

- Consequently create positive climate in schools, continually monitor its development and evaluate it by using existing tools.
- Use the electronic platform *InspIS ŠVP* for development and adjustment of SEP, *InspIS SET* for formative and summative assessment and *InspIS PORTÁL* for communication with the public.

## 4 Basic Art Education

In the school year 2013/2014 the curricular reform in basic art education had been going on for three years and SEP for basic art education was operative for the second year.

Out of total **486** active entities in art education the **basic art schools** (ZUŠ) accounted for the largest part (93%). Ninety percent of them were public schools (founded by regional or municipal authorities). In total **242 837 pupils** were educated in basic art schools (11% dance programmes, 20% applied arts programme, 4% literature-drama programme and 65 musical programme). The increased number of pupils (by more than 2 000) represents a repeated year-on year increase by 1%.

### Positive findings in basic art education:

- Interviews with school managements, pedagogues and founders proved that the entities accepted the CSI's proposals for quality improvement and the CSI's methodological assistance was positively accepted.
- The number of complaints investigated decreased by 80% in comparison with the preceding year. This fact shows that education standard is kept on good level and relations between individual actors are good as well.
- Basic art schools participate in public and cultural life and they are considered important for their cultural values in regions. They form pupils' social skills by performing artistic activities.
- Schools reflected the needs of clients, the schools assisted to pupils from a less stimulating background (through lending musical instruments, lowering tuition fees, broadening network of school branches). They use partnerships for own development, for experience exchange between schools and for cooperation on joint activities.
- Pedagogues actively supported school presentations, participated in interdisciplinary projects and formed sense of belonging to the whole. They were willing to bring about their experience from active artistic praxis into pedagogic praxis, they usually performed individual access and respected personality of a pupil and his/her specific needs.
- Schools operatively responded to revealed imperfections in SEP, made adoptions and issued an updated SEP version so that during a follow-up inspection only minor formal imperfections were found. From 51 comparisons carried out in 2013/2014 only 7.8% of SEP were partly not in overall compliance with FEP for basic art education. Schools have available such conditions which constitute good prerequisites for accomplishing SEP in praxis.

### Negative findings in basic art education:

- Some school branches were found to have unequal material, personal, organizational and esthetical conditions in comparison with main building schools.
- In rare cases a decrease of number of pupils occurred as a result of demographic changes