

UDC: 373.3.091.018.43:[005.963:7(497.4)
373.3.091.26:37.018.43]:7(497.4)
(Professional paper)

ASSESSMENT OF ART COMPETENCIES DURING REMOTE LEARNING IN FIFTH GRADE

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Abstract: The article deals with the case of conducting remote learning, where students enjoyed independent activities in fine arts. It focuses solely on planning, conducting knowledge assessment, and its evaluation.

The introductory part briefly defines the concepts of distance learning and distance learning. The case study, as presented below, included the introduction of distance learning activities in which the teacher would check the development of students' artistic competencies. In the continuation of the article, the theoretical starting points for the placement of art activities are then discussed, which are considered as a set of testing knowledge in the article. The concepts of competence and artistic competence, the development of which was measured by testing knowledge, are defined in more detail. The central part then presents the knowledge test and evaluation instructions, as well as individual data that shed light on the issue. This is followed by a brief commentary through the prism of theoretical starting points.

Key words: remote learning, competencies, art competencies, knowledge testing, evaluation.

1. Introduction

Learning is a complex process in which how we implement it is important for its definition. Active involvement in the learning process and building representations about the reality of the environment (among others, Vygotsky, 1980; Bruner, 2009) are the starting point for both learning and teaching. The challenges facing today's society with the demands for a new way of assessing its role in the world and wider society, and thus the education of new generations, have gained new significance with the epidemic of the new coronavirus COVID-19.

The measures that followed and determined the mode of operation of all segments of modern society were determined by public services for each sector. The field of education in Slovenia is in the domain of the Ministry of Education, Science and Sport. Thus, the latter was tasked with implementing measures in the field of education during the COVID-

19 epidemic (Kustec Lipicer, 2020). In the second half of April, educational institutions received recommendations for the assessment of knowledge in primary school (ZRSSŠ, 2020a) and a decision on measures for the smooth performance of educational work (MIZŠ, 2020). At the same time, foreign organizations also published their recommendations for remote learning (eg. UNICEF, 2020), in some cases addressed to teachers, again in others to parents who have found themselves in a new role in the new situation - home educators. Distance learning is therefore a form of continuing schooling. The latter is organized (as mentioned above) by the teacher who teaches, of course within the framework set by the curricula of individual subjects and the legislation in the field of education (Zakon o organizaciji in financiranju vzgoje in izobraževanja, 1996). Distance learning should not extend this definition simply by doing it through IT technologies. A more precise definition is needed, but it is necessary to understand that remote education standards are still being developed, and thus its definition.

The purpose of this paper is to present an example of an activity that corresponds to the principles of the chosen interpretation and the model of testing the knowledge of fine arts. In doing so, the tasks covered by the activity would develop individual dimensions of artistic competencies.

Competencies include a set of skills, knowledge and attitudes. These are different for each subject area, but they also have some common starting points. The activity, which was introduced in the fifth grade in distance learning, envisages the definition of common components of competencies and sets of subject-specific, the development of which would be verified with the help of activities.

2. Case study: implementing the knowledge test for measuring the remote knowledge in Arts at primary school Hinko Smrekar, Ljubljana, Republic of Slovenia, 5th grade

Based on the decision number 6034-14 / 2020, received on 17 April 2020 by the Ministry of Education, Science and Sport, it was planned to test the knowledge in the subject of fine arts for the month of May. Prior to the assessment, students were given similar tasks, thus repeating and consolidating their knowledge.

We were informed from the decision that in subjects for which two hours per week are determined by the syllabus, the students' knowledge is assessed at least twice a school year. In the case of subjects for which more than two hours per week are determined by the syllabus, the student's knowledge is assessed at least three times during the school year. The student's knowledge is assessed at least once in an individual subject in the second assessment period. (ZRSSŠ, 2020-b). Arts have two hours per week determined by the syllabus.

For this reason, it has been decided that fifth-grade students will obtain another grade in Arts in the second assessment period.

In doing so, a plan of what would be evaluated and in what way was made (ZRSSŠ, 2020b).

The goals that emerged were:

1. to define the set of art and natural science competencies that can be developed in students in the fifth grade of primary school;
2. to check the compliance of the set of fine arts competencies and goals as envisaged in the curriculum for fine arts for the fifth grade;
3. design activities to test knowledge of art competencies;
4. develop clear guidelines for evaluating students' work.

