Learning To Learn

Key Learning Area

ARTS EDUCATION

Consultation Document

CONTENTS

1 INTRODUCTION

This document on the key learning area (KLA) of Arts Education is written in support of the consultation document ***Learning to Learn*** prepared by the Curriculum Development Council (Nov 2000) and should be read together with it. The ***Learning to Learn*** document is the outcome of the 3rd stage of the Holistic Review of the School Curriculum conducted by CDC beginning in 1999, which is done in parallel with the Education Commission's Education System Review. In the review exercise, arts education is regarded as an essential domain/key learning area to provide whole-person development for students.

2 BACKGROUND

Creative people change the world. There is a need to cultivate creative individuals in the 21st century. One of the most effective ways to develop creativity is through arts education. The virtues of openness, flexibility, originality, aesthetic sensitivity and related values developed in arts education help to nourish the young generation and therefore need to be treasured in the school, in the workplace, and in the environment they live in.

The problems of arts education at present are:

- In the past, our society did not sufficiently value arts education. The arts were not accorded great importance and the learning of the arts was mainly taken up as a pastime;
- The role of arts education in school was considered as a compensatory measure to balance students' cognitive growth through studying academic subjects;
- The existing arts curriculum is ill-adapted to the new needs in the 21st century, i.e. limited exposure to different art forms, skill-based curriculum, insufficient emphasis on the development of creativity and aesthetic appreciation, etc.; and
- Community resources are not fully utilized for the development of arts education.

In the long run, a more broadened arts curriculum is hoped for, contributing to students' whole-person and aesthetic development as stipulated in the aims of education. Arts education is one of the five essential learning experiences in the overall aim of education set out by the Education Commission: "To enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/her own attributes so that he/she is capable of life-long learning, critical and exploratory thinking, innovating and adapting to change."[1] In the proposed arts curriculum, Music and Visual Arts are still the two basic arts subjects within the existing formal curriculum. Some elements of dance are taught in Physical Education while drama is generally organized in extra-curricular activities. If human and financial resources are sufficient, schools normally provide students with more opportunities

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[1] Education Commission, September 2000. *Learning for Life, Learning through Life - Reform Proposals for the Education System in Hong Kong*. Hong Kong: HKSAR, p. 4.

to be exposed to different art forms, in fulfillment of their entitlement as an active audience and/or practitioners in the arts.

3   RATIONALE FOR DEVELOPMENT

Rationale for the development of arts education:

- In this modern world, education is considered not only as knowledge transmission, but also as an important step towards helping students learn how to learn;
- We strongly believe that all students can learn, and opportunities should be provided for them to learn the knowhow;
- The paradigm of teaching and learning has been shifted from a teacher-centred to a student-centred approach;
- The role of the teacher is more of a coach and facilitator, who encourages students to learn how to learn, actively engage them, poses questions and gives direction in the process of teaching and learning. The teacher should facilitate students to generate their knowledge and apply the skills in real and authentic contexts;
- Life-long learning and learning to learn attitudes should be developed among teachers in order to provide a model for students' learning in the arts; and
- Teachers in the arts are not necessarily excellent artists or performers. However, they should at least be lovers and practitioners of the arts for students to catch their enthusiasm, and to treasure the arts learning experience.

It is also beyond doubt that arts education contributes significantly to the development of generic skills, values and attitudes. Basic attitudes, skills, knowledge and virtues for life-long learning can be facilitated through arts education by furnishing students with an all-round and balanced curriculum, and with enjoyable artistic experience. Reforming the curriculum aims at providing a comprehensive and balanced learning experiences, including arts learning experience.

As arts education holds the key to the all-round development of the whole person, the significant role of arts education in the total development of the child should be heavily stressed. We need, therefore, to develop the mission and vision to uphold the status of arts education.

There are undeniably certain barriers to the development of quality arts education. At present, the examination-oriented culture, which results in a stronger emphasis on academic subjects, the deficiency in the number of teachers trained in arts subjects, and the over-emphasis on skills acquisition in the teaching of the arts have all hampered the development of quality arts education. However, with our concerted

efforts in the promotion of arts education, we believe that such hurdles can be overcome.

4   PHASES OF DEVELOPMENT

Curriculum development in the arts takes a form of evolution rather than revolution. The aim of reforming the curriculum is to put emphasis on "building on strengths" of the existing practices in the arts rather than effecting drastic changes in a very short period of time. Moreover, a fair amount of flexibility and autonomy for the delivery of the proposed arts curriculum should be ensured. To think big but start small is one of the desirable attributes in the proposed reform. As such, phases of implementation are proposed in the arts curriculum framework. (see Appendix 1 for curriculum development for different stages of schooling for arts education).

4.1 Short-term (2000-2005)

The objectives in the short-term are:

Schools and Teachers:

- *To provide at least nine years of basic education both in music and visual arts as the basis of the arts curriculum.* About 10-15% and 7.5-10% of learning time should be allocated at primary and junior secondary levels respectively;
- *To allocate learning time at the senior secondary level for arts education;*
- To *introduce drama and/or other art forms into the curriculum.* Schools may devise a 5-year strategy so as to provide opportunities for more exposure to arts experiences for students in the formal and/or informal curriculum;
- To *adapt to the changing roles of arts teachers, such as:*
  (a) be competent in designing school-based curriculum;
  (b) facilitate life-wide learning in the arts, i.e. organizing Artists-in-Schools programme, attend concerts and visits to galleries, museums and exhibitions;
  (c) learn how to learn and be a life-long learner; and
  (d) be equipped with various necessary skills for quality teaching in arts education, e.g. IT skills.

Education Department:

- To *propose and implement strategies for life-wide learning in arts education.* For instance, schools may collaborate with government and non-government organizations such as

galleries, museums and performing bodies for the provision of wider exposure for students;

- *To conduct pilot projects on the proposed arts curriculum framework.* Supporting materials including a curriculum handbook, research and development projects will be published to provide concrete suggestions on teaching and learning in the arts. Clearly, there are implications for the initial training of teachers, and also in-service teacher education; and
- *To build up networks of schools and arts teachers to support teaching and learning.* For instance, web-sites on arts education can be developed for information, communication and sharing of experiences in the arts.

Curriculum Development Council:

- *To revise the Visual Arts Curriculum at Primary, Junior and Senior Secondary levels*; and
- *To develop the Music Curriculum at Primary, Junior and Senior Secondary levels.*

4.2 Medium-term (2005-2010)

The objectives in the medium-term are:

- *To provide at least 5% of learning time for students at the senior secondary level.* It is proposed to provide senior secondary students with essential learning experience and/or 1-2 examinable or non-examinable subjects in arts education, and to ensure that students have the opportunity to learn through life-wide learning;
- *To develop references and exemplar materials for assessments in the arts;* and
- *To develop linkages in teaching and learning within the arts and across the whole curriculum.*

4.3 Long-term (2010 +)

The objectives in the long-term are:

- *To allow greater autonomy for schools to fully develop their own school-based arts curriculum and assessments;* and

- *To provide more space for the emergence of new art forms and allow opportunities for students to choose and pursue their preferences in the arts.*

5 THE FRAMEWORK

5.1 Overall Aims

Arts education helps students:

- to develop a creative mind, and to nurture aesthetic sensitivity, imagination, appreciation, creativity, effective communication and cultural awareness;
- to equip them with proper attitudes, values, generic skills and knowledge;
- to gain delight, enjoyment and satisfaction through participating in arts activities; and
- pursue learning in the arts as their life-long interest.

5.2 Learning Targets

Experiences for aesthetic development in school are essential for whole person development. Arts education is unique and distinctive because it requires students to use sensory systems to communicate and express meaning. Students use light, colour, sound, tactile experience, physical movement and so on to formulate and develop artistic ideas. In the learning of the arts, students acquire facilities in four learning targets. These four targets are inextricably intertwined. They are equally important and should be developed concurrently. They are:

- **Developing Creativity and Imagination**
  Students should be able to conceptualize ideas through imagination and creativity by participating in creating and/or performing in arts activities;

- **Developing Skills & Processes**
  Students should be able to know and use arts materials, elements and resources to facilitate learning;

- **Cultivating Critical Responses**
  Students should be able to respond to and appraise issues in the arts as well as in the inner and outer worlds; and

- **Understanding Arts in Context**

  Students should be able to understand the cultural dimensions of the arts and its contributions to people's lives and society at large.

