Arts and Cultural Education at School in Europe

Malta

2007/08
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(Reference year 2007/08)

1. Responsibility and purpose

The Ministry of Education, Culture, Youth and Sport is responsible for setting the aims for cultural and creative dimensions of education. It is the duty of the state to ensure the existence of a system of schools and institutions accessible to all Maltese citizens catering for the full development of the whole personality. The State, represented by the Minister of Education has the right to establish a national curriculum framework for all schools and to secure compliance with this national minimum curriculum framework. The Education Act (Chapter 327 of the Laws of Malta)

Since Malta has centralised system that has only in the recent past started moving towards decentralisation, decisions about the creation of the curriculum related to culture and creativity have to date been mainly made at a central level, however, the setting up of Colleges has given the possibility to College Principals to come up with their own curricula so long as these are in keeping with the framework curriculum which will shortly be issued.

The central level body includes the Minister of Education, the Permanent Secretary within the ministry and the Directorate for Quality and Standards in Education (DQSE). In fact one of the functions of the Directorate is to propose to the Minister a National Curriculum Framework which promotes a lifelong learning policy and strategy. The National Minimum Curriculum which has been in place since 2000 is being reviewed to mirror the new realities which are already being experienced or which will be faced by Maltese society in the near future. It is also at the central level that decisions have to date been made about the creation of the arts curriculum. The final decision is preceded by a consultation process with all stakeholders. The evolution of the process is as follows:

The directorate which is managed by the Director General has two departments one of which is the Department for Curriculum Development and e-Learning (DCMeL). The Director DCMeL, has the duty to vet any proposals and changes made in turn by Education Officers who in the case of culture and creativity are those responsible for Art, Drama, and Music. It is finally the Education Officer who drafts and proposes the curriculum of the subject concerned at least at this point in time before the National Curriculum Framework is issued.

Education Officers consult school –based Heads of Departments of Art, Drama and Music. Heads of Departments operate both within the department and also within state schools in both Malta and Gozo, where they have teaching duties. Both Education officers and Head of Departments consult with teachers to discuss important issues regarding the teaching and learning of the subjects in question.

At Central Level decisions made about the implementation of the Arts Curriculum rest with the Director General, the Director, Curriculum Management and e-Learning, the Assistant Director responsible for Humanities and the Education Officers responsible for the expressive arts.
Education officers have the duty to regularly visit teachers during the delivery of lessons to monitor the teaching of their respective subjects. At School Level implementation is the responsibility of College Principals and Heads of School. The latter see that the subjects in question are catered for by the right number of teachers to cover the needs of the students in their schools. They are also responsible for the provision of proper space, equipment and resources required by the different subjects.

The National Minimum Curriculum regards students not as passive recipients of static content but as critical and creative thinkers and producers of knowledge. Cultural and creative objectives are included in the curriculum: these are referred to in Principle 3: Stimulation of Analytical, Critical and Creative Thinking Skills.

Moreover objective 3 of the Curriculum relating to human development is ‘Developing a sense of identity through creative expression’. This is attained through the acquisition of knowledge, skills and attitudes as follows:

- **Knowledge/Information:**

  The educational system should enable students to acquire knowledge and information in the following areas:

  - Malta's identity through which the country finds its place in the international family of nations;
  - the prehistory and history of Malta and the Maltese, including socio-economic and political aspects;
  - Maltese language and literature;
  - the religion of the Maltese people;
  - Malta's folklore and other traditions;
  - our country's history of art, architecture and music;
  - the culture, history and different religions of the Mediterranean and Malta's history viewed within this regional context;
  - the culture, history and different religions of Europe and the manner in which European institutions are developing a European identity;
  - the process by which Malta, like other countries, maintains its character within the context of continental and global diversities.

- **Skills:**

  By virtue of the curricular experience, the students develop skills in the following areas:

  - fluency in the Maltese language as their native language;
  - fluency in the English language as the country’s official language and as an international language;
  - grounding in research to further the study of different aspects of the Maltese identity;
  - a strong artistic and aesthetic sensibility capable of being revealed during discussions;
  - focusing on different aspects of Maltese and international artistic production;
  - an ability to describe the aesthetic value of Maltese and international artistic production;
  - the ability to apply aesthetic criteria in one's own artistic production;
  - the ability to fuse foreign and indigenous influences during artistic productions.
The foregoing should enable Malta to find its place in the world without any inferiority complex whatsoever with regard to other nations.

- **Attitudes:**

By virtue of a curricular experience, the students develop these attitudes:

- a critical appreciation of Malta’s cultural heritage: its historical, linguistic, literary, artistic, architectural and other aspects;
- a belief in the importance of development of Maltese cultural production;
- an evaluation of cultural diversity as a desirable social phenomenon;
- an evaluation of xenophobia and racism as undesirable social phenomena;
- an appreciation of our affinities with other cultures and of our own distinctive traits.