A successfully designed knowledge testing model would enable further research into the development of students' Art competencies. More on that in Discussion.

3. Theoretical description: Definition of key terms and the method of remote evaluation of Art Competencies

In the following, I present the criteria and methods of assessing the Art Competencies.

3.1 Definition of the term Art Competencies

According to Key Competencies (2002) and the OECD (2017 and 2018), skills are one of the three dimensions of competence. Knowledge, attitude, and skills together form a whole, which we label as competencies. Art competencies are difficult to define, as very diverse definitions appear in the literature. Nevertheless, it can be concluded that even in this case the basic definition of competencies applies as a set of dimensions of skills, knowledge, and attitude. According to Tacol (2003), artistic competencies are defined as a combination of artistic knowledge, (manual) skills, and experiential orientation (attitudes). The set of artistic competencies below suggests that attitude is a more appropriate definition than being limited to attitudes. The latter is also in line with the basic documents dealing with key competencies (DeSeCo, 2001; Key Competencies, 2002) and other recent definitions of visual arts competencies (Wagner, 2013; Glaser - Henzer, 2013).

In the subject area of fine arts, competencies include future-oriented: developing an independent search for information and handling it; active acquisition of knowledge, skills, strategies; learning through discovery and research; integrating acquired knowledge and applying knowledge in new life situations (Tacol, 2003). Tacol (2003) and Duh (2011) classify the mentioned competencies into three major sets: cognitive, educational (affective), and psychomotor.

The concept of visual competence (Wagner, 2013; Glaser - Henzer, 2013) is strongly related to visual literacy with its dimensions (creation, presentation, analysis, and assessment) and the relationship between production and reception (Morris, Lummis, and Lock, 2017; Freedman, 2013), and both constructs emphasize the importance of experience in accordance with the principles of experiential learning (Morris et al., 2017; Wagner, 2013; Glaser - Henzer, 2013; Freedman, 2013).

When reviewing the scientific and professional literature, it is possible to create a set of art competencies that is consistent with the curriculum for fine arts (Kocjančič et al., 2011). The set of art competencies (with references) to be developed in the fifth grade of primary school is presented in Table 1.

Table 1 – Set of Art competencies according to different sources

ART COMPETENCIES Tacol, 2003; Duh, 2011	Tacol, 2003	Wagner, 2013	Key Competencies, 2002; DeSeCo, 2001
Development of transferable skills		Creating	Skills
Development of manual skills and consistency		Analysing	
Development of the ability to experience art materials			Attitude towards Arts
Development of the implementation of art techniques procedures	Independent search for information	Analysing	
Development of analysis and synthesis	Discovery and research Information handling	Analysing; Judging	Knowledge
Interpretation of results Formulation of problem issues	Active acquisition of knowledge, skills and strategies Integrating acquired knowledge and application in life situations	Analysing	
Changes in the deepening of positions	Integrating acquired knowledge and application in life situations	Judging	Knowledge
Changes in the acquisition of educational values			
Development of the ability to understand the specifics of the use of art materials		Judging; Analyzing	Knowledge
Development of aesthetic-creative sense		Judging; Analyzing	
Creativity development		Analysing; Presenting; Creating	Knowledge
Diversity of interests and motivations		Judging Presenting; Creating	
Development of personal artistic expression			Knowledge
Consistent use of means of expression			
Knowledge and understanding of artistic concepts	Integrating acquired knowledge and application in life situations	Analysing	Knowledge
Application of art theory and practical knowledge		Judging	
Evaluation of art problems in the environment		Analysing; Judging	Knowledge
Evaluation of own pieces of (art)work and (art)work of others Interpretation of results			

a set of educational (affective) competencies
cognitive set of competencies
a set of psychomotor competencies

3.2 Assessment of knowledge in Arts

The activity carried out by the students consisted of three tasks. Those were further divided into subtasks for the reason of evaluation. In that case, every subtask evaluates specific taxonomy levels by Bloom (Anderson, Krathwohl & Bloom, 2001). These are further grouped in three levels: 1st level: remembering; 2nd level: understanding, applying and 3rd level: analysing, synthesis and evaluating. There was a maximum of 19 points possible to achieve with the knowledge test. From that, students were able to achieve 7 points in the first-level tasks (36.84 %), 9 points in the second-level tasks (47.37 %) and 3 points in third-level tasks (15.79 %).