Learning Targets
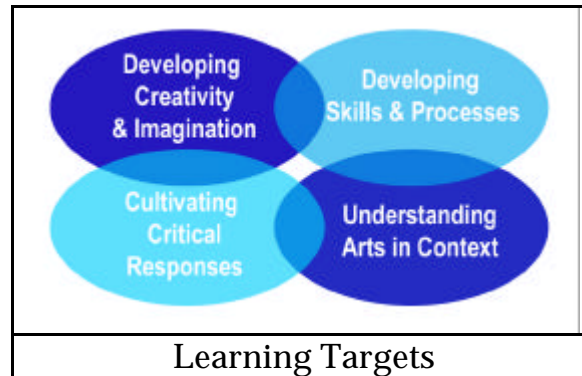
5.3 Components of the Framework

5.3.1   Strands

The following conceptual framework is intended to provide a platform for different forms of the arts to be included in the school curriculum:

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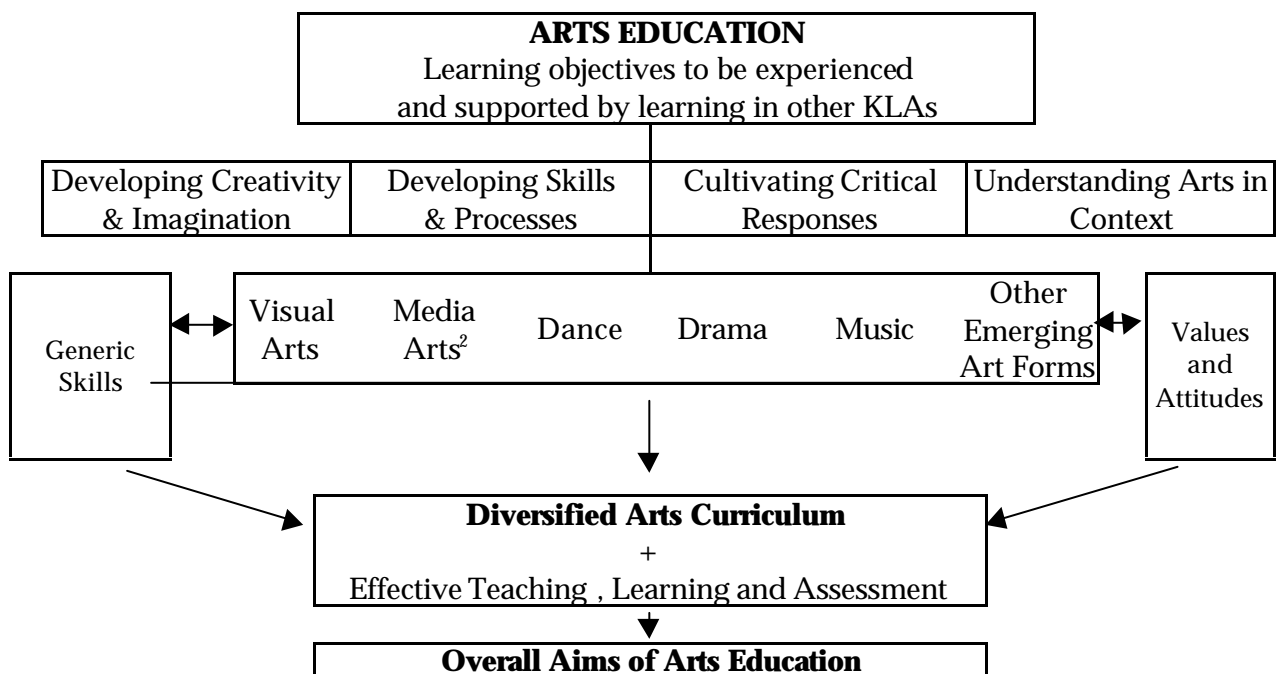
². Media arts include multi-media, film and video, photography, etc.

The four learning targets, viz., **Developing Creativity and Imagination, Developing Skills and Processes, Cultivating Critical Responses and Understanding Arts in Context**, are the core of the proposed arts curriculum. There might be different routes to achieve these major learning targets. At present, students are expected to achieve them through at least two of the art forms: music and visual arts. In addition, to allow space for more school-based development, schools have the option to provide a diversified arts curriculum with additional art forms (in addition to music and visual arts) in achieving these major targets. For instance, if resources allow, the learning of media arts, dance or drama, etc. could be provided as options in learning the arts.

In order to devise a continuous and progressive arts curriculum suitable for the interests and abilities of the students, teachers should clearly understand the learning objectives which eventually lead to the four learning targets of arts education. It should be noted that each arts activity devised for the learning objective(s) contributes to all these four targets, though the coverage or depth may vary (see Appendices 2 and 3 for suggestions of learning objectives and examples of different art forms under the four learning targets).

5.3.2   Generic Skills

Generic skills are defined as creativity, critical thinking skills, collaboration skills, communication skills, Information Technology (IT) skills, numeracy skills, problem solving skills, self-management and study skills. Arts education makes a major contribution to these generic skills in the following ways (See also Appendix 4 for exemplars of developing generic skills in Arts Education):

CREATIVITY	Making, presenting, composing, performing and listening require students to actively participate in exercising their minds to create and imagine. Originality, flexibility and fluency are essential elements in the process of arts making.
CRITICAL THINKING SKILLS	Students develop thinking skills through critically reflecting on and evaluating arts experiences.
COLLABORATION SKILLS	Constant interactions and responses, particularly while performing in an ensemble, acting, and

	making art works together, develop the skills of working with others. The spirit and quality of team work are highly essential.
COMMUNICATION SKILLS	Students communicate and express their ideas through presenting, acting, composing and performing, which demand ability to present ideas clearly by using language, body, materials, sounds, etc. as a medium of communication.
IT SKILLS	Evidence points to the fact that there is an increasing use of IT in the learning of the arts. Students' selecting, experimenting and applying media, techniques, technology and Information Technology during the process of creating, performing and evaluating undoubtedly enhance IT skills.
NUMERACY SKILLS	Through the invention and recognition of signs and symbols, the arts contribute to the application of numbers such as pattern, repetition, sequence, variation and note-values.
PROBLEM SOLVING SKILLS	The planning of strategies in rehearsals; tackling of technical problems in acting and performing; solving arts problems within specific criteria and constraints in acting, making and composing, all contribute to the development of problem solving skills.
SELF-MANAGEMENT SKILLS	Arts practices and performances require the ability of self-management and self-discipline both in time, knowledge and skills.
STUDY SKILLS	Research into and study of the traditions, styles, performances, and practice of the arts in different times and cultures can enhance students' ability to make decisions and judgements on the basis of accurate information.

5.3.3   Values and Attitudes

The development of personal and social values and their associated attitudes is undoubtedly a major aim of the arts curriculum. Learning

in arts education enables students to (see also Appendix 5 for exemplars of developing values and attitudes in Arts Education):

- identify their cultural values and attitudes as well as understand their origins and histories;
- develop an understanding of how people express their personal beliefs, ideas, values, attitudes and feelings about the world;
- reflect upon and value their lives, communities, societies and cultures in relation to the arts;
- understand and value the relationship of the arts to the political and economic environment of society and how political and economic considerations influence arts practice; and
- understand how the arts transmit and reflect social and cultural values.

5.4   Modes of Curriculum Planning

Apart from the traditional ways of organizing arts activities through the formal and informal curriculum, schools may consider other possible modes of curriculum planning as follows (see Appendix 6 for details):

- Enhanced arts programme;
- Interdisciplinary learning approach;
- Across the arts approach;
- Artists-in-Schools programme;
- Community-focused approach;
- Half-day sessions for arts activities; and
- Interest group programme.

