

## Applied Learning

### 2024-26 Cohort; 2026 HKDSE

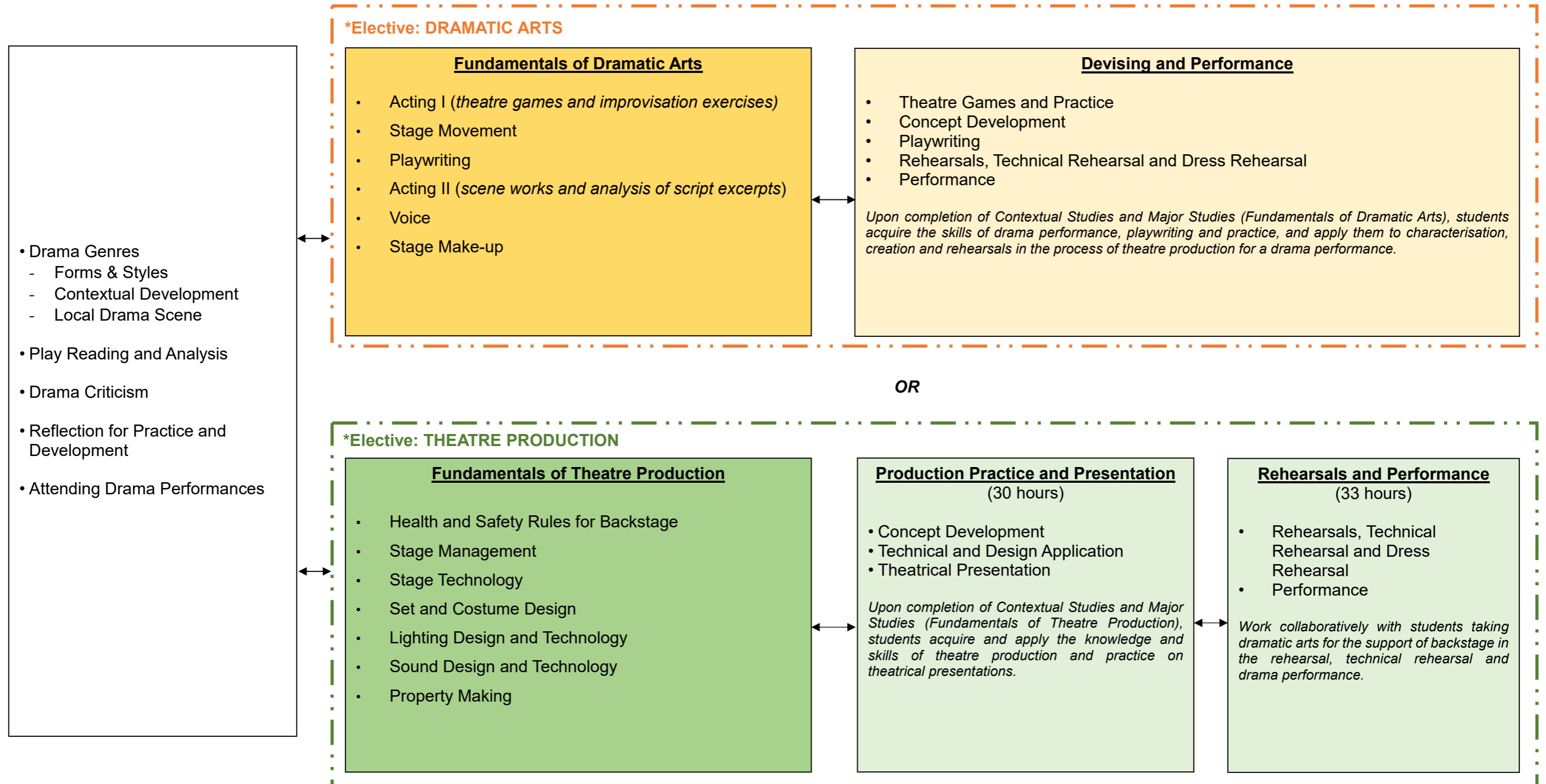
Item	Description
<b>1. Course Title</b>	The Essentials of Theatre Arts
<b>2. Course Provider</b>	The Hong Kong Academy for Performing Arts
<b>3. Area of Studies/ Course Cluster</b>	Creative Studies/ Performing Arts
<b>4. Medium of Instruction</b>	Chinese
<b>5. Learning Outcomes</b>	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"> <li>(i) construct critical responses and ability of appreciation, enhance creative thinking skills through learning-by-practice during theatre productions, and understand the requirements of the industry;</li> <li>(ii) integrate creative, imaginative and reflective skills to apply to performance and creation;</li> <li>(iii) apply interpersonal skills and team building skills through rehearsal, group projects, collaborative tasks and showing;</li> <li>(iv) develop self-confidence and self-esteem through effective self-expression in drama and theatre activities;</li> <li>(v) demonstrate a basic understanding of the work ethics and demonstrate proper values and attitudes related to theatre arts industry; and</li> <li>(vi) enhance self-understanding and explore directions on further studies and career pursuits.</li> </ul>

6. Curriculum Map – Organisation and Structure

I) Contextual Studies  
(30 hours)

II) Major Studies  
(87 hours)

