

Research on Performance Evaluation Design of High School Art Appreciation Teaching

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ABSTRACT

Through theoretical research on expressive evaluation and in-depth analysis of curriculum standards, this paper explores the importance of using expressive evaluation in high school art appreciation classrooms. Teachers can use gauge-based evaluation as an evaluation tool to understand the importance of performance evaluation for the development of students' higher-order thinking skills, focus on the learning process of students, and achieve effective knowledge transfer, then carry out teaching evaluation design with performance evaluation as the core, and improve students' transferable art appreciation ability guided by achieving core literacy.

Keywords: *High school art appreciation, Art teaching, Performance assessment.*

1. INTRODUCTION

With the deepening development of curriculum reform in China, the reform of evaluation methods in art classrooms is receiving increasing attention. In 2017, the "Opinions on Deepening the Reform of the Education System and Mechanism" issued by the General Office of the Communist Party of China Central Committee and the General Office of the State Council clearly stipulated that "we must improve the system and mechanism for balanced and high-quality development of compulsory education. It emphasizes the need to establish a new type of teaching relationship based on student development, improve teaching and learning methods, transform teaching organizational forms, innovate teaching methods, and reform student evaluation methods." [1] The "Opinions on Deepening the Reform of the Education System and Mechanism" emphasizes the need to innovate talent cultivation mechanisms, change the practice of simply emphasizing results without paying attention to development and changes, and rely solely on summative evaluations to test teaching quality. The "2020 Edition of the National High School Art Curriculum Standards" (hereinafter referred to as the "2020 Edition Curriculum Standards") proposes the concept of "evaluating for the comprehensive development of students", which requires the construction of a comprehensive,

perfect, process oriented, and innovative art teaching evaluation system. The "performance assessment" popular in the United States in the 1980s perfectly fits the reform of this evaluation method. When performance assessment is applied to high school art appreciation teaching activities, it is of great significance for students to enhance their core literacy, knowledge transfer, and so on.

2. DEFINITION OF RELATED CONCEPTS

2.1 Performance Assessment

Performance assessment is an evaluation method that emphasizes both process and actual performance, requiring students to use their previously acquired knowledge to complete a task or solve a problem in a specific real or simulated situation. The book "New Curriculum and Student Evaluation Reform" provides a definition of performance evaluation: "Teachers allow students to use their previously acquired knowledge to solve a new problem or create something in real or simulated life situations, in order to test their mastery of knowledge and skills, as well as the development of various complex abilities such as practice, problem-solving, communication, cooperation, and critical thinking." [2] In summary, performance assessment can comprehensively and objectively assess the development of students'

knowledge, skills, and complex abilities, which helps to promote teaching practice improvement and enhance students' learning outcomes.

2.2 Classification of Performance Assessment

The commonly used evaluation methods mainly include outcome-oriented exam-oriented educational evaluation and competency-oriented performance assessment. Exam-oriented educational evaluation mainly focuses on students' memory, understanding, and application abilities of subject knowledge. It pays more attention to students' performance in exams, with exam scores as the main evaluation criteria.

The performance assessment guided by literacy emphasizes students' comprehensive abilities and practical performance, including critical thinking, innovation ability, practical skills, and other aspects of literacy. It evaluates students' abilities and qualities by observing their behavior, thinking, and performance.

Both exam-oriented educational evaluation and performance evaluation are aimed at understanding students' learning status and level, and providing feedback for teaching. Performance assessment based on literacy orientation can not only assess students' academic level, but also evaluate their learning process from multiple perspectives. Teachers can receive feedback and adjust teaching objectives in a timely manner, making teaching, learning, and evaluation closely integrated.

2.3 Performance Tasks and Goals

Performance tasks can be understood as a type of expressive "homework" designed to assess students' performance and completion throughout the entire class.

Performance goals do not indicate the behavioral changes that students experience after engaging in certain learning activities. Performance goals describe students' educational experiences and focus on their performance in learning activities, without paying attention to what they can do or how well they perform after the activity.