### 2. Organisation and aims of arts education

The Maltese educational system covering compulsory education caters for pupils/students aged 5-16. Compulsory education is divided into two main levels: Primary and Secondary. The primary level caters for children ages 5 to 10 (At this level the schools are co-educational.) The secondary level caters for children aged 11 to 16. (Here the children are segregated and schools are either all boys’ or girls’). Schools are organised into 10 Colleges which cover the whole national territory. Each College has a number of primary schools which feed the secondary schools within the College. This organisational set-up promotes synergy among the school communities within a College and streamlines administrative procedures.

In 2004, a syllabus for music, drama and art was introduced in primary level. At secondary level, a new syllabus for drama was introduced in 2008 and a new option art syllabus was introduced to replace a former one for grades 3, 4, and 5 (ages 14-16).

The rationale for Art, Music and Drama is the same for the Primary (ages 5-10/11) and the Secondary (ages 10/11-16) levels.

#### Drama Rationale

Through Drama all subjects can be reached and the learner really learns and not just well enough to pass an examination. Through Drama the learner learns by first hand experience, creativity is promoted and, therefore, preparation is life-long. In Drama the learner is the focus. It is only a myth that one has to be theatrically inclined or at least, an extrovert in order to teach Drama successfully. There is a wide range of introverts and extroverts among drama teachers as there is among people in other walks of life, whether they be lawyers, university professors or deep sea divers, or indeed other subject teachers.

This quote from 'Development Through Drama' by Brian Way can help to better understand the aims of Drama: ‘The answer to many simple questions might take one of two grades – either that of information or else that of direct experience; the former answer belongs to the category of academic education, the latter to Drama. ‘For example the question might be, ‘What is a blind person?’ The reply could be, ‘A person who does not have the faculty of sight’. The reply could also be, ‘Close your eyes and, keeping them closed. Try to find your way out of the room’. ‘The first contains concise and accurate information; the mind is possibly satisfied. But the second answer leads the inquirer to moments of direct experience, transcending mere knowledge, enriching the imagination, possibly touching the heart and soul as well as the mind. ‘This is, in over-simplified terms, the precise function of Drama.'
Music Rationale

The teaching of music in primary schools offers pupils in all streams the opportunity to develop their personality and gain confidence, self esteem and fulfilment in the process. Through this subject pupils are introduced to a wide range of music which in turn helps broaden their cultural horizons. Lessons in music can also encourage pupils to take initiatives through activities such as rehearsing, planning and performing expressively for different audiences, venues and occasions, individually and in groups. In addition, pupils are given the opportunity to be creative by, for example, composing music. Hopefully, after their years in school, they would continue with the same enthusiasm, and promote greater interest in music in their respective communities.

Art Rationale

Art is the visual language. It is a non-verbal universal means of communication transcending the barriers of time and space. It involves the senses of sight and touch. It deals with the process of perception where images and grades, conveying multi-layers of meaning, are created.

Unlike other subjects that predominantly explain the world in terms of literacy and numeracy, art is a non-discursive mode of knowing. Pupils use colours, form, texture pattern, line, tone, shape and space together with different materials and processes to communicate what they see, feel and think.

Art supports the individual, it values diversity and every personal response has value. It also celebrates and fosters sensitivity towards cultural differences.

2.1 Organisation of arts curriculum

The Arts subjects encompassed in the curriculum are: Visual Arts, Music, Drama, Dance, Crafts and Cultural Accretion. Media arts are not included.

The following are the ways that subjects appear in the Curriculum.

<table>
<thead>
<tr>
<th>Generic Name</th>
<th>Subject Names in Malta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td>Art and Design</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>Dance</td>
<td>Integrated in Physical Education</td>
</tr>
<tr>
<td>Media arts</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Crafts</td>
<td>Crafts, Textile Studies</td>
</tr>
<tr>
<td>Other – please specify</td>
<td>Cultural Accretion</td>
</tr>
</tbody>
</table>

In Malta the arts curriculum is a combination of integrated and separate subjects. In the primary and secondary level, arts subjects are collectively referred to as ‘the Expressive Arts’ or sometimes as ‘Creative Expression' at primary level. The subjects forming the Expressive Arts are taught separately.

At primary level in years 1 and 2, (ages 4 and 5) the Expressive Arts subjects (also known as ‘Creative Expression) include Art and Design, Craft, Drama and Music and Dance. They are taught in a weekly slot called mid-week project. Apart from this, years 1 and 2 pupils are given an extra lesson a week in Art and Design.

At secondary level in grades 1 and 2 (ages 11-13) Art, Music and Literature are taught as strands of a subject called Cultural Accretion. The three strands are taught in rotation, a strand per term.

Art subject could be also offered to pupils but only as an option in Grades 3 to 5 (ages 13 to 16).

Dance does not exist as a subject but forms part of the Physical Education Curriculum in the section ‘Movement and Gymnastics’ in the primary level, while in the secondary level no reference is made to
dance. In both levels the teaching of dance and how much of it is taught is at the discretion of the teacher.