Different schools have different priorities in the provision of arts education in their school curriculum. As all students are entitled to aesthetic development, each school should select suitable mode(s) of curriculum organization and have a policy on arts education, so as to ensure that necessary time, status and resources are provided for a balanced school curriculum.

5.5 Teaching, Learning and Assessment

5.5.1 Teaching and Learning

The culture of learning to learn should be cultivated broadly in arts education. In the teaching and learning of the arts, teachers' guidance and students' self-learning are of great importance. Arts teachers, as facilitators and providers of learning elements, play a significant role in this aspect by providing students with directions, opportunities, inspirations, flexibility, effective learning methods, a learning environment, etc. On the other hand, students are encouraged to take initiatives and develop their ability to self-access information and knowledge, so as to achieve the targets of learning in the arts.

During the process of learning, much importance should be accorded to a firm foundation for the learning of an individual art discipline. However, to enrich artistic learning, schools may consider adopting an integrated approach to allow more flexibility and variety for the arts curriculum. The following are four common approaches for teachers' consideration:

- Mixing/combining media and processes in exploring aesthetic knowledge, techniques and skills;
- Connecting arts experiences in the context of other key learning areas/subjects to enhance effective learning under a theme;
- Incorporating other arts experiences in one art form for enhancing effective learning of that particular art form; and
- Incorporating arts experiences from different art forms to fuse a new and experimental presentation of aesthetic ideas.

To adopt these approaches effectively, close interaction between/among disciplines and collaborative work among teachers and students is required. Thematic or topical projects using integrated approaches complement and enrich students' learning by widening their experiences within the arts and across various disciplines.

5.5.2 Resources and Support

There is a wide range of arts references and resources that can be derived from the human, financial, community, and Information Technology domains. The following provide a reference to serve the purpose of supporting arts education development but they are by no

means exhaustive.

- **Human resources**

  (a) Beginning in 2000/01 school year, the Education Department has established the Regional Education Service with an aim to strengthen partnership with schools. It provides a one-stop all-round service for schools and the public, so as to support school development as a whole and allow the effective use of community resources for educational purposes. The role of the district colleagues will become that of a "partner" and "facilitator" of their client schools, contributing towards the various aspects of the schools' performance in helping them to meet the challenges of the education reform;

  (b) The policy of the government has always been to encourage schools to operate classes with a small number of students taking examination subjects at the senior secondary level. To this end, split class teacher provisions have been made available to schools since 1986 to improve the quality of teaching, including the teaching of subjects related to the arts; and

  (c) It is also recommended that experienced and subject-trained teachers in different arts disciplines need to take the lead and bear the full responsibility for arts subjects. In addition, teachers in other subjects, upper form students and artists who have talent and training in the arts can also be valuable resources to assist in the promotion of arts activities in schools.

- **Financial resources**

  (a) With the implementation of School-based Management, each school, according to its mission and emphasis, will be responsible for the allocation of government funding such as the annual Non-Recurrent Grant for furniture and equipment for each arts discipline, the Subject Grant and School and Class Grant, the Subject and Curriculum Block Grant for Government Schools, the Operating Expenses Block Grant for Aided Schools, the Grant To Enhance Teachers' Capacity, etc.; and

(b) In addition, schools can look for funding from other sources, e.g. the Hong Kong Jockey Club Music and Dance Fund, the Hong Kong Arts Development Council, the Quality Education Fund, the Parent-Teacher Associations, the Alumni Associations, etc.

- **Community resources**

  In general, community resources refer to galleries, arts organizations/communities, libraries, museums, artists, etc. Schools can make connections with these bodies, and encourage their students to participate in various arts activities by using these community resources.

- **Information Technology**

  The resources of Information Technology (IT) open up a new paradigm of teaching and learning by presenting vast arrays of information and a powerful device for accessing information.

5.5.3 Assessment

Assessment is an integral part of teaching and learning. It provides useful information and feedback on students' learning progress and achievement. The different aspects for assessment are as follows:

- Students need feedback and information on their abilities and level of attainment;
- Schools and teachers need information about the effectiveness of their practices; and
- Parents, institutions for further education and future employers require information about students' progress and attainment for reference.

Desired Attributes of Assessment

- **Focus**
  Assessment should be focused on the four learning targets of arts education;
- **Validity**
  Assessment should be diversified in types to suit different purposes and achieve validity of assessment (see Appendix 7 for means of assessment);

- **Fairness**
  Assessment should take into account students' differences in gender, cultural background, languages, socio-economic circumstances and abilities;
- **Self-monitoring**
  Students should be able to set goals, review the progress, reflect and refine their progress/work through self-evaluation and/or peer assessment;
- **Authenticity**
  Assessment should be related to students' experiences in their daily lives;
- **Process and Product**
  Assessment should address both the process and the product in arts learning; and
- **Diversity**
  Assessment should accommodate different types of arts learning tasks, ranging from the involvement of only one art form to the involvement of other key learning areas. Generic skills, values and attitudes developed should also be assessed.

The assessment should be based on objectives of both formative and summative assessment:

- **Formative assessment**
  Teacher will observe the class and record students' participation and performance in the task. In addition, students' portfolios will reflect their learning and progress. Formative assessment should also include students' self-evaluation, peer and group assessment; and
- **Summative assessment**
  Teacher will use summative assessment to record and report on students' work and sum up some narrative descriptions to provide feedback students' attainment in attitudes and generic skills.

5.6   School-based Curriculum Development

The promotion of arts education in schools depend, to a large extent, on the support of the school administration, with the joint efforts of the principal, subject panel and other subject teachers. An arts education policy should be formulated explicitly for the development of a school-based curriculum.

In an age of eclecticism, it is the entitlement of all students at all levels to have the opportunity to be exposed to different art forms as active audience and as practitioners. The following are some principles of school-based curriculum development in the arts:

- By the end of secondary schooling, students should develop competence and interest in participating in arts activities so as to maintain and enjoy the arts throughout their lives;
- To ensure life-wide learning experience, formal, non-formal and informal learning activities should be organized to enrich students' experience in the arts. These activities must be diversified and structured with aims appropriate to the learning targets;
- The promotion of arts education should be an integral part of the school policy. Each school has to formulate its own school-based arts education policy so as to devise a proper arts curriculum for students;
- Students' learning in the arts should be tailored according to their own inclinations and aptitudes, interests and family background. In organizing arts learning experiences, schools should consider the strengths and constraints of their own situation and context;
- Students who are gifted in the arts should also be encouraged to undertake programmes for a more extended arts learning experience both inside and outside the school walls, e.g. in the Jockey Club Ti-I College (Visual Arts) and the Junior Student Programme (Music & Dance) of the Hong Kong Academy for Performing Arts; and
- Panel heads and others involved in arts education should recognize their roles as curriculum developers and facilitators in the development of the school-based arts curriculum.

5.7   Life-wide Learning

To cope with the development of arts education, arts organizations and communities should play a supportive role in the development of arts education as advocated in the Education Reform: "Schools should make better use of various public and community facilities, such as libraries, museums, cultural and art facilities and various learning

resources centres, to raise the effectiveness of teaching and learning."[3] The role and value of arts education have to be made known to the public in a systematic and convincing manner for the emergence of a mission shared by different sectors of society. Community resources such as libraries, museums, cultural and recreation centres should be fully utilized and suitably geared to arts education in schools.

To ensure life-wide learning experience, it should be noted that learning in the arts can happen at any time and anywhere in any subject. As the Education Commission proposes: "Learning must transcend the constraints of academic subjects and examinations. Students should be able to take part in a comprehensive range of learning activities both inside and outside the classroom."[4] These various forms of learning activities are not mutually exclusive and they should not be replaced by one another. There are arts activities that need to be conducted inside the classroom; on the other hand, there are arts activities that need to be engaged in outside the timetable so as to be effectively conducted, e.g. bands and orchestras; while some arts activities are conducted in outside the school walls, e.g. exhibitions and concert performances. Sometimes, arts activities with parents' participation can stimulate students' learning motivation and enhance parents' understanding of arts education. These modes of learning complement and enrich students' arts learning experiences and students should not be deprived of any of these chances.