3. THE IMPORTANCE OF PERFORMANCE ASSESSMENT

3.1 Improving the Learning Efficiency of "Art Appreciation"

The high school art appreciation course requires students to learn how to appreciate master works from multiple perspectives, learn to understand art from nature, learn to appreciate nature from art, and form a conscious and effective art appreciation literacy. Performance assessment not only requires the evaluation of the final results of students' performance, but also emphasizes the evaluation of their performance process. Compared with traditional test questions, diversified teaching evaluation pays more attention to feedback on students' teaching process. It not only evaluates what students can do, but also how they do it. Establishing student learning evaluation record cards in high school art appreciation classes allows teachers to understand students' learning experiences and problems encountered during the process. This enables students to provide timely feedback, identify their own problems, and seek help from teachers, thereby improving the efficiency of art subject learning.

3.2 Overcoming the One-sidedness of Exam Testing and Evaluation

The "Compulsory Education Art Curriculum Standards (2022 Edition)" emphasizes in the evaluation suggestions the importance of "emphasizing performance assessment", which not only qualitatively evaluates students' art appreciation, but also takes into account the application of other evaluation methods. Traditional test paper testing is our most commonly used teaching evaluation method. "They usually calculate the average scores of a student's courses throughout the semester, and finally give a final grade. When the evaluation gradually deviates from the goals and gauges of understanding over time, the subsequent exercises are almost meaningless." [3] High school art classes tend to focus on evaluating visual effects and neglect the learning process of students; Appreciation teaching emphasizes teaching over learning, shallow knowledge transmission, separation between learning and grading, which hinders deep understanding and the development of higher-order thinking. As a humanities discipline, art does not have a systematic evaluation standard, and teachers' subjective evaluation of students' learning accounts

for a large proportion. At the same time, frontline art teachers need to face a large number of students in their teaching, so it is difficult to fully grasp and remember the specific situations of all students and give evaluations of the teaching process. Therefore, the evaluation process is not always completely accurate and standardized.

In order to more accurately evaluate students' learning outcomes, it is necessary to combine multiple evaluation methods and focus on evaluating students' learning processes rather than learning outcomes.

4. PRINCIPLES AND METHODS OF PERFORMANCE ASSESSMENT DESIGN

4.1 Aiming to Achieve Core Artistic Literacy

"The fundamental task of ordinary high school art courses is to cultivate students' moral character, guide them to participate in art learning in an independent, cooperative, and exploratory manner through aesthetic education, learn to discover, propose, and analyze problems in real life situations, comprehensively apply art subject and interdisciplinary knowledge and skills to solve problems, enhance social responsibility, and form the essential core literacy of art subjects for high school students. The teaching evaluation under core literacy advocates that students should play a leading role in learning under the guidance of teachers." [4] The boundary of "core literacy" sends us a signal that school education needs to shift from "knowledge transmission" to "knowledge construction", and from shallow imparting of knowledge to cultivating higher-order abilities. The core literacy of art discipline clarifies the subject thinking and abilities that students should possess, which are the thinking level and high-level abilities that students can only achieve after deep learning. However, it is not comprehensive to evaluate the thinking and abilities of art expression, creative practice, and other disciplines in the field of art solely based on test questions. At the same time, the feedback and construction of students' learning are diverse and complex, and the achievement of complex goals can be detected through the evaluation criteria and scoring rules of performance assessment.

4.2 Taking Achieving "Transferable Understanding" as the Principle

The core of literacy-oriented classroom transformation lies in the fundamental shift of teaching objectives. This transformation is mainly reflected in the shift from simply teaching expert conclusions to emphasizing the cultivation of students' expert thinking and their ability to solve real problems in the real world, thereby comprehensively improving students' literacy. In the teaching of art appreciation courses, it is necessary to guide students to participate in activities in an independent, cooperative, and exploratory manner, gradually deepen from simple learning of fragmented and factual knowledge to a deep understanding of conceptual knowledge, and achieve effective knowledge transfer. This is not only the core essence of art core literacy cultivation, but also the fundamental goal pursued by art appreciation courses.