Craft used to be offered in form 1 as an option. It was also offered as a further option in form 3. The subject is currently being phased out as it has been replaced by Design and Technology. Crafts are also taught within the subject of Textile Studies that is offered as a core subject to grades 1 to 5. It is also offered as an option in grades 3 to 5. Crafts are also taught as part of Textile Studies which is offered as a core subject to grades 1-5 (ages 11-16). It is also offered as an option in grades 3-5 (ages 13-16). Drama is also taught as a separate subject at secondary level.

Creative Expression or Expressive Arts are compulsory for all pupils at primary level. Art and Music, as part of 'Cultural Accretion' are compulsory in grades 1 to 4 in area secondary schools (ages 11 and 14) and in grades 1 and 2 (ages 11 and 12) in Junior Lyceums. All secondary schools, Area Secondary and Junior Lyceums, must offer Art as an option to pupils in grades 3 to 5 (ages 14 to 16).

With reference to the total number of hours taught, it is stipulated that:

In years 1 to 6, Expressive Arts are altogether assigned two hours per week which amount to approximately 70 teaching hours in a scholastic year of 35 weeks. There are altogether 26.25 hours of teaching time in a week. This brings the time allotment to 7.6 per cent. In years 1 and 2 the two hours are divided into 75 minutes for the Expressive Arts (drama, art and design, music, and movement) and 45 minutes for art and design. In years 3 to 6 the two hours are all dedicated to the expressive arts.

At secondary level, there is no specific time allocated to drama in the secondary level. This varies with the needs of the school and the allowance is at the discretion of the head of school.

In grades 1 and 2, in Junior Lyceums and Area Secondary Schools, for cultural accretion subject, the children are allowed one ¾ hour lesson per week which amounts to 26 teaching hours in a scholastic year of 35 weeks. Since the number of teaching hours per year is approximately 800 hours this amounts to 3.3 per cent of teaching time. However, there are Area Secondary Schools where cultural accretion may still be taught in grades 4 and 5, utilising the same number of hours as in the lower grades mentioned above. (The decision to include cultural accretion at this level is at the discretion of the Head of school in consultation with the Director of Curriculum Management and E-learning.)

Concerning the Option Art, in grades 3, 4 and 5 in both Junior Lyceums and Area Secondary Schools 3 hours 45 minutes out of 26.25 hours per week are allocated to the pupils who choose option Art as a special field of study. This is 14.3 per cent of teaching time.

2.2 Aims of arts curriculum

There are no collective aims for the arts curriculum. Each subject has its own aims. The aims for Art and Design; Music and Drama are the following.

Art and Design has four general categories of aims: Aesthetic – Perceptual – Technical, Personal and Social:

- Aesthetic aims

  Through Art and Design learners understand and use the language of aesthetics. This will enable them to comprehend the nature and function of art grades to better understand their work and that of others within a historical context and within the context of their own environment and culture.

- Perceptual Aims

  The learners are provided with the perceptual skills needed to understand and respond to art and design grades and to the visual environment through visual, tactile and sensory experiences.

- Technical aims
The learners are taught the necessary skills involved in the use of tools and materials and the manipulation of the latter.

- Personal and Social aims
  The quality of the children's learning is improved since the subject challenges their abilities to create and imagine, think, perceive, and make decisions and work through problems. It heightens and improves their perception of the world and their reactions and responses to it.

- General Aims
  Art and Design should stimulate creativity and imagination and should provide all learners with opportunities:
  - To develop and translate an idea/thought/concept into a tangible visible form or image.
  - To enjoy and appreciate their own art and that of others.
  - To become aware of the influence of place, time, culture, and material on the images and objects invented and created by artists, designers and craftspeople.
  - To consider, select, and organize materials and media.
  - To develop knowledge of techniques, processes and skills appropriate to the activity in hand and to the learners’ stage of development, in an environment which stimulates awareness and imagination.
  - To use feelings, imagination and memory to develop, express and communicate ideas and solutions.
  - To become more aware of the visual environment and their relationship to it.

In Music Education, pupils should acquire knowledge, skills and understanding of music through activities that integrate performing, composing and listening and appraising. The performing repertoire includes pupils’ own music and that of others. It is performed using pupils’ voices, body percussion and range of tuned and untuned classroom instruments. These include instruments of various ethnic origins, improvised instruments and sound sources from the environment.

Pupils are encouraged to present performances within the school and in the community. The resources used for performing are also used for composing. Pupils improvise rhythmic and melodic patterns. They compose accompaniments to songs; create sound pictures, music backgrounds and sound effects in response to a variety of stimuli. These could include pictures, stories, poems, mood-specific opportunities and drama using structures where appropriate.

Compositions are recorded using symbols or notations. In listening and appraising pupils develop the ability to listen carefully, evaluate and respond physically to their own music and to music from the classical tradition by past and present composers, from folk and popular music and from cultures across the world.