5.8   Connections with Other Key Learning Areas

Learning in the arts contributes to various aspects of developing an all-round person, for example:

- The arts enable students to develop their intellectual abilities;
- The arts develop students' various generic skills;
- The arts provide students with the pleasure and satisfaction to maintain a life-long pursuit of self-improvement;
- The arts provide students with opportunities to explore, express and communicate their ideas and feelings;
- The arts offer students a direct way to reinforce and question

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[3] Education Commission, 2000. *Review of Education System: Reform Proposals – Excel and Grow.* Hong Kong: HKSAR, p. 15.

[4] Education Commission, September 2000. *Learning for Life, Learning through Life - Reform Proposals for the Education System in Hong Kong.* Hong Kong: HKSAR, p. 37.

existing values and convey ways of thinking through their experiences;

- The arts develop students' understanding of the cultural diversity in their community and of the world they live in; and

- The arts deepen students' understanding of their personal and national identities.

While learning through the arts, students understand a broader historical, technological, cultural and social context of the arts. Successfully relating the arts with the elements of other key learning areas (KLAs) helps students to have better understanding and deeper insight in other curriculum areas.   The following are some examples of how students' learning in the arts can be connected with other KLAs.

- **Chinese Language Education**: using written or oral skills for expression and communication in arts activities and using Chinese written works as sources of creative ideas;

- **English Language Education**: using written or oral skills for expression and communication in arts activities and using English written works as sources of creative ideas;

- **Mathematics Education**: using mathematical concepts to realize the spatial, temporal and logical relations of elements in the arts and to apply mathematical processes in problem solving;

- **Science Education**: using knowledge of science to understand and apply the properties of sound, light and materials in making art works;

- **Technology Education**: applying technological skills and knowledge to investigate and explore ideas and to enable the realization and presentation of artistic ideas;

- **Physical Education**: developing a range of skills to use body language and physical movements for artistic expression and communication; and

- **Personal, Social and Humanities Education**: investigating how the arts contribute to cultures and heritage, and how the social, cultural and political contexts shape the arts.

6 CONCLUSION

The document has highlighted the general principles of learning in the arts as well as the development of knowledge, attitudes and various skills for life-long learning through education in the arts and across the other KLAs. The proposed arts curriculum is to provide students with comprehensive and diversified learning experiences in the arts through various teaching/learning activities. Schools may combine and connect students' learning experiences in the arts and other disciplines through a carefully designed school-based curriculum. It is also important for schools to ensure life-wide learning experiences for students within and outside schools through a better use of community resources, including facilities, arts professionalism and human resources in the community.

Teachers play a significant role in the promotion of arts education. When teaching the arts, teachers may take on the roles of facilitators, mediators, questioners and partners. Teachers may not be professional artists, but should be art lovers and practitioners, as well as life-long learners. In the teaching and learning process, students should be encouraged to have self-initiative and be proactive in learning. In this connection, schools and teachers need to provide a favourable environment for developing a culture of learning to learn.

Collaboration among schools, parents and various community sectors to make joint efforts is essential for the effective implementation of the curriculum.

You are welcome to send your views to the Curriculum Development Council Secretariat by post, by fax or by e-mail on or before 15 February 2001.

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Appendix 1

Curriculum Development for Different Stages of Schooling for Arts Education

Curriculum Development for Different Stages of Schooling
for Arts Education

Stages	Existing curriculum	Curriculum 2000+
Primary Level	Art & Craft, Music and Dance (in PE) as separate subjects	• Separate arts subjects with broad learning experience inter-related to different art forms and other disciplines; and • Another model of broad-based arts curriculum, which includes visual arts, music, dance, drama and other art forms.
Junior Secondary Level	Art & Design, Music and Dance (in PE) as separate subjects	• Separate arts subjects with broad learning experience inter-related to different art forms and other disciplines; and • Another model of broad-based arts curriculum, which includes visual arts, music, dance, drama and other art forms.
Senior Secondary Level	Art & Design, Music and Dance (in PE) as separate subjects	• Separate examinable and non-examinable arts subjects with broad learning experience inter-related to different art forms and other disciplines; and • Another model of broad-based arts curriculum, which includes visual arts, music, dance, drama and other art forms.

Appendix 2

Learning Objectives Leading to the Four Learning Targets
(Music, Visual Arts & Drama)

Learning Objectives Leading to the Four Learning Targets

MUSIC

	Developing creativity and imagination *(composing, performing and improvising in music activities)*
Key Stage 1	Learners will learn to • experience and explore different ways of performing sounds, e.g. blowing, plucking, drumming, whistling or vocalizing; • explore ideas and feelings in using simple elements of music; • create simple sound project with different sound sources; • create movements to represent the expressive quality of music; and • make use of IT to explore, create and record sounds where appropriate.
Key Stage 2	Learners will learn to • explore, select and organize information in creating and performing music; • explore musical elements and design principles to develop ideas; • explore a range of possibilities in creating and performing music; • compose and arrange music with specific guidelines, e.g. pentatonic scale, create music to accompany short story or play; and • make use of IT to explore, create and record sounds where appropriate.
Key Stage 3	Learners will learn to • explore and develop ideas through listening, creating and performing music; • experiment and explore with a range of ideas to effectively communicate feelings through music; • observe, experience and research to express ideas and feeling in creating and performing music; • compose and arrange music with specific guidelines to demonstrate understanding of structure, balance, unity and variety, tension and release; and • make use of IT to explore, create and record sounds where appropriate.
Key Stage 4	Learners will learn to • demonstrate an awareness of aesthetic considerations in creating and performing music; • demonstrate the abilities of organization and conceptualization in creating and performing music; • explore and experience music of different cultures to demonstrate an understanding of musical styles, structures and the expressive qualities and characteristics of the required or chosen medium ; and • make use of IT to explore, create and record sounds where appropriate.

	Developing skills and processes *(knowing and using music materials, processes, elements and resources)*
Key Stage 1	Learners will learn to • explore skills and techniques in producing sounds on selected medium or instruments; • use basic elements of music to express ideas and feelings; • make choices about sounds and organize them in creating and performing music; and • be exposed to and develop an awareness of links between music and other subjects.
Key Stage 2	Learners will learn to • explore and experience a variety of skills, techniques and processes to express ideas and feelings; • use specific skills, techniques and processes in creating and performing music; • express musical ideas through selected medium and/or instrument; and • explore and examine the links between music and other subjects.
Key Stage 3	Learners will learn to • select and use skills, techniques and processes in creating and performing appropriate to the chosen style and form; • explore and apply skills and knowledge of traditional and emerging technology in creating and performing music; • demonstrate an understanding of selected styles in creating and performing music; and • apply musical knowledge in various disciplines, e.g. cross-curricular projects, dance and drama.
Key Stage 4	Learners will learn to • explore and select appropriate skills, techniques and processes to effectively communicate feelings through music; • structure works of music of selected styles and genres to demonstrate the effective use of skills, techniques and processes; • demonstrate understanding of selected styles of music and expressive qualities of sound in creating and performing music; and • discuss how elements, artistic processes, organization and principles of various art forms are interrelated.