III) Production of Theatre Arts (Intensive Drama Day Camp)  
(63 hours)



\*Choose one of the electives

## 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 drama, theatre and entertainment arts, dance, media arts and design and musical theatre

#### Career development

- e.g. playwright, director, actor, artistic director, stage manager, production manager, arts administrator, drama teacher or theatre critic

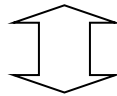
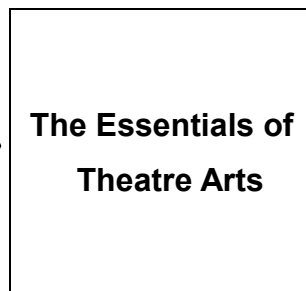
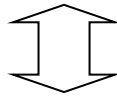
### Complementarity with core subjects and other elective subjects

#### Enhancing and enriching, e.g.

- enhancing writing, reading, listening and speaking skills in studies of **Chinese Language** and developing the aesthetic judgment and sentiment of studies of **Chinese Literature** by applying the concepts of script creation and play analysis as well as participating in the making and performing of theatre arts
- enhancing the breadth and depth of studies of **Visual Arts** by applying design concepts of set, costume and lighting such as forms, shapes, patterns and colour

#### Expanding horizons, e.g.

- students specialising in **Physics, Chemistry, Biology, Economics, Geography** and/or **History** may broaden their knowledge in performing arts by undertaking an in-depth study of drama/theatre/literature



### Relations with other areas of studies/ courses of Applied Learning

e.g.

#### Creative Studies

- the study of the fundamentals of dance and production of dance in **Taking a Chance on Dance** can contribute to and be transferred to the performing skills required in theatre arts
- the knowledge acquired in **Fashion Image Design** can contribute to and be transferred to the theatre production and dramatic arts. There are similarities between costume design and fashion image design in the application and concept of colour, texture, pattern and material. The knowledge and skills of theatre production and drama performance can be applied in the fashion image design show. Also, the performing skills could be applied to modelling technique

#### Media and Communication

- there are similarities between theatre production and production with film and transmedia shooting in **Film and Transmedia**. The study of theatre production and dramatic skills in the course can be applied in the film and video production for drama or music videos. The students are also capable of performing and directing 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
- **Technology Education** – visual communication, design concept, applied technology
- **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 theatre arts.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures, workshops, written review, rehearsals, presentations and performance on Contextual Studies, Major Studies, Performing Skills and Theatre Production) and eye-opening opportunities to experience the complexity of the context (e.g. field visits and visits to performance venues, rehearsals and performances in the Academy's the School of Drama, and meeting with artists and staff of the professional or community drama companies).

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. utilising body movements to create a solo work that demonstrates emotion expressions, characterisation and stage movement techniques, and presenting a creative story or design concept and practice in small groups that demonstrates the drama elements of Who, What and Where).

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 drama day camp where students are guided to work collaboratively for a drama performance as playwrights, actors or backstage team members, students get involved in script devising, theatre production, design, rehearsals and performance in a professional performance venue).

## 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 and theatre and entertainment arts;
- recognise the general trend and features of the local theatre industry;
- identify the roles of performers and backstage team in a theatre production;
- employ basic knowledge and practical skills in making and performing drama effectively;
- employ various concepts and terminology used in the drama and theatre field through visits to theatre venues, professional performances, meet-the-artists and participation in the rehearsals and performance in a theatre production (final presentation); and
- plan a personal roadmap to articulate to different levels of qualifications in drama, theatre or production management related professions.

### (ii) Foundation Skills

- demonstrate effective communication skills in verbal and non-verbal forms (e.g. body language) through training in theatre games, acting exercises and dramatic improvisations, operation of theatre technology;
- demonstrate effective presentation and verbal skills in speech-making activities, oral presentation and organisation of design concept and planning of stage management;
- create and analyse a script to communicate ideas, messages and theme;
- apply information technology skills in researching theatrical architecture design and collecting information for drama reviews; and
- apply mathematical and information technology skills in researching theatre technology and design.

### (iii) Thinking Skills

- apply the knowledge of theatre arts and performing skills to create different characters, improvisations and exercises;
- apply problem-solving and decision-making skills and creative thinking skills to create scripts and characters in class practice and final performance;
- analyse the impact of social and cultural development on drama and theatre; and
- analyse structures and development of themes in different plays or selected scenes to develop concepts in how dramatic elements work in the art form.

### (iv) People Skills

- employ effective interpersonal, collaborative and team building skills in improvisations, scene work, group presentation and division of labour in final performance;
- demonstrate self-reflection skills upon receiving feedback from course tutors and peers during various activities and practice focusing on self-discovery; and
- demonstrate self-management skills through the preparation of assessments (e.g. drama performance reviews and property making) and group presentation (e.g. scene work and light and sound).

**(v) Values and Attitudes**

- demonstrate a basic understanding of the work ethics related to the theatre arts industry and show enthusiasm and motivation;
- show proper attitude and willingness to learn by keeping abreast of the latest theatre trend;
- respect the originality of scriptwriting and understand intellectual property rights associated with the protection of design concepts; and
- demonstrate self-confidence when presenting creative ideas (e.g. showing a character or design concept) and receptive to advice or criticisms.