Drama is a wide range of activities. It is suggested that when tackling any of these activities, a physical warm up and some concentration exercises should be used to introduce it. Drama is taught:

- To give learners a wide range of experiences and show them how the use of their imagination can create situations sufficiently alive as to make them interesting, exciting, absorbing and useful.
- To show learners that the concept of play which many children reserve for moments when adults are not present is acceptable. It would indeed be a pity if play is reserved for moments when adults are not present because the combination of true child play and the unobtrusive leadership of a teacher can bring to life anything it chooses. Some learners have never been taught how to
play and some of those regard it as a sort of naughty behavior when ‘freedom’ is offered. It is well known that children learn a lot from play.

- To create for learners opportunities for mistakes, without the consequences of life in reality. Much social Drama fits in this category. It follows that Drama is essentially a practical activity, but we must ensure that we devote our lessons to the development of children rather than the development of Drama, and this will enable us to make the correct value judgment when we observe a particular piece of work.

- To give learners opportunities for discovering self control and so be better able to make a positive contribution to the needs of family, friends and the wider community.

- To show learners how to develop and use the tremendous potential they have for learning through Creative Movement, Speech and Voice Sensory Awareness, Body Awareness, Improvisation, Interpretation.

It must be made clear that Drama does not have an immediate and obvious good result. The aim is the natural and necessarily slow maturation process which will be more likely to establish a better understanding between learners and their own children when the time comes.

### 2.3 Use of Information and Communication Technology within the arts curriculum.

In 2008, Malta launched the *National e-learning Strategy 2008-2010*. In view of this, the Directorate for Quality and Standards in Education issued laptops to all teachers including teachers of the expressive arts subjects. Two principles that underpin the e-learning strategy are:

- educators and administrators will have the skills and support for the use of technology in teaching and to support their own career development
- the use of technology in teaching will support and encourage sharing, collaboration and creativity, and drive innovation.

Also teachers will have the means to create and upload learning material for classroom use.

### 2.4 Cross-curricular links between arts and other subjects

There are no formal cross-curricular links between arts and other non-arts subjects. However cross curricular links between the arts and other subjects do take place at school level by agreement between teachers and the administration.

### 3. Special provision with a focus on art education

There are three separate schools funded by the government. These are: The Malta School of Art, The Malta School of Music and The Malta Drama Centre. There are similar schools on the smaller island of Gozo, i.e. The Gozo School of Art, The Gozo School of Music and the Gozo School of Drama. There is also the Malta Society of Arts, Manufacture and Commerce established in 1852, which promotes arts and crafts education, and is partly subsidised by the government.

The Malta School of Art is part of the Education Directorate and it is run by a series of specialized teachers offering a very wide spectrum of courses aimed at assisting Maltese citizens and guests to develop and realize their potential in the creative artistic field. The school is open to all ages, from teenagers to pensioners offering courses in the mornings and evenings. The School of Art is the only Fine Art institution in Malta and thus plays a fundamentally important role in the educational/artistic development of the Maltese people. The school is primarily a practice-based institute which is fundamental for the artistic formation. Courses at the School of Art are divided into two groups Fine Arts and Traditional Crafts.
Arts and Cultural Education at School in Europe


There is no selection or admission procedure to join and anyone over 14 years may join the school. A foundation course (one year) provides basic studies and is required for further studies at the school.

The Malta Drama Centre offers courses in Mainstream Acting, Musical Theatre, Dance, Classical Ballet, Modeling, Personality Enhancement, and Outreach programmes. The course leads to optional Certification Examinations in Drama offered by London based institutions.

The centre accepts pupils from 5 years on. Some drama courses are for adults only.

Johann Strauss School of Music was set up in 1975 with the help of the Federation Government of the Austrian Republic. The school offers a two year course in basic music education, individual instrumental lessons, group theory lessons covering aural training, history of music and music appreciation. The school has an orchestra, a wind band, a clarinet choir, a flute choir and a youth choir. Master classes, lectures and recitals are regularly held during the scholastic calendar. Students aged six and over are accepted for courses.

The Gozo School of Art inaugurated in 1919, now known as the Gozo Centre for Art and Crafts promotes art, crafts and artisans on the island. Courses include: Basic Art, Art at ‘O’ and ‘A’ levels, Basic Art Adults, Pencil/ Charcoal/ Ink Art, Oil/ Water Painting, Clay Modelling and Casting, Gilding, Lace making, Pottery/Ceramics, Pyrography, Silver Smithing, Upholstery, Jewellery Art, Beading, and Candle and Wax Crafts. Students aged 7 and over are accepted for the courses.

The Gozo School of Drama is a state evening school. It was officially inaugurated in 1991.

The school offers the following courses: Ballet, leading to a certificate from the Royal Academy of Dancing of Dancing of England; Junior Drama (including acting, improvisation, movement, voice, stage-make up, history of the theatre, etc.); Senior Drama; Movement for seniors (including contemporary and expressive dance); Stage management courses for adults; Aerobics for adults; and Ballroom and Latin American dance. Students are accepted at the school from three and a half years of age for ballet, and from 5 years for other subjects.

The Gozo School of Music was inaugurated in 1988. It is a branch of the Johann Strauss school of Music in Malta. Gozitan students are offered the same courses and take the same examinations as the students in Malta. Members of the staff of the Maltese school also operate in Gozo.

