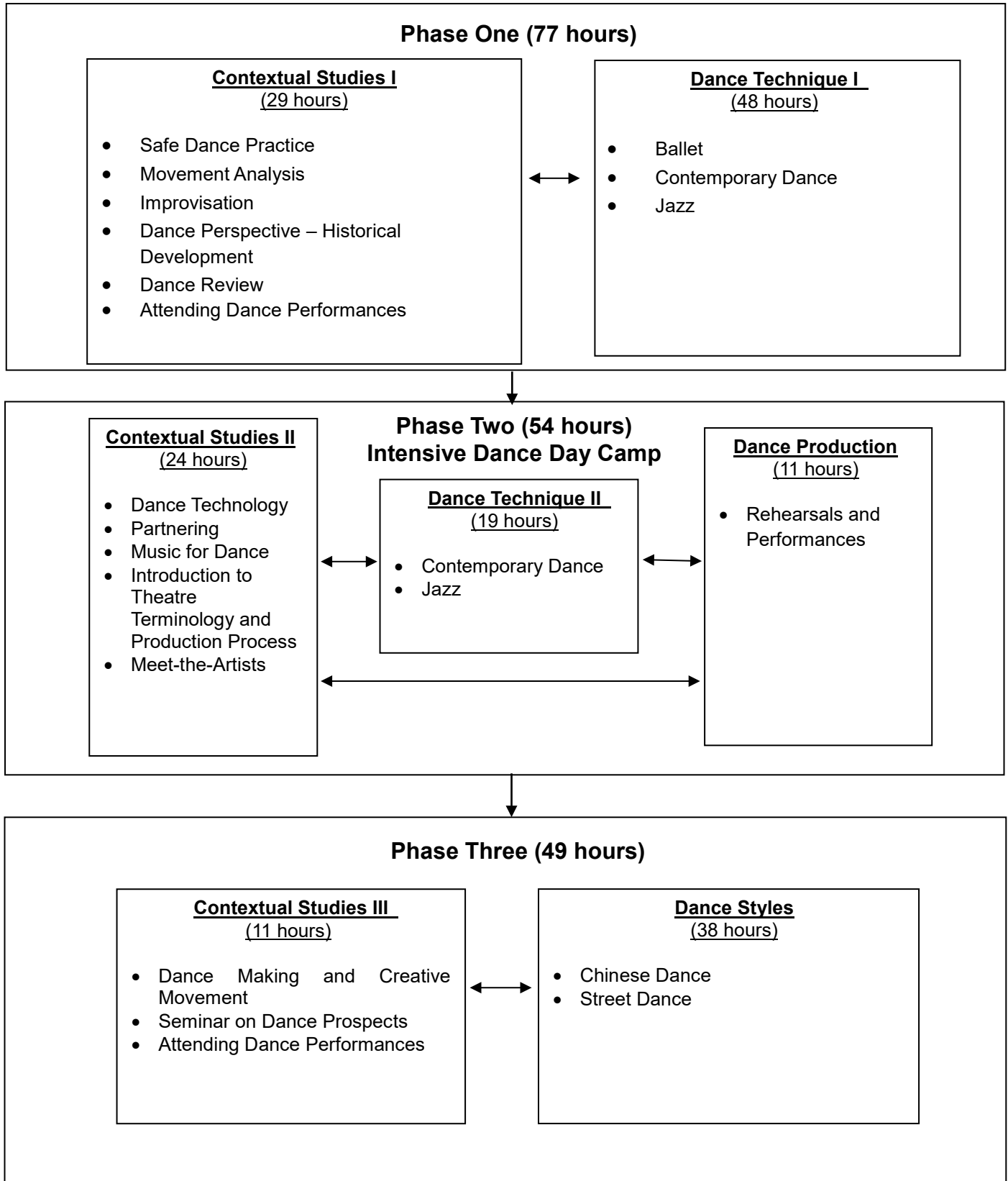


Applied Learning

2024-26 Cohort; 2026 HKDSE

Item	Description
1. Course Title	Taking a Chance on Dance
2. Course Provider	The Hong Kong Academy for Performing Arts
3. Area of Studies/ Course Cluster	Creative Studies/ Performing Arts
4. Medium of Instruction	Chinese
5. Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"> (i) master the characteristics of various dance styles and understand the underlying principles common to dance movements such as body positions, spatial patterns, kinesthetic awareness, dynamics and movement qualities through performing, making and appreciating dance; (ii) demonstrate understanding and knowledge of the arts of dance, performance etiquette and stage terminology in relation to historical, cultural, and personal perspectives; (iii) apply decision-making, analytical and problem-solving skills in creating, organising and composing dances to demonstrate clear dance forms or structures and be able to communicate ideas, moods, feelings and themes through dance; (iv) cultivate critical responses, ability of appreciation and creative thinking skills through performing, making and appreciating dance; (v) demonstrate teamwork skills, personal responsibility and proper values during the choreographic and making process; and (vi) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure



7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.

