expressively creative tasks. The text supports the production of subject matter didactic meta-language above methodological procedures, which is intuitively applied by teachers in practice. This sort of language should allow to name, substantiate and uphold the tasks specifics in art education.

The work endeavors to connect the theoretical studies with the empirical research. There was used a mixed methods design for evaluating the data collected by empirical research. The results of empirical research are not formed into research report, but they serve mainly as illustration of the theoretical constructs or as a starting point for grasping examined didactic matter. The conclusion presents designed heuristics.

KEYWORDS:

art education, subject matter didactic meta-language, assessment of expressive creative tasks