The Society of Arts, Manufacture and Commerce helps artists and craftsmen to promote their works in Malta and abroad. It provides tuition to those who are inclined and motivated towards artistic, technical, educational and cultural studies. It organises exhibitions and conferences, issues publications, offers suggestions and competent advice. It assists all those needing encouragement and awards certificates, diplomas and medals to organisations, artists and craftsmen deserving such recognition.

There is however an increasing number of privately run schools offering courses in Drama, Dance, Music and Art.
4. Assessment of pupils’ progress and monitoring of standards in the arts

In the visual Art subject a new syllabus was introduced in 2006 which includes a section on Assessment.

4.1 Pupils’ assessment

At primary level, pupils’ progress/attainment in arts subjects is not assessed but the children are given verbal feedback.

At secondary level, Music and Art as part of the Cultural Accretion subject are assessed by the class teacher if the Head of a particular school demands it. In Junior Lyceums this takes place in the first two years of secondary education (grades 1 and 2). In Area Secondary Schools this may take place from Grades 1 to 4 again depending on the policy of a particular school.

Art as an option (grades 3-5, ages 13-16) is assessed in the following manner: Teachers assess pupils on an on-going basis to evaluate progress (Portfolios of work are kept for this reason). They also assess pupils half way through the scholastic year by a school based examination and at the end of each year by a national examination (summative assessment or final certification). In these examinations pupils are to sit for a paper in observation work and one in imaginative work. Although pupils are invited to submit work in other media it is very rare that pupils carry out their final work in other practices than those of drawing and painting. Pupils’ attainment in art option may also be assessed externally by examination set by MATSEC (Matriculation and Secondary Education Certificate Examinations Board of Malta University). This examination demands that a portfolio of works be presented together with a project around a theme of the pupil’s choice. The pupil is required to sit for two papers, one examining work form observation and the other examining imaginative work. Again this examination only targets drawing and painting. This examination is not compulsory.

Drama and Dance as part of Physical Education are not assessed.

Teacher assessment in arts subjects consist of a judgment in relation to curricular content. Teacher assessment in these subjects aims also to establish whether each pupil has attained a defined standard expected of pupils of a particular age in the arts.

When judgment is made in relation to curricular content, assessment is linked to the Learning Outcomes within the four strands of the art curriculum i.e.: Use of Materials Techniques Skills and Media; Expression of Feelings, Ideas, Thoughts and Solutions; Evaluation and Appreciation; Aesthetic awareness. These outcomes encompass the technical, creative and critical development of learners. Teachers are given the following guidelines to help them to assess students in the art syllabus itself.

Assessment is concerned with learners’ ability to:

- Select, control and use media, techniques and skills appropriate to the task.

- Generate, investigate and communicate their own ideas and show that they can develop and sustain them in a variety of ways.

- Describe significant features of their own and others’ work and make informed judgments and choices.

Assessment approaches include observation of: on-going work and ways of working, of completed works, discussion of their work and responses with learner and assessment of learners’ responses to special assignments or tasks.
At Secondary level (ages 13-16) in Art and Design the learner is be assessed on:

- The preparation and selection of materials for a task
- The learner’s attitude and perseverance
- The learner’s ability to generate ideas
- The quality and characteristics of the realized product.

Assessment will therefore be tied to the teacher’s careful observation of learners at work and in any way she or he decides to keep a record of such observations. The strand of Evaluation and Appreciation may be assessed through discussion with and among learners.

Since Art and Design produces tangible results, evidence for assessment should take the form of folders; sketchbooks; portfolios and collections of the various stages of the learner’s work and the finished product; working-diaries with drawings, photos and notes in Maltese and English showing the process and progress of a certain type of work; video recordings where applicable (e.g. installations, happenings, raku-firings, linking with other subjects etc.)

Learners should also be involved in the process of assessment and know how and why they are being assessed by teachers. If used with care, self-assessment can also be valuable to foster independent learning and critical skills. This can take the form of discussion, set criteria or, in the case of younger or less confident learners, a list of questions to ask themselves. With older learners self assessment and peer-assessment works best when the criteria against which they will make their critical evaluation is negotiated, discussed and understood beforehand.

No examples of portfolios are available (on a national basis) to help teachers to make their assessments. However each art teacher keeps examples of portfolios on an individual school basis.

Assessment is also carried out through formal examinations which take place on a half-yearly and yearly basis. Although many art practices are carried out during the art lesson, the two basic ones which are usually examined are painting and drawing. However, the art examination does not exclude other ways of executing the composition from a theme. These may include any of the practices stipulated in the rubric of the examination paper. Form three, four and five learners are given a paper with two sections: section A deals with imaginative work that is, composition from a theme while section B deals with work from Observation.

In Junior Lyceums, the half-yearly examination papers are school based. Annual examinations are issued by the Educational Assessment Unit.

In Area Secondary Schools, pupils are not required to sit for examinations in option subjects, except in Form V when they are required to sit for a school based annual examination. In form III and IV teachers are expected to use different grades of assessment e.g. special assignments or tasks, tests, projects, presentations and exhibition of works.