The basis for our knowledge test is a competency-based assignment, presented by Wagner (2013). It has been modified and adapted for the fifth-grade students.

The first task requires a student to choose an object from among the accessories in the apartment or house, which they then depict in three different ways in any combined technique (depending on the material and tools available to them in the home environment). The three different ways of depiction, in this case, represent three different motifs that the student should depict in the chosen art technique. Pupils are familiar with the concept of artistic motif, as they have become acquainted with it several times during the school year, and in addition, they have learned about the concept of a motif in a literature text in Slovene lessons.

For the purposes of evaluation, the task is divided into three segments: (1) creation of the first motif - demonstration of understanding symmetry, (2) creation of the second motif - demonstration of warm-cold contrast and (3) creation of the third motif - demonstration of rhythm. The total value of points in the first task is 12, and each segment allows a maximum of 4 points. Tables 2a, 2b and 2c (below) shows the evaluation of individual items of the first task.

Table 2a – Instructions for evaluating the knowledge test in Task 1 – with the central motif of symmetry

Task number	Concepts	Art Competencies	Cognitive Taxonomy levels according to Bloom (2001)			Task text	Instructions for evaluation	Score (Points)
			1 st taxonomy level (remembering)	2 nd taxonomy level (understanding, applying)	3 rd taxonomy level (analysing, synthesising and evaluating)			
1	technique, motif, symmetry, contrast, rhythm					Choose an object from among the accessories in the apartment or house, which you can then depict in three different ways in any combined technique (depending on the material and tools available to you). Therefore, you will present three different motifs. Use one sheet of paper for each motif.	9	
1.1	motif, symmetry	Knowledge and understanding of artistic concepts; Creativity development; Development of aesthetic-creative sense; Development of the ability to understand the specifics of the use of art materials; Development of the implementation of art techniques procedures; Development of manual skills and consistency; Development of transferable skills	✓	✓		1 st motif – show your understanding of symmetry;	In terms of meaning: The student depicts any motif that originates from among the accessories in the apartment or house.	1
				✓			Part or all of a piece of work refers to the use of symmetry.	1
				✓			Each motif is depicted on a separate sheet of paper.	1

Table 2b – Instructions for evaluating the knowledge test in Task 1 – the central motif is warm-cold contrast

Task number	Concepts	Art Competencies	Cognitive Taxonomy levels according to Bloom (2001)			Task text	Instructions for evaluation	Score (Points)
			1 st taxonomy level (remembering)	2 nd taxonomy level (understanding, applying)	3 rd taxonomy level (analysing, synthesising and evaluating)			
1	technique, motif, symmetry, contrast, rhythm					Choose an object from among the accessories in the apartment or house, which you can then depict in three different ways in any combined technique (depending on the material and tools available to you). Therefore, you will present three different motifs. Use one sheet of paper for each motif.	9	
1.2	contrast,	Knowledge and understanding of artistic concepts; Creativity development; Development of aesthetic-creative sense; Development of the ability to understand the specifics of the use of art materials; Development of the implementation of art techniques procedures; Development of manual skills and consistency; Development of transferable skills	✓	✓		2 nd motif – demonstrate a warm-cold contrast;	In terms of meaning: The student depicts any motif that originates from among the accessories in the apartment or house.	1
				✓			Part or all of a piece of work refers to the use of symmetry.	1
				✓			Each motif is depicted on a separate sheet of paper.	1

Table 2c – Instructions for evaluating the knowledge test in Task 1 – the central motif is rhythm

Task number	Concepts	Art Competencies	Cognitive Taxonomy levels according to Bloom (2001)			Naloga	Retitev	Točkovník / T
			1 st taxonomy level (remembering)	2 nd taxonomy level (understanding, applying)	3 rd taxonomy level (analysing, synthesis and evaluating)			
1	technique, motif, symmetry, contrast, rhythm					Choose an object from among the accessories in the apartment or house, which you can then depict in three different ways in any combined technique (depending on the material and tools available to you). Therefore, you will present three different motifs. Use one sheet of paper for each motif.		9
1.3	motif, symmetry	Knowledge and understanding of artistic concepts; Creativity development; Development of aesthetic-creative sense; Development of the ability to understand the specifics of the use of art materials; Development of the implementation of art techniques procedures; Development of manual skills and consistency; Development of transferable skills	✓	✓		3 rd motif – demonstrate a rhythm.	In terms of meaning: The student depicts any motif that originates from among the accessories in the apartment or house. Part or all of a piece of work refers to the use of symmetry. Each motif is depicted on a separate sheet of paper.	1 1 1

As can be seen from Table 2a, 2b and 2c, the task tests students' knowledge at two levels: at the first level (remembering) and at the second level (understanding, applying).

