

ABSTRACT

This diploma thesis deals with the issue of evaluation and classification of pupils in art education. The aim of the diploma thesis is to describe the form of evaluation and classification of art education at the second stage of primary school for selected teachers. Following the aim of the work, the following questions were asked: How do teachers evaluate pupils in art education? Does their evaluation subsequently correspond to the classification? According to art teachers, is classification necessary? What do teachers emphasize when evaluating a student's artistic performance? Within this work, qualitative research was performed. Selected research methods include observation of lessons of selected art teachers and subsequent interviews with them. Each of the teachers teaches art education and another subject at primary school. The main conclusions of the research include the finding that according to the respondents, evaluation is an activity that helps teachers in critical evaluation of student work, evaluation criteria and form of evaluation are not uniform among respondents and ideas about evaluation and classification often differ from the observed reality. Furthermore, respondents evaluate and classify in different ways. However, they clearly agreed on the importance of classification in art education.

KEYWORDS

evaluation, classification, art education, teacher