The papers in Imaginative Picture Making or Composition from a Theme are given three weeks in advance. The actual examination is carried out during lesson time to cover three hours of work for the imaginative paper and another three hours for the observation paper. The school management team has the option to conduct the art examination session for all students at one go if it can be arranged. Assessment objectives are to be discussed with the learners prior to the examination.

The following are the current marking schemes for Grades III, IV and V.
**MARKING SCHEME – DRAWING OR PAINTING FROM OBSERVATION**

The Marking Scheme, derived from the Assessment Objectives shown in the grid below, must be used when marking the DRAWING or PAINTING FROM OBSERVATION Art examination of Section A in the Examination Paper.

The Assessment Objectives form the basis for assessing the student’s work. The scheme is designed to assess the student’s competencies in doing Still Life/Life. Each descriptor carries 20 marks, which are divided as shown:

<table>
<thead>
<tr>
<th>ASSESSMENT OBJECTIVES</th>
<th>No evidence</th>
<th>Limited and low-quality evidence</th>
<th>Either adequate evidence but of indifferent quality or limited evidence but of reasonable quality</th>
<th>Adequate evidence and of reasonable quality</th>
<th>Ample and high quality evidence</th>
<th>TOTAL MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work presented shows evidence of:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. effective rendering of shape and form</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>ii. the space arising from the alteration between figure and ground</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>iii. the depiction of light and shade through tonal value</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>iv. the analysis of texture</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>v. being a balanced and well organised composition</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TOTAL MARK</td>
<td></td>
<td></td>
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</tbody>
</table>

11
MARKING SCHEME – COMPOSITION FROM A THEME

The Marking Scheme derived from the Assessment Objectives shown in the grid below, must be used when marking the COMPOSITION FROM A THEME Art examination in section B of the Examination Paper.

The Assessment Objectives form the basis for assessing the student’s work. The scheme is designed to assess the student’s competencies throughout the entire work process.

<table>
<thead>
<tr>
<th>ASSESSMENT OBJECTIVES</th>
<th>NO evidence</th>
<th>Limited and low-quality evidence</th>
<th>Either adequate evidence but of indifferent quality or limited evidence but of reasonable quality</th>
<th>Adequate evidence and of reasonable quality</th>
<th>Ample and high-quality evidence</th>
<th>TOTAL MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Investigation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>of direct experience, observation and imagination</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
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<tr>
<td>ii. of investigatio of visual and other sources of information</td>
<td>0</td>
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<td>10</td>
<td>15</td>
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<td>iii. of the use of a range of media</td>
<td>0</td>
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<td>iv. that it has been reviewed, modified and refined</td>
<td>0</td>
<td>5</td>
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<td>15</td>
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<td>v. of response to the work of other artists, crafts persons and designers</td>
<td>0</td>
<td>5</td>
<td>10</td>
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<td>vi. that ideas and intentions were realised</td>
<td>0</td>
<td>10</td>
<td>20</td>
<td>30</td>
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<td>vii. of refinement and completion.</td>
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TOTAL MARK
The outcome of teacher assessment is recorded as a grade in school reports and kept for reference in the school records. National examination results for Art are sent to the Educational Assessment Unit at the Education Directorate. This is not applicable to Music Drama and Dance.

There is no external test/examination used in Drama, Music and Dance. In the case of Art (drawing and painting only) external examinations may be taken by students at the age of 16. These are set by the MATSEC board i.e. Matriculation Secondary Education Certificate Secondary Education Certificate board of Malta University. Students may also take examinations by London University and Oxford University. The result in the form of a grade is recorded at school level.

It is only in Art option, at ISCED level 2 that if a pupil receives a low grade or fails to meet the expected standard the pupil is encouraged to sit for the examination again. If a pupil receives a high grade or exceeds the expected standard in Art, the student is encouraged to study further and sit for the ‘A’ level examination. Many students who do well in their Art examination are encouraged to study further at the MCAST (i.e. the Malta College of Arts, Science and Technology).

The establishment of a network of schools for mainly pupils with special talents in arts was also proposed (see section 6).

4.2 Monitoring of standards

Since 2005 audits in Maltese schools have been carried out at ISCED levels 1 and 2 every two years. These schools audits that represent one of the most recent change in Maltese education system are carried out by a group of auditors who monitored the running of schools through inspections in the school. All taught subjects were monitored including art. Arts are monitored as part of this audit exercise which is carried out every two years. The audit team spent a week at a particular school and monitored all subjects including the arts subjects. Lessons were observed and evaluated. The results and findings of these audit exercises were compiled into a general report which was confidential. The report was presented to the Director General and a copy of the report was also given to the head of school.

The amended Education Act (2006) provides the framework for a greater emphasis on the quality of educational provision. The Act establishes a Directorate for Quality and Standards in Education with a Department of Quality Assurance specifically set up to monitor and assure standards and quality in the programmes and educational services provided by schools. Within the Directorate for Quality and Standards an educational inspectorate has been set up. This is manned by Education Officers who provide professional support, guidance, monitoring, inspection, evaluation and reporting on the process of teaching in schools, on the application of the curriculum, syllabi, pedagogy, assessment and examinations and on the administration and on the assurance and auditing of quality in Colleges and schools. Within the Department for Quality Assurance, Assistant Directors and a number of Education Officers have the responsibility for carrying out school audits.