The second task requires the student to choose one of their three pieces of work, and to compare it with the artwork from the selection presented in this task. When choosing a pair to compare with each other, students must consider the criterion that they must find as many common features as possible between the two products. Students record their observations in an edited text and pass it on to the teacher.

This task is evaluated in terms of meaning, but the instructions clearly define that the student must justify his choice or decision to connect in a meaningful way. It is important that the characteristics the student highlights on his / her piece of work are also clearly visible on the artwork chosen for comparison. The total value of points in the second task is 2. The second task already checks the knowledge at the third level, i.e. at the level of synthesis, analysis, and evaluation.

Figure 2 – Instructions for students for the Task 2 together with the attached pictorial material

Task 2

Read the instructions for the second task. Perform the task as you think would be best done.

Choose **one** of your three motifs from the first task. Below you have ten different artworks on display. Among them, choose the one that you think has **the most in common** with your chosen motif (one of three). **Compose a text in which you explain which work of art you associated your motif with and what those qualities are.** E-mail the text to the teacher.



The third task requires the student to select one of their three products and prepare a presentation of the product in electronic form, either a video, an audio clip, or a slide presentation (e.g. in a PowerPoint tool). Detailed instructions are available in the form of an excerpt from the knowledge test itself in Figure 3.

Figure 3 – Instructions for students for the Task 3

Task 3

Choose one of your three pieces of work from the first task. Determine what goals you would like to achieve with it. In doing so, be precise and use the art concepts that you have learned in art lessons. Finally prepare a presentation of the chosen piece of work. In doing so, include the following elements in your presentation:

- the reason why you have chosen this specific piece of work;
- which goals you wanted to achieve and which of them in your opinion you achieved;
- what do you think is the best quality of your chosen piece of work;
- name the material you used to create your piece of work – make a brief presentation of the material and explain what advantages this material has in depicting your motif.

You can prepare the presentation in PowerPoint, you can record your voice or you can record a video in which you include all of the above. The presentation (audio or video) should last a maximum of three minutes. Email your presentation to the teacher.

For the purposes of evaluation, the task is divided into four segments: (1) presentation of the reason why the student chose specific piece of his work; (2) presentation of set and achieved goals; (3) highlighting the best quality of piece work; (4) naming and presentation of the used art material. Table 2 (below) shows the evaluation of individual items of the third task.

Table 2a – Instructions for evaluating the knowledge test in Task 3 - presentation of the reason why the student chose specific piece of his work

Task number	Concepts	Art Competencies	Cognitive Taxonomy levels according to Bloom (2001)			Task text	Instructions for evaluation	Score (Points)
			1 st taxonomy level (remembering)	2 nd taxonomy level (understanding, applying)	3 rd taxonomy level (analyzing, synthesis and evaluating)			
3	goals, evaluation					Choose one of your three pieces of work from the first task. Determine what goals you would like to achieve with it. In doing so, be precise and use the art concepts that you have learned in art lessons. Finally prepare a presentation of the chosen piece of work. In doing so, include the following elements in your presentation:	8	
3.1		Evaluation of own pieces of (art)work and (art)work of others		✓		- the reason why you have chosen this specific piece of work;	In his presentation, the student explains why he has chosen the presented piece of work.	1

Table 2b – Instructions for the evaluating the knowledge test in Task 3 - presentation of set and achieved goals

Task number	Concepts	Art Competencies	Cognitive Taxonomy levels according to Bloom (2001)			Task text	Instructions for evaluation	Score (Points)
			1 st taxonomy level (remembering)	2 nd taxonomy level (understanding, applying)	3 rd taxonomy level (analysing, synthesis and evaluating)			
3	goals, evaluation					Choose one of your three pieces of work from the first task. Determine what goals you would like to achieve with it. In doing so, be precise and use the art concepts that you have learned in art lessons. Finally prepare a presentation of the chosen piece of work. In doing so, include the following elements in your presentation:	8	
3.2		Knowledge and understanding of artistic concepts; Application of art theory and practical knowledge; Evaluation of own pieces of (art)work and (art)work of others; Development of analysis and synthesis; Interpretation of results	✓			- which goals you wanted to achieve and which of them in your opinion you achieved;	Student presents the goals he/she wanted to achieve.	1
				✓			Student presents what goals he/she has achieved. Every presented goal has to be clarified.	1