4.3 Using Scientific Quantitative Evaluation as a Method

Gauge-based evaluation is a genuine evaluation tool, which is a set of standards for evaluating or grading students' works, achievements, growth records, or performance. It is also an effective teaching tool and an important bridge connecting teaching and evaluation. In high school art appreciation classes, the simplest gauge-based evaluation is for teachers to design a work appreciation evaluation scale, and students judge whether they have completed or met a certain standard based on the evaluation criteria set by the teacher. Art teachers provide students with learning task sheets based on the appreciated works, guiding them to use the learning task sheets in their hands to complete the appreciation learning of this lesson. General art appreciation can be carried out based on Feynman's four step appreciation process of "description, analysis, explanation, and evaluation", allowing students to learn the feasible program structure for appreciation. After mastering it proficiently, effective appreciation methods can be transferred to other art works or image media in daily life. However, against the background requirements of the new curriculum standards for high school art under the literacy standard, the results of appreciation learning not only focus on knowledge and skills, but also need to clarify one's initial feelings and experiential thinking gained after learning.

Professor Yin Shaochun pointed out that “Art portfolio evaluation is a model of qualitative curriculum evaluation, used for art learning portfolio evaluation, which can fully reflect students' learning situation, growth situation, learning gains, etc. over a period of time or in a learning field”.[5] The “2020 Version of the Curriculum Standard” specifically points out the specific evaluation method of “portfolio” in the evaluation recommendations. This not only meets the core concept of evaluating core artistic literacy, but also aligns with the goal orientation of art appreciation teaching aimed at cultivating students' artistic literacy and aesthetic ability. There is a lack of research on the evaluation of high school art courses. Portfolio evaluation is suitable for high school art appreciation, promoting learning goal matching, and scale-based evaluation helps teachers accurately grasp learning situations and adjust teaching strategies. The application of evaluation scales aims to provide students with a comprehensive self-assessment framework, so that they can deeply analyze their strengths and weaknesses in art appreciation learning. Not only does it help enhance students' self-awareness, but it also guides them to actively analyze their current learning status, thereby clarifying their future learning goals and directions of effort.

5. PERFORMANCE EVALUATION DESIGN BASED ON "LITERACY ORIENTATION"

Grant Wiggins and Jay McTeague from the United States proposed a reverse instructional design in "Teaching Design for the Pursuit of Understanding", which is based on indicators and gauges. "The gauge for evaluating understanding must provide specific answers to the following key

evaluation questions: What would it look like to achieve understanding? What is the difference between complex understanding and simple understanding in practice? What is the series of defining descriptions from the simplest understanding to the most complex understanding? How to proceed?"[3] Based on these indicators, Grant Wiggins designed evaluation gauges from six aspects to assess students' level of understanding.

The design of high school art appreciation learning sheets can be based on reverse design, developing performance assignments based on curriculum standards, setting performance evaluation goals and tasks, and developing evaluation criteria that point towards performance assessment goals. At the same time, the “2020 Version of the Curriculum Standard” clearly states: "Evaluation should be embedded in the entire process of art learning, and process assessment should be used to discover and improve learning objectives, learning content, learning methods, as well as create problem situations, solve problems, and other aspects at any time, to ensure the effective implementation of art courses based on core competencies of the subject."[4] In the teaching evaluation design of high school art appreciation, there is a must to start from the aspects of teaching objectives, evaluation tasks, learning process, etc., pay attention to the appreciation feedback of students' learning process, enhance teachers' ability to guide students' "deep learning", and cultivate students' core literacy of "learning to learn". (According to Grant Wiggins' evaluation design for high school art appreciation based on the six-sided gauge of understanding - “Table 1”)

Table 1. High school art appreciation teaching evaluation design scale

Horizontal level objectives	Evaluation criteria for high school art appreciation	Grant Wiggins' evaluation gauge
Interpretable	<p>① Complex and comprehensive: Artworks often contain multiple meanings, symbols, and techniques that intertwine to form the complexity of the work. When appreciating, students need to be able to identify and understand these complex elements, as well as have a deep understanding of the culture, history, social background, and so on behind the work.</p> <p>② Systematic: Systematic appreciation means that students analyze and evaluate works in a certain logic and order. This usually includes steps such as description, analysis, explanation, and evaluation.</p> <p>③ In-depth: In-depth appreciation requires students to conduct in-depth exploration and reflection on the work. Explanations that can reflect some in-depth and personalized perspectives, but are not sufficiently appropriate.</p>	<p>① Complex and comprehensive</p> <p>② Systematic</p> <p>③ In-depth</p>