Standards are maintained by the Curriculum and eLearning Department through the support structures it provides to schools especially through subject and area education officers who support teacher. The setting of annual national examinations, the use of level descriptors and the following of syllabi serve to ensure that standards are maintained.

Arts subjects are also monitored at school level if projects in these subjects were included in the School Development Plan.
5. Teacher education in the arts

5.1 Initial teacher education

In Malta peripatetic teachers who have specialized in one of the arts subject visit all primary state schools on a regular basis and give lessons to the pupils. Class teachers may be present during these art lessons unless they have other school commitments. There are peripatetic teachers for drama, art, music and physical education (dance is taught as part of Physical Educational). The arts are also taught by general (class) teachers who are sometimes guided by the specialist teacher. At ISCED level 2, the majority of Art teachers in the secondary level are specialist teachers.

Initial Teacher Education in Malta is mainly done at tertiary level at University. The following apply for the B.Ed degree for students training to become generalist teachers at Early Childhood Education and Junior Education level. Newly recruited peripatetic visual art teachers at primary level must have the same qualifications as those who teach at secondary. For being a specialist teacher in arts subjects at ISCED level 2, students enter the Bachelor of Education (Hons) secondary specialization in Art (Visual Art) at the University of Malta either with an Advanced level in the subject or as mature students (portfolio).

The Art Programme within the Faculty of Education at the University of Malta prepares specialist teachers in the Visual Arts, Music and Physical Education – however there are exceptions within the State or private levels.

During their initial teacher education, it is offered to all students the following arts subjects knowledge: Visual arts (including crafts); Music; Drama and Dance. This is however very basic, mostly at a self developmental level due to the limited number of ECTS in the field – total amount of credits for the arts (excluding dance) is 20 ECTS. Dance is included with Gym – that is an additional 2 ECTS. Students receive also specific education in these content areas: child development in the arts; Arts pedagogy; Personal arts skill development of the prospective teacher (all compulsory for generalist primary education teachers); Arts curriculum content (compulsory to some extent).

All practical credits in the visual arts (drawing, sculpture, painting, mixed media, ceramics, photography, printmaking, and video) are compulsory and form an integral part of the course during the four years of study. The level of skill is varied, since students also need to specialize in another curricular subject, but they are not expected to specialize in any given medium. They are expected to have some knowledge of art theory while in the field of art history; they are exposed particularly to the modern and contemporary periods. They also study different methods of art criticism and practise as ‘critics’ in current exhibitions. Their studies are also focused on the following content areas: Child development in the arts; Arts curriculum content; Arts pedagogy; Arts history; Personal arts skill development of the prospective teacher; Pupil assessment in arts.

Specialists in a particular craft were given the post of art instructor because of the closing down of trade schools\(^1\) in the late 80s. These teacher-instructors specialized in one area of craft such as jewellery making, sculpture in stone or wood carving, lace making etc. Today because of the new agreement with the Malta Union of Teachers, the instructors after years of teaching Art have become regular teachers.

\(^{1}\) In 1972, Trade Schools were launched to provide a three-year full-time course to pupils over aged 14-16 with an emphasis on craft-training. Until the 1990’s Trade Schools provided vocational lower secondary education based on the teaching of trade skills. (Eurybase, Malta, 2006/2007) Trade schools are not in existence any longer they were phased out in the 1990’s. Many instructors who taught crafts in trade schools are now art teachers.
At this time professional artists are not recruited as teachers of art at either ISCED levels. However most art teachers in both ISCED levels are artists themselves and participate in collective exhibitions and many hold personal exhibitions regularly. Artists are recruited as visiting lecturers to teach different media in the content area of the Art (ISCED level 2) programme within the B.Ed (Hons) degree at the University of Malta. Prospective art teachers are in direct contact with practicing artists throughout the four years of the course and are encouraged to perceive themselves as both teachers and practitioners.

5.2 Continuing professional development

Every year the Department of Curriculum Management and e-Learning within the Directorate for Quality and Standards in Education organizes courses for arts teachers once a year for three days. There are courses and workshops in Drama, Art, Music and Physical Education. These are compulsory for all arts teachers in state schools. Arts teachers in non-state schools may also attend on a voluntary basis. As from 2009 compulsory courses are to be held every other year but when not called to attend arts teachers are invited to participate on a voluntary basis.