	Cultivating critical responses *(responding to and appraising the issues of music as well as* *the inner and outer world)*
Key Stage 1	Learners will learn to • describe and talk about obvious changes in music; • describe elements of music in simple terms, e.g. timbre, dynamics, duration and pitch; • support their preference in music by describing in simple terms; and • respond to elements in music by means of movement or other forms of expression.
Key Stage 2	Learners will learn to • listen to and describe different elements of music, timbre, harmony and texture; • listen to, describe and analyze music in simple structures and forms, e.g. binary, ternary and rondo forms; • support their preference in music by using appropriate musical terminology in describing and discussing short pieces of music; and • identify the use and change of the elements of music to achieve unity and contrast in a piece of music.
Key Stage 3	Learners will learn to • describe and analyze music by demonstrating knowledge of meter, tonality, texture, form and harmony, etc.; • use appropriate musical terminology in describing and discussing compositions and performances to show an understanding of the expressiveness of music, e.g. articulations and tone production; • critically appraise the quality and effectiveness of compositions and performances by a list of criteria, e.g. use of compositional devices, styles, genres and interpretations; and • develop a list of criteria for critiquing musical compositions and performances.
Key Stage 4	Learners will learn to • describe and analyze subtle expressive qualities of sound within the elements, structures and styles of music; • evaluate and compare compositions, arrangements and performances of various styles and mood; and • critique musical compositions and performances with reference to styles, genres, composers' intentions and interpretations.

	Understanding music in context *(understanding the cultural dimensions of music and its contributions to people' s life and society at large)*
Key Stage 1	Learners will learn to • talk about and identify different uses of music in daily lives and describe its characteristics, e.g. cartoon music, jingles on TV and radio; • recognize the characteristics of their own culture reflected in musical pieces; and • identify the features and purposes of musical pieces with special functions, e.g. lullabies and marches.
Key Stage 2	Learners will learn to • talk about and compare the characteristics of songs and instrumental pieces from particular cultural and historical contexts; • describe and discuss how traditions, customs and practices influence the music of selected cultures; and • talk about and compare the way the voice/selected instrument is used in different place, times and cultures.
Key Stage 3	Learners will learn to • recognize and compare the styles and genres which are characteristics of music in different cultures; • discuss the use, influence and social values of music in different media, e.g. pop and film music; and • understand the role of music and musicians in a society.
Key Stage 4	Learners will learn to • identify how and why musical styles and traditions change over time and place; • make critical evaluation of music with reference to the use of musical elements, its relations with social, historical, economic and political contexts; and • compare the characteristics of music and other art forms in a particular period of time.

VISUAL ARTS

	Developing creativity and imagination *(creating, performing and participating in visual arts)*
Key Stage 1	Learners will learn to • record direct responses to art forms in nature and man-made environments by verbal/non-verbal presentation; • develop ideas from observations, memories, imagination and experiences; • explore ideas with visual elements and design principles; and • explore alternatives by using different materials and techniques.
Key Stage 2	Learners will learn to • seek, select and organize information for the purpose of art creation; • use direct observation and various experiences to explore ideas; • explore art elements and design principles to express ideas and feelings; • explore alternatives by re-composing and by trying different combinations; • use sketching to explore a range of possibilities for finishing a work; and • interact with others to develop artistic ideas.

Key Stage 3	Learners will learn to
	• record responses and conceptualize ideas, experiences and imagination by using verbal and non-verbal presentation;
	• interpret/re-interpret concepts, reality and visions from new/different perspectives;
	• apply the common processes of art creation:
	  - to **define** aim and purpose;
	  - to **generate** ideas from observation, experience, memory and imagination, and from nature, man-made environments and objects, etc.;
	  - to **develop** ideas by searching for and processing visual information and by manipulating visual elements based on aesthetic logic and design principles, etc.;
	  - to **explore** alternatives by re-composing and by different combinations, etc.; and
	  - to **evaluate** alternatives by aim and purpose and by aesthetic logic and design principles, etc.
	• use sketching, drawing, information technology, or other appropriate tools and resource materials to stimulate and develop ideas;
	• use collaboration skills to develop ideas and enhance the learning of art; and
	• explore ideas and connections between visual arts and other disciplines.

Key Stage 4	Learners will learn to
	• record responses, organize and conceptualize ideas, experience and imagination in visual and written forms;
	• interpret and re-interpret concepts, reality and visions from new and different perspectives;
	• develop ideas through exploration and invention of ways to use media and processes;
	• apply the creative problem solving model in developing ideas:
	  - to pose and define problems, and set objectives and criteria;
	  - to collect, analyze and select visual and written information;
	  - to generate ideas through various creative thinking techniques, such as brainstorming, 6W thinking technique, mind mapping, and 6 hats method;
	  - to search for alternative solutions and conceptualize ideas;
	  - to evaluate alternatives by aim and purpose and aesthetic logic and design principles, etc.; and
	  - to combine, test and implement ideas.
	• use drawing, sketching and other information to stimulate ideas;
	• use information technology to collect and analyze information; to explore different themes and ways of expression and to organize and conceptualize ideas;
	• use collaboration skills to develop, evaluate and implement ideas; and
	• explore and connect ideas with other art forms / other disciplines.

	Developing skills and processes *(knowing and using art materials, processes, elements and resources)*
Key Stage 1	Learners will learn to • use basic elements of art to express ideas and feelings; • recognize the characteristics of different art media; • use the appropriate tools, materials and techniques for a purpose safely and correctly; and • identify connections between visual arts and other disciplines.
Key Stage 2	Learners will learn to • create art works which reflect skill in applying art knowledge, techniques and processes to express ideas and feelings; • convey ideas in a selected medium; • explore and use a variety of art media, tools and techniques; and • understand and compare knowledge and skills of visual arts in relation to visual arts and other disciplines.
Key Stage 3	Learners will learn to • select the appropriate art knowledge, skills and processes to communicate ideas and feelings in making and understanding art; • visualize aesthetic ideas in a medium properly, monitor progress and revise the approach when necessary; • explore and apply skills and knowledge of traditional and emerging technology in visual communication; and • connect and apply knowledge and skills of visual arts with other art forms or other disciplines.
Key Stage 4	Learners will learn to • demonstrate understanding in using art concepts in visual communication; • apply and invent ways of using a variety of tools and materials; and explore techniques and processes with increasing skill and complexity; • select and use appropriate tools, materials, skills and processes intentionally and use them effectively and safely for expression; • develop collaboration skills in the process of creating and presenting art works; • apply skills and knowledge of traditional techniques and emerging technologies in visual communication; and • connect and combine knowledge of skills of visual arts with other art forms or other disciplines to enhance the effectiveness of learning and creating art.

	Cultivating critical responses *(responding to, reflecting on and appraising the art issues by* *using their artistic understanding)*
Key Stage 1	Learners will learn to • talk about the content of art works; • describe art elements applied in art works; and • express opinions and listen to others' ideas about art works.
Key Stage 2	Learners will learn to • use art terminology to describe and analyze art works; • interpret visual form based on techniques, meaning and art elements and principles of design; • express and give reasons for their opinions / preferences; and • apply criteria to assess art works.
Key Stage 3	Learners will learn to • use art experiences to respond; • apply processes of art criticism by describing, analyzing, interpreting and judging art works; • evaluate visual forms based on the meaning, the formal structure, the techniques and the expressive quality to make informed judgements; • be confident in their own judgements, performances and capabilities; and • develop criteria to assess art works.
Key Stage 4	Learners will learn to • talk and write with appropriate language in art criticism; • develop knowledge and skills in art criticism, and demonstrate control in the processes of describing, analyzing, interpreting and evaluating art works; • relate and compare exemplary works of art with their own works based on the formal structure, technical and expressive qualities; • develop an awareness of their strengths and limitations and a respect for their own works and works of others through the processes of art criticism; • develop aesthetic sensitivity and a habit of making responses and critical analysis; and • develop their own aesthetic values.

