

ABSTRACT

The thesis focuses on art portfolio as a didactic tool, form, use for reflective assessment of pupils in the teaching of art education at the first level of primary school.

Theoretical part of the thesis generally describes the assessment of pupils in school education. Further focuses on the interpretation of concept of portfolio, on its various forms, types, and its use in school education. Then describes the concept of the subject Art education and ways of assessing pupils in the subject.

Practical part of the thesis is based on the creation of pupil's portfolio in art education designed for reflection. The practical part aimed at the creation of a portfolio by pupils in the first year of primary education. Based on which the pupils were reflection on the artwork and the resulting drawings. The pupils were guided to be independent, creative and develop to metacognitive skills – such as the ability to self-reflect. Portfolios were created and reflected during the first semester of the school year. Artistic probe and work with reflective art portfolios was completed assessment of pupils for the purposes of the mid-term report card.

Art portfolios did not contribute positively to develop pupils' self-reflection, but it also develops the pupils' other skills and competences necessary for their own learning. Portfolio among other things demonstrates the progress of pupils in artistic activity, develop their creativity and promoting friendly relations in a classroom. Pupils during the realisation have undergone a great transformation. The art portfolios also contributed to the development of my own ability to reflect and think metacognitively in large units.

KEYWORDS

evaluation, formative assessment, art education, portfolio, student, teacher, reflection