6. Initiatives

Recommendations/specific initiatives to develop cultural and/or creative education through the arts curriculum

According to the document 'For All Children to succeed' (2005) a model has been proposed to consider the networking of schools for students with special talents and interests, such as in Arts. It is being proposed that a network is formed incorporating Mikelang Borg Drama Centre, Johann Strauss School of Music, and the School of Art in Malta. This college will ultimately incorporate schools which follow the ordinary curriculum with a special focus on music, drama, art or dance. It is envisaged to integrate the physical spaces and facilities, whilst allowing for a distinction between the fine arts and the traditional crafts. Libraries and similar facilities will be made accessible to all schools and the public. This network will also serve as a resource centre for all other schools and school networks providing support for their initiatives in the artistic field. There will also be scope for the development of other disciplines, including, music, the visual arts, classical and contemporary dance and digitalised art.

Partnerships between schools and professional artists/arts organisations

- The Drama Unit of the Education Directorate has a peripatetic group of teacher/actors who perform a number of plays with relevant social issues for school children every scholastic year.

- Visits to artists’ studios take place as part of visual art teaching and are carried out on the initiative of art teachers.

- Heritage Malta, the organisation responsible for museums and places of historical interest has set up an Education Unit, whose main responsibilities include inter alia the provision of specialised educational resources, the consolidation and creation of partnerships with local educational institutions and assistance in cultural education activities. A special branch was created entitled YES – Youth and Youngsters Educational Services, targeting primary and secondary schools. YES conducts activities in the field of Arts and Culture that are offered to schools to benefit pupils. These initiatives include visits to museums and historical places of interest, with specifically created children’s workbooks and teacher’s books to facilitate teaching and learning.

- The Manoel Theatre, Malta’s National Theatre has initiated a programme of drama productions for school children. The aim is to instil a love for drama and the theatre in children.
• St James Cavalier Centre for Creativity and the Arts is the foremost centre for the promotion of the arts in Malta. It supports Maltese and International theatre productions, concerts, films, poetry readings and artistic exhibitions etc. The centre offers animation sessions for children linking art and drama with issues such as eco tourism, heritage protection and environmental concerns. The centre also offers exhibition space where school children can exhibit their art on the same premises as established artists.

Extra-curricular activities and compliment arts provision.

The expressive arts always form the basis of extra-curricular activities. These activities take place during mid-day break, daily assembly and school assembly, creativity afternoons, (1 ½ hour afternoon session once a week in most area secondary schools), preparation for prize days, Christmas concerts and graduation ceremonies. Usually these occasions call for theatre arts that involve drama, dance, music, art and textile studies.

The expressive arts also feature prominently in summer schools. Children between the ages of 6 to 11 may join a state summer school during the holiday season. Activities take place in the morning only.

7. Ongoing reforms and proposals

Following the new legislation of 2006 a reform took place where two Education directorates were set up to replace the Education Division. These are the Directorate for Quality and Standards in Education (DQSE) and the Directorate for Educational Services (DES). The DQSE has a Quality Assurance Department which monitors quality and standards in Maltese schools. This is carried out by a specialised unit made up of Principal Education Officers, and Education Officers who visit schools to conduct audits.

At present a review of the National Minimum Curriculum is also taking place.

Minister Dr Louis Galea the former minister for Education stated that as from September (2008) the School of Art, the School of Music and the Drama Centre will be networked into a College of Arts. This college will allow for cross-disciplinary interaction and further development of cross-disciplinary courses. The network of schools will also provide resources to other colleges and through good networking links should provide support for initiatives and activities in the creative and artistic fields. The Government also intends to foster further networking between these schools and other artistic and cultural entities such as the National Orchestra, the Manoel Theatre, St James Cavalier as well as with the University of Malta and MCAST (Malta College of Arts, Science and Technology). Eventually it is hoped that there will be schools where students will follow the ordinary curriculum with a special focus on music, drama, art and dance (please see section 6). This project is still being implemented.

Regarding quality assurance, the Audit System introduced in 2005 is being reviewed. In 2007-2008 teams made up of a group of Education Officers headed by a Principal Education Officer were sent to audit state schools. The Audit team was required to spend a week at school and study the level of leadership, ethos, the quality of teaching and learning as well as the physical aspect of the buildings. Such audit exercises are not being carried out at present.

As for the future of School Audits the matter is being reviewed by the Director of Quality Assurance within directorate of Quality and Standards in Education, Ministry of Education, Culture, Youth and Sport.
8. Existing national surveys and reports on practices

At present, as indicated elsewhere in the report, a review of the National Minimum Curriculum which was drawn up in 1999 is taking place. A committee has been set up for this purpose.

Regarding the Expressive arts no national surveys or reports on practices have taken or are taking place.

Sources (2)

http://www.culturalpolicies.net/web/valta

Ministry of Education, Youth and Employment (June 2005): 'For All Children to Succeed'.


Department of Further Studies and Adult Education 'Lifelong Learning 2006-2007'.

The Directorate for Educational Services (DES) 2008: 'The School of Art'; 'The Malta Drama Centre'; 'The School of Music'.

Ministry of Education-Malta 'Strategic Plan- National Curriculum on its Way' (2001)


Unrevised English.

The content is under the responsibility of the Eurydice National Unit.

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For detailed information on the educational system and teacher education, please see Eurybase on www.eurydice.org

(2) For more information, please send an e-mail to skola@gov.mt.