	Understanding art in context
	(understanding the cultural dimensions of the art and its contributions to people's life and the society at large)
Key Stage 1	Learners will learn to • talk about art in their community and identify the use of art in daily life; • recognize the diverse cultures, customs and living patterns reflected in art, artifacts and festivals; and • identify the features of art works in particular social, cultural and historical contexts.
Key Stage 2	Learners will learn to • recognize art heritage and its role in society; • recognize art work with distinctive use of local materials and features of the environments; and • recognize art works which serve a variety of purposes in different cultures in the past and present contexts.
Key Stage 3	Learners will learn to • discuss and compare the functions, content and significance of art in the past and present context; • identify the contemporary art trends in Hong Kong; • differentiate among the contributions of art in cultures and societies; • begin to realize how the social, cultural and political contexts influence artists' formal, technical and expressive approaches; and • become aware of the many ways visual forms can shape and express the feelings of people of all cultures.
Key Stage 4	Learners will learn to • compare and contrast the aims, styles, themes and content of art works in various cultures, customs and living patterns; • identify heritage and contemporary trends in visual arts and their roles in society; • investigate and analyze the relationship between art works and their political, economic, religious, philosophical and technological contexts; • understand and describe the varied roles of artists, art critics, art historians, aestheticians and art sponsors in the development of art; and • investigate and analyze the function of mass media in promoting art.

DRAMA

	Developing creativity and imagination *(creating, performing and participating in dramatic activities)*
Key Stage 1	Learners will learn to • develop ideas for dramatic activities from imagination, observation, personal experience and conventions; • use language, voice, gesture and movement to explore ideas • create and develop roles to build dramatic action; and • develop ideas and imagination through creative drama, visual elements and aural elements, etc. to support dramatic work.
Key Stage 2	Learners will learn to • generate ideas and explore feelings for dramatic activities such as improvisation, etc. from imagination, observation, experience and conventions; • explore and select elements of drama to create roles and develop dramatic ideas; • interact with others to develop ideas and explore issues through dramatic activities; and • develop ideas for the environment using visual elements and aural qualities from various sources.
Key Stage 3	Learners will learn to • generate ideas from observation, experience and research into social, cultural and historical information; • create and develop scripts, roles, and environments through interaction and collaboration with others; • explore and experiment with elements of drama to develop and extend ideas and express feelings through monologues and scenes, etc.; and • use technology to develop ideas for designs with visual and aural elements.
Key Stage 4	Learners will learn to • explore ideas from a variety of stimuli and a range of human issues and experiences; • examine, initiate and develop drama based on existing works of drama/other disciplines; • use collaboration and communication skills to create different styles of play; • create scripts, roles and contexts with dramatic elements, forms and styles; and • develop ideas with the use of technology in visual and aural aspects to support and enhance the intent of a dramatic work.

	Developing skills and processes *(knowing and using materials, processes, elements and resources in drama)*
Key Stage 1	Learners will learn to • express ideas and feelings through mime, play making, story telling, puppetry, role-play and *Xi-qu*; • use basic elements of drama such as language, facial expression, voice, gesture and movement in dramatic activities; • communicate with others through drama by participating, presenting, listening and watching; • use basic props, simple set pieces and costume pieces to establish the place, time and character of the dramatic work; and • combine words, images and sounds to enhance dramatic action.
Key Stage 2	Learners will learn to • use skills, techniques and processes of drama through a variety of dramatic experiences such as improvisation, puppetry, story-dramatization and *Xi-qu*; • select and use appropriate elements of drama such as voice, movement, and gesture with a performance space to communicate meaning; • plan and present drama individually or in groups; • devise and select props and clothing to build up characteristics of a particular role; and • incorporate elements of dance, music and visual arts to express ideas and emotions in dramatic activities.
Key Stage 3	Learners will learn to • experiment with a range of forms, styles and conventions in drama such as mime, role-play, dance drama, puppetry, *Xi-qu* and soundscapes to convey meaning and ideas; • plan, select and modify drama presentation for particular occasions with consideration of purpose, space, materials and equipment; • use and select dramatic elements, techniques and processes to structure drama appropriately to chosen styles and forms; • apply performance skills to present a rehearsed, polished performance to familiar and unfamiliar audiences; • design and build props, sets and costumes to communicate the intent of the production; • create and perform a performance incorporating components of language, dance, music, visual arts and drama; and • use techniques and technologies such as lighting and sound to present and record drama.

Key Stage 4	Learners will learn to • organize dramatic elements and apply skills, techniques and processes effectively to structure drama; • select, prepare, rehearse and perform drama in different forms, styles and genres; • identify and develop characters in the development of scripted works and their presentation; • apply performance skills to rehearse and present drama to evoke specific audience responses; • develop skills in directing by interpreting texts and conducting rehearsals for formal and informal performance; • create and present drama with the combining elements of language, dance, art, music and drama; and • use a range of techniques and technologies functionally to create, present and record dramatic ideas.

	Cultivating critical responses *(responding to, reflecting on and appraising issues of drama by* *using their dramatic understanding)*
Key Stage 1	Learners will learn to • listen and talk about drama experiences and presentation; • respond to dramatic activity through expressing ideas and feelings; and • express opinions and give reasons for preferences based on qualities of drama.
Key Stage 2	Learners will learn to • talk and write informally about personal observation of drama; • use appropriate terminology to describe and comments on the qualities of dramatic activities; • express opinions, feelings and preferences based on the purpose and expressive qualities of drama; and • compare drama with other art forms such as visual arts, dance, and film.
Key Stage 3	Learners will learn to • respond critically and make informed judgement about the value, purpose and qualities of drama; • use appropriate language to describe, analyze and interpret drama and discuss responses to it; • display an awareness of a range of purposes and cultural contexts and their impact on dramatic works; and • analyze and evaluate the use of other art forms in the dramatic activities.
Key Stage 4	Learners will learn to • use processes of critical analysis to support personal judgments of drama; • organize a range of oral and written responses to the processes and products of drama; • develop their own aesthetic values based on their understanding, knowledge and skills of drama; and • evaluate the use of technologies and other art forms to communicate meaning in drama.

	Understanding drama in context *(understanding the cultural dimensions of drama and its contributions to people's life and the society at large)*
Key Stage 1	Learners will learn to • recognize that drama tells stories about humans and their worlds; • identify different forms of drama and their different purposes in their life and community; and • identify and compare characters in drama and significant real-life roles in their daily life.
Key Stage 2	Learners will learn to • identify and discuss the different purposes and features of drama from different places, times and cultures; • describe and compare characters and situations in drama in various contexts; and • identify the differences between theatrical drama and drama in everyday contexts.
Key Stage 3	Learners will learn to • show an understanding of drama from different social, cultural and historical contexts; • identify purposes, forms and styles of drama in different contexts and relate this knowledge to their own works; and • investigate the functions and significance of drama, film, television and electronic media in the past and present contexts.
Key Stage 4	Learners will learn to • compare and contrast styles, themes, purposes and content of drama in social, cultural and historical contexts; • investigate and research the production and performance of drama in the contemporary contexts; and • study and research the function of drama, film, television and electronic media in reflecting and interpreting social and cultural history.

Appendix 2

Appendix 3

Examples of Learning Objectives Leading to the Four Learning Targets

Examples of Learning Objectives Leading to the Four Learning Targets

1. **Example of Learning Objectives Leading to the Four Learning Targets in Music**

Level: Key stage 1
Topic: Words and Rhythm (This unit is expected to take at least 2 periods.)

Learning Activities	Learning Targets	Generic Skills
Sing simple songs (e.g. nursery rhymes) of different countries.	Developing Skills & Processes Developing Creativity & Imagination Understanding Arts in Context	• Communication • Problem-solving • Creativity
Listen to, discuss, and compare selected nursery rhymes of different countries through different types of performance.	Cultivating Critical Responses Understanding Arts in Context Developing Creativity & Imagination	• Critical thinking • Communication
Identify the difference between the pulse and rhythmic pattern of selected nursery rhymes, and use self designed graphics to represent the pulse and rhythmic pattern of the learnt nursery rhymes.	Developing Skills & Processes Cultivating Critical Responses Developing Creativity & Imagination	• Critical thinking • Communication • Creativity
Appreciate the relationship between the words and the rhythmic pattern of selected nursery rhymes.	Developing Skills & Processes Cultivating Critical Responses	• Critical thinking • Communication • Numeracy
Add rhythmic pattern to the words of selected nursery rhyme(s).	Developing Creativity & Imagination Developing Skills & Processes Cultivating Critical Responses	• Creativity • Problem-solving • Critical thinking • Communication • Numeracy • IT
Appraise self and others' works.	Developing Skills & Processes Cultivating Critical Responses	• Critical thinking • Communication

Listen to recordings of the original nursery rhyme(s).	Cultivating Critical Responses Developing Creativity & Imagination	▪ Critical thinking ▪ Communication
Sing the nursery rhymes in their original rhythm design and self designed versions.	Developing Skills & Processes Cultivating Critical Responses Developing Creativity & Imagination	▪ Communication ▪ Problem-solving ▪ Critical thinking ▪ Creativity
Perform selected nursery rhymes in their original rhythm design and self designed versions.	Developing Skills & Processes Developing Creativity and Imagination	▪ Communication ▪ Creativity ▪ Collaboration

Through the study of Words and Rhythm, students will learn:

Learning Element	KLA(s)/Subjects involved
▪ Nursery rhymes of different countries	Arts Education (Music)
▪ The use of rhythmic notation in music	Arts Education (Music)
▪ To appreciate the relationship between the words and rhythm in a song	Arts Education (Music)
▪ To express feeling through the use of rhythm and word.	Arts Education (Music) Language
▪ The life style and cultural heritage behind the nursery rhymes	Language Personal, Social and Humanities
▪ To respect others' culture	Personal, Social and Humanities

Through the performance of nursery rhymes, students will learn:

Learning Element	KLA(S) Subjects involved
▪ Rehearsal technique	Arts Education (Music) Language
▪ Collaboration skills	Arts Education (Music)
▪ Performance behaviour	Arts Education (Music) Personal, Social and Humanities

2. **Example of Learning Objectives Leading to the Four Learning Targets in Music**

Level: Key stage 2
Topic: National Anthems   (This unit is expected to take at least 2 periods.)

Learning Activities	Learning Targets	Generic Skills
Sing more complicated songs (e.g. National Anthems of different countries)	Developing Skills & Processes Developing Creativity & Imagination Understanding Arts in Context	▪ Communication ▪ Problem-solving ▪ Creativity
Listen to, discuss, and compare National Anthems of different countries through different types of performances, e.g. solo, chorus, and instrumental ensemble. (additional listening material: e.g. Edward Elgar: Pomp and Circumstance Marches, No. 1, Josef Haydn: String Quartet Op.76 No.3, Jean Sibelius: Finlandia)	Cultivating Critical Responses Understanding Arts in Context Developing Creativity & Imagination	▪ Critical thinking ▪ Communication
Play National Anthems with percussion instruments.	Developing Skills & Processes Developing Creativity & Imagination	▪ Problem-solving ▪ Creativity
Watch and listen to the singing of National Anthems performed on different occasions.	Understanding Arts in Context Cultivating Critical Responses Developing Skills & Processes	▪ Communication ▪ Critical thinking
Research into the background of each selected National Song (individual or group work).	Understanding Arts in Context Cultivating Critical Responses	▪ Study ▪ Critical thinking ▪ IT

Compose a Class/House song (individual or group work).	Developing Creativity and Imagination Developing Skills and Processes Understanding Arts in Context	▪ Creativity ▪ Problem-solving ▪ Collaboration
Appraise own and others' work.	Developing Skills & Processes Cultivating Critical Responses	▪ Communication ▪ Critical thinking
To plan a performance of National Songs of different countries	Developing Skills and Processes Developing Creativity and Imagination Cultivating Critical Responses Understanding Arts in Context	▪ Communication ▪ Critical thinking ▪ Problem-solving ▪ Collaboration
To perform National Songs of different countries	Developing Creativity and Imagination Developing Skills and Processes	▪ Communication ▪ Creativity ▪ Collaboration

Through the study of National Anthems, students will learn:

Learning Element	KLA(s)/Subjects involved
▪ National Anthems of different countries	Arts Education (Music)
▪ The spirit behind the National Anthems	History Language Religious Personal, Social and Humanities
▪ To respect others' culture	Personal, Social and Humanities
▪ To express feelings through an aesthetic form (singing/playing works by other people and of their own)	Arts Education (Music) Language

Through the performance of National Anthems, students will learn:

Learning Element	KLA(S) Subjects involved
▪ Planning of a performance	Personal, Social and Humanities Language Arts Education (Arts, Music)
▪ Rehearsal technique	Arts Education (Music) Language
▪ Performance behaviour	Arts Education (Music) Personal, Social and Humanities

3. **Example of Learning Objectives Leading to the Four Learning Targets in Music**

Level   : Key Stage 3
Topic   : Music & Media (This unit is expected to take at least 4 lessons.)

Learning Activities	Learning Targets	Generic Skills
Discussion: Where do we hear music? e.g. TV, cinema, radio, shopping mall and restaurants. Why is it there? How does this music make you feel in that particular situation? (classroom/non-classroom experience)	Developing Creativity & Imagination Cultivating Critical Responses Understanding Arts in Context	▪ Critical thinking ▪ Study ▪ Creativity ▪ Communication
Watch and listen to a number of excerpts from films and/or advertisements on TV to analyze how visual images / moods / emotions are stimulated aurally by music. (classroom/non-classroom experience)	Cultivating Critical Responses Understanding Arts in Context	▪ Critical thinking ▪ Study ▪ IT
Research and compare the use of music with different images, i.e. the use of music in various motor car advertisements. (classroom/non-classroom experience)	Developing Creativity & Imagination Cultivating Critical Responses Understanding Arts in Context	▪ Critical thinking ▪ Study ▪ Creativity ▪ Problem Solving ▪ IT ▪ Collaboration
Discussion: What effect does this music have on the audience and how does it affect people's perception of the product? e.g. advertisements, jingles.	Developing Creativity & Imagination Cultivating Critical Responses Understanding Arts in Context	▪ Critical thinking ▪ Communication
Analysis: Select one particular excerpt and analyze how the musical elements create those effects on the images.	Developing Skills & Processes Cultivating Critical Responses Understanding Arts in Context	▪ Communication ▪ Critical thinking ▪ Creativity ▪ Problem solving

Composing: Compose in groups to achieve an intended effect for a selected short advertisement for TV or radio broadcast.	Developing Creativity & Imagination Developing Skills & Processes Cultivating Critical Responses Understanding Arts in Context	▪ Communication ▪ Critical thinking ▪ Creativity ▪ Problem solving ▪ IT
Presentation of work: Perform with the use of instruments and/or IT the newly composed music with the chosen image (classroom experience)	Developing Creativity & Imagination Developing Skills & Processes	▪ Communication ▪ IT ▪ Collaboration
Appraising of self and others' work (classroom experience)	Cultivating Critical Responses Understanding Arts in Context	▪ Creativity ▪ Critical thinking ▪ Communication

Through the study of music and media, students will learn to:

Learning Elements	KLA(s)/Subjects involved
▪ appreciate the relationship between music and images	Language Visual Arts and Drama
▪ analyze how music enhances visual images in a given situation/context	Language Visual Arts Social Studies Technology Education
▪ study and analyze how emotions are stimulated by the use of music in a given image	Psychology Social Studies PSHE
▪ create and refine compositions in a given situation/context	Visual Arts Language
▪ present and perform their works	Language Visual Arts and Drama Technology Education

4. **Example of Learning Objectives Leading to the Four Learning Targets in Music**

Level : Key Stage 4
Topic : Music, Drama & Literature (This unit is expected to take at least 4 lessons.)