Horizontal level objectives	Evaluation criteria for high school art appreciation	Grant Wiggins' evaluation gauge
Meaningful	① Insightful: Insightful evaluation means that students can demonstrate unique insights and profound insight when appreciating art works. ② Enlightening: Enlightening evaluation refers to the ability of students to gain inspiration and inspiration from appreciating art works. ③ Perceived: Perceived evaluation emphasizes that students evaluate art works through intuitive feelings and experiences, and gain inspiration from the historical and cultural background of the works.	① Insightful ② Enlightening ③ Perceived
Effective	① Mastery: A mastery evaluation means that students have profound knowledge and skills in the field of art appreciation, and are able to apply them well in different situations - proficient art appreciation transfer ability. ② Proficient: Proficiency refers to the ability of students to proficiently apply various knowledge and skills in the process of art appreciation, such as description, analysis, explanation, evaluation, etc. ③ Capable: Capable students are able to conduct unique analysis and evaluation of art works based on their own understanding and feelings, and put forward their own opinions and viewpoints.	① Mastery ② Proficient ③ Capable
Insightful	① Having profound insights and clear organization: Students are able to organize their thoughts and viewpoints clearly when appreciating art works, express their analysis and evaluation in an orderly manner, and make long-term and fair evaluations of the appreciation issues involved. ② Thorough: When appreciating art, make fair comments and appreciation by combining other seemingly reasonable viewpoints ③ After careful consideration: A comprehensive observation and analysis of the work can be conducted, taking into account various possibilities and interpretations.	① Having profound insights and clear organization ② Thorough ③ After careful consideration
Empathetic	① Mature: Using critical thinking to objectively evaluate art works, one can see both the strengths and weaknesses of the work. ② Sensitive: A sensitive appreciator is often able to gain a deeper understanding and experience of art works, thus evaluating them more maturely. ③ Realizing: being able to resonate emotionally with the artwork, feeling the emotions and feelings that the artist wants to convey, and thus gaining a deeper understanding and experience of the work.	① Mature ② Sensitive ③ Realizing
Reflective	① Wise: being able to maintain rationality in the appreciation process, not influenced by personal emotions or biases, and able to objectively analyze and evaluate art works. ② Considerate: being able to comprehensively consider various factors, pay attention to details, and respect the diversity of art appreciation perspectives. ③ Thoughtful: being able to deeply explore the connotation of the work, think repeatedly, and put forward unique insights.	① Wise ② Considerate ③ Thoughtful

Based on the performance evaluation objectives, the hierarchical indicators of performance evaluation gauges are developed in the following order: interpretable, meaningful, effective, insightful, empathetic, and reflective, with six stages of change from simple (basic) to complex (advanced).

6. CONCLUSION

Through research on expressive theory and in-depth analysis of curriculum standards, this study explores the importance of using performance assessment in high school art appreciation classrooms for students to achieve knowledge transfer and core literacy goals. Compared with traditional test evaluation, it is difficult to

comprehensively assess students' abilities. It is necessary to combine multiple evaluation methods to focus on evaluating students' learning process in a class rather than their learning results. Based on reverse design, there is a must to develop high school art performance assignments based on curriculum standards, set performance evaluation goals and tasks, and develop evaluation criteria that are oriented towards performance assessment goals. In the process of implementing expressive evaluation of high school art, teachers can adjust their teaching methods in a timely manner through students' feedback, which helps students achieve the best appreciation state and enables knowledge transfer. Simultaneously utilizing performance evaluation also avoids the phenomenon of sacrificing teaching for the sake of evaluation. In future research, more survey questionnaires and classroom evaluation feedback data will be collected to further deepen the design concept of expressive evaluation of high school art appreciation that pursues understanding.

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