Table 2c – Instructions for evaluating the knowledge test in Task 3 - highlighting the best quality of piece of work

Task number	Concepts	Art Competencies	Cognitive Taxonomy levels according to Bloom (2001)			Task text	Instructions for evaluation	Score (Points)
			1 st taxonomy level (remembering)	2 nd taxonomy level (understanding, applying)	3 rd taxonomy level (analysing, synthesis and evaluating)			
3	goals, evaluation					Choose one of your three pieces of work from the first task. Determine what goals you would like to achieve with it. In doing so, be precise and use the art concepts that you have learned in art lessons. Finally prepare a presentation of the chosen piece of work. In doing so, include the following elements in your presentation:	8	
3.3		Knowledge and understanding of artistic concepts; Application of art theory and practical knowledge; Evaluation of own pieces of (art)work and (art)work of others; Development of analysis and synthesis; Interpretation of results	✓			- what do you think is the best quality of your chosen piece of work;	Student presents the best quality of his chosen piece of work.	1
				✓			Student explains his statement.	1

Table 2d – Instructions for evaluating the knowledge test in Task 3 – naming and presentation of the used art material

Task number	Concepts	Art Competencies	Cognitive Taxonomy levels according to Bloom (2001)			Task text	Instructions for evaluation	Score (Points)
			1 st taxonomy level (remembering)	2 nd taxonomy level (understanding, applying)	3 rd taxonomy level (analyzing, synthesizing and evaluating)			
3	goals, evaluation					Choose one of your three pieces of work from the first task. Determine what goals you would like to achieve with it. In doing so, be precise and use the art concepts that you have learned in art lessons. Finally prepare a presentation of the chosen piece of work. In doing so, include the following elements in your presentation:	8	
3.4		Knowledge and understanding of artistic concepts; Application of art theory and practical knowledge; Evaluation of own pieces of (art)work and (art)work of others; Development of analysis and synthesis; Interpretation of results	✓ ✓			- name the material you used to create your piece of work - make a brief presentation of the material and explain what advantages this material has in depicting your motif.	Student names the material used in his/her piece of work. Students makes a brief presentation of the material. Student explains what advantages the material has in depicting his/her motif. (1 advantage or more – 1 point)	1 1 1

4. Conclusion

The article deals with the introduction of an art activity that can serve as a knowledge test. Modern notions of learning support the idea that competencies consist of three dimensions: skills, content knowledge, and relational components. It is also noticeable that the existing curriculum for fine arts envisages the development of fine arts competencies. An overview of the set of artistic competencies designed for the purposes of the paper is presented in the central part.

The knowledge test described in the paper offers a tool for measuring only skills and content knowledge, while the attitude component is abandoned. This is not due to the insignificance of the latter, but due to the fact that the attitude towards learning cannot be adequately measured by a simple test of knowledge in remote learning. Research in the future may enable the development of such an instrument, which would also make this possible.

Despite the mentioned shortcomings of the knowledge test, this opens up further possibilities for its use. In this case, the instrument promotes the following research question with sub-questions: how successfully do art competencies develop in teaching?

- How does teaching affect students' content knowledge?
- How does teaching affect students' visual skills?
- How does teaching affect a student's self-esteem and interest in learning fine arts?
- How does teaching affect students' motivation to learn in the fine arts?

These issues, together with the aforementioned shortcomings of knowledge testing, encourage further research in the field of developing and measuring art competencies. At the same time, they encourage teachers to consider and develop good practices in planning and conducting knowledge assessment and evaluation.

I believe that the activity was properly planned and at the same time offers a good starting point for the further development of instruments for measuring the art competencies of fifth-graders.

In summary, continuing schooling as remote learning in a way that takes into account the characteristics of an individual subject can be effective, perhaps even beneficial. At the same time, it is necessary to be aware that the complexity of life in modern society is much more in favour of competencies and their development, than just raw knowledge or skills. Access to information is no longer an issue at this time, a bigger problem is becoming defining the credibility of information, judging it and using the knowledge and skills to participate in multidisciplinary teams.

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