Learning Activities	Learning Targets	Generic Skills
Research & Presentation: study and present the content of two plays orally: Romeo & Juliet vs an excerpt from Cantonese Opera	Understanding Arts in Context	▪ Communication ▪ Collaboration ▪ Study
Discussion: compare the similarities and differences between the plot of the two plays in relation to the historical and cultural contexts	Cultivating Critical Responses Understanding Arts in Context	▪ Critical thinking ▪ Study ▪ Communication ▪ Collaboration
Performance: listen to and learn to sing two theme songs	Developing Skills & Processes	▪ Communication
Discussion on music: Critically appraise the treatment of the two theme songs, i.e. the characteristics of the two melodies, instrumentation, accentuation of words, setting of lyrics to the music, etc.	Developing Skills & Processes Cultivating Critical Responses Understanding Arts in Context	▪ Critical thinking ▪ Communication ▪ Problem solving
Discussion on values & attitudes: Discussion on the values & attitudes towards love in different cultures by using two love stories	Cultivating Critical Responses Understanding Arts in Context	▪ Critical thinking ▪ Study ▪ Communication
Composing: select a theme and compose two different short pieces to represent two contrasting moods or styles, i.e. Western pop vs Cantonese Opera style	Developing Creativity & Imagination Developing Skills & Processes Understanding Arts in Context	▪ Critical thinking ▪ Study ▪ Creativity ▪ Problem Solving ▪ Collaboration
Presentation of Work: Perform the compositions with the use of instruments and/or IT in the two pieces with or without acting	Developing Creativity & Imagination Developing Skills & Processes	▪ Critical thinking ▪ Communication ▪ Collaboration ▪ IT ▪ Creativity
Appraising own and others' work	Cultivating Critical Responses	▪ Communication ▪ Critical thinking

Through the study of music and media, students will learn to:

Learning Elements	KLA(s)/Subjects involved
▪ appreciate the relationship between music, drama and literature	Language & Literature Visual Arts and Drama
▪ analyze how music enhances a drama/play in a given situation/context	Language & Literature Visual Arts Social Studies Technology Education
▪ study and analyze how emotions are stimulated by the use of music in drama	Psychology Social Studies PSHE
▪ create and refine compositions in a given situation/context	Visual Arts Language
▪ present and perform their works	Language & Literature Visual Arts and Drama Technology Education

5. Example of Learning Objectives Leading to the Four Learning Targets in Visual Arts

Level: Key Stage 1
Topic: Weather (This unit is expected to take at least 2 double periods)

Learning Activities	Learning Targets	Generic Skills
Share experiences of obtaining feelings from different kinds of weather conditions (focus on developing ideas from memories and experiences)	Developing Creativity & Imagination	▪ Communication ▪ Study
Record feelings with words or short sentences (focus on learning how to record direct responses) (classroom experience)	Developing Creativity & Imagination	▪ Communication ▪ Study
Use line and colour to express feelings (focus on exploring ideas with visual elements) (classroom experience)	Developing Skills & Processes Developing Creativity & Imagination	▪ Communication
Relate their own experiences to feelings conveyed in a piece of music, a painting and a children's rhyme about weather (focus on connecting own experiences to structured presentations of similar ideas in different art forms) (classroom experience/non-classroom experience)	Developing Creativity & Imagination	▪ Study
Experiment with different painting materials and techniques to develop ways to express different kinds of weather conditions (focus on exploring the characteristics of materials and techniques) (classroom experience)	Developing Skills & Processes	▪ Problem-solving ▪ Creative thinking

Study paintings on the topic of weather, identifying how artists used lines and colours and to show weather conditions in different places (focus on understanding that the styles of artists in expressing feelings were shaped by the physical environment of different places) (classroom experience/ non-classroom experience)	Understanding Art in Context	▪ Critical thinking
Use the acquired knowledge and experiences in the previous activities to create a painting on a given theme (focus on realizing aims and purposes of the work as well as using a medium suitable for expression) (classroom experience)	Developing Skills & Processes	▪ Problem-solving
Appreciate final works (focus on expressing opinions and listening to others' ideas about art works) (classroom experience)	Cultivating Critical Responses	▪ Critical thinking ▪ Communication

Through studying and creating a painting, students will learn:

Learning Elements	KLA(s) /Subjects involved
▪ The expressive qualities of visual elements such as line and colour	Art and Craft
▪ The artistic approaches to music and language	Music/Chinese Language/ English Language

6. **Example of Learning Objectives Leading to the Four Learning Targets in Visual Arts**

Level: Key Stage 2

Topic: Weather :   People working under various weather conditions
(This unit is expected to take at least 2 double periods and 2 single periods, or 3 double periods)

Learning Activities	Learning Targets	Generic Skills
Discuss the visual impression of different weather conditions through watching visual aids and brainstorming (focus on realizing the characteristics of different weather) Discuss how people work under such weather conditions (focus on sharing feelings about how the weather affects people in their work) (classroom experience)	Developing Creativity & Imagination	▪ Communication ▪ Study ▪ Problem Solving
Work in groups to ▪ collect information about people working under various weather conditions in their community from actual experience, the internet, libraries, etc. ▪ present by a role play the information gathered (focus on seeking information about the relationship between weather and people's work) (non-classroom experience)	Developing Creativity & Imagination	▪ Study ▪ IT ▪ Collaboration ▪ Self-management
Report the reasons for selecting the types of people who arouse their interest (focus on describing the working people) (classroom experience)	Developing Creativity & Imagination	▪ Collaboration ▪ Communication ▪ Critical thinking
Use copies of visual references collected to explore ways of creating a centre of interest with regard to shape, position and direction	Developing Skills & Processes	▪ Problem Solving ▪ Creative thinking ▪ IT ▪ Numeracy

(focus on exploring design principles to express ideas) (classroom experience)		
Study Eastern and Western masterpieces on the theme of people at work under various weather conditions (focus on how their art work reflects the social life of a community) (classroom/non-classroom experience)	Understand Art in Context Cultivating Critical Responses	▪ Study ▪ Critical thinking
Create a 2-D art work to express a feeling towards the working people under a particular weather condition (focus on applying art knowledge and techniques to express ideas and feelings) (classroom experience)	Developing Skills & Processes	▪ Problem Solving ▪ Creativity ▪ Self -management
Appraise own and others' art work (focus on communication skill and applying criteria to analyze art works) (classroom experience)	Cultivating Critical Responses	▪ Communication ▪ Critical thinking ▪ Self -management

Through studying and creating a painting, students will learn:

Learning Elements	KLA(s) /Subjects involved
▪ centre of interest ▪ different artists' styles to express ideas and feelings	Art and Craft
▪ characteristics of different weather conditions ▪ social life of a chosen class of working people	General Studies
▪ imitation of people, their actions and gestures, etc.	Drama

7. **Example of Learning Objectives Leading to the Four Learning Targets in Visual Arts**

Level   : Key Stage 3
Topic   : Egyptian Civilizations - Painting in the manner of an Egyptian
               (This unit is expected to take at least 4 double periods)

Learning Activities	Learning Targets	Generic Skills
Study some ancient Egyptian wall paintings in the form of slides/pictures (focus on the learning of the social context of art work such as religious beliefs, concepts of social ranking, fashion style, etc.) (classroom/non-classroom experience)	Understanding Arts in Context	▪ Critical thinking ▪ Communication
Research (text and visual research using IT or library resources) (focus on organizing and selecting historical materials from a specific period of time) (non-classroom experience)	Developing Creativity & Imagination	▪ IT
Visit a museum if applicable for physical experience (non-classroom experience)	Developing Creativity & Imagination	▪ Critical thinking
Discussion (classroom/non-classroom experience)	Developing Creativity & Imagination	▪ Communication ▪ Collaboration ▪ Critical thinking
Select subject matter or scenes from daily life as the theme of a painting (focus on connecting the research to a real life situation) (non-classroom experience)	Developing Creativity & Imagination	▪ Study ▪ Problem-solving ▪ Creative thinking
Execute the idea in a medium through control, adaptation, selection and experimentation of tools and materials (focus on using a personal approach to express ideas in visual form) (classroom experience)	Developing Skills & Processes	▪ Problem-solving ▪ Study ▪ Creative thinking ▪ Critical thinking ▪ Communication
Presentation of work (focus on communication skills) (