Possible further study and career pathways

Further studies

- e.g. courses related to dance, drama, theatre and entertainment arts, media arts and design and musical theatre

Career development

- e.g. dancer, choreographer, stage manager, production manager, artistic director, arts administrator, dance teacher or dance critic

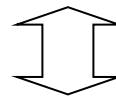
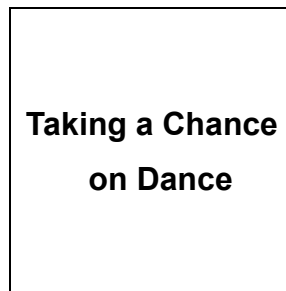
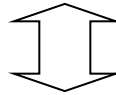
Complementarity with core subjects and other elective subjects

Enhancing and enriching, e.g.

- enhancing the breadth and depth of studies of **Music** by applying the knowledge in relation to music style, history and cultural background
- enhancing the breadth and depth of studies of **Physical Education** by applying the knowledge in relation to physical fitness, human body, movement analysis, injuries treatment and precautions, healthy communities and lifestyles

Expanding horizons, e.g.

- students specialising in **Physics, Chemistry, Biology, Economics, Geography** and/or **History** may broaden their knowledge in performing arts (e.g. choreograph a dance piece, produce a dance video, conduct a pre-/post-performance talk or dance seminar, and/or organise a performing arts project) by taking this course



Relations with other areas of studies/ courses of Applied Learning

e.g.

Creative Studies

- the study of the fundamentals of theatre arts and production of theatre arts in **The Essentials of Theatre Arts** can contribute to and be transferred to the performing skills required in dance
- the students could apply their performing skills to modelling to present the fashion and image design in the show in **Fashion Image Design**

Media and Communication

- there are similarities between on stage performance and production with film and transmedia shooting in **Film and Transmedia**. The study of dance technology in the course can be applied in the film and video production for dance or music videos. The students are also capable of performing and choreographing for the shooting

Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **Chinese Language Education** and **English Language Education** – reading, writing, listening, speaking, literature, communication skills
- **Arts Education** – creativity and imagination, skills and processes, critical responses, understanding arts in context, aesthetic appreciation
- **Personal, Social and Humanities Education** – moral and social values
- **Physical Education** – human body, movement analysis

8. Learning and Teaching

In this course, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in dance arts.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. studio teaching in Contextual Studies, Dance Techniques, Dance Production and Dance Styles) and eye-opening opportunities to experience the complexity of the context (e.g. master classes/workshops by local and visiting professional artists, field visits, visits to rehearsals or classes conducted by the School of Dance of the HKAPA and attendance of professional dance performances provide students with insight into the dance profession).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. creating and performing dance pieces in a stage performance situation to apply dance techniques and to explore movement possibility, writing reviews on dance production to demonstrate ability to identify the elements in a dance production, compare and contrast the effectiveness of design elements, discuss the choreographic form and make recommendations for improving the choreography and creating a new dance production).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation. Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. the intensive dance day camp provides students with a deeper understanding of intensive dance as a career and they learn to enjoy and appreciate the excitement of dance as a profession. Students not only have a chance to continue with movement studies, but are also guided to work collaboratively to create, rehearse, and present the dance pieces).

9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

(i) **Career-related Competencies**

- observe the work ethics in performing arts;
- demonstrate basic movement skills of different dance styles;
- identify the role and skills required as a choreographer;
- appreciate dance performance and appraise dance with knowledge and understanding;
- demonstrate proper attitude during the dance production process;
- distinguish the roles and support provided by technical team and apply the terminology used on stage and in theatre; and
- plan a personal roadmap to articulate to different levels of qualifications in dance related professions.

(ii) **Foundation Skills**

- demonstrate communication skills through bodily movements and performing sequences of movement combinations and repertoire;
- display effective communication skills by verbally and literally describing and appraising dance;
- design, select, organise and refine movements to communicate ideas and imagination in dancemaking;
- apply information technology skills in dance making and choreography; and
- employ effective communication skills in group discussion and collective creation.

(iii) **Thinking Skills**

- demonstrate problem-solving and decision-making skills in the process of improvisation, dancemaking and dance technology;
- apply the knowledge learnt in class (e.g. basic dance steps, dynamics or movement qualities) to rehearsals, performance and dance appreciation; and
- apply analytical skills to dance analysis, performing review and group discussion in creative process.

(iv) **People Skills**

- demonstrate self-reflection and self-management skills through rehearsals, performances and the process of making dance;
- employ interpersonal and collaborative skills embedded in the choreographic process and performance; and
- display team building skills in group activities in dance.

(v) **Values and Attitudes**

- demonstrate a basic understanding of the importance of work ethics and performance etiquette required in the dance profession;
- demonstrate proper values and attitudes and show interest in dance;
- show self-understanding of dance as a profession, e.g. dancers, choreographers, tutors, dance critics;
- demonstrate responsibility, respect for others, self-confidence and self-esteem in the process of making, rehearsing, performing and viewing dance; and
- demonstrate proper attitudes and willingness to learn by keeping abreast of the latest development in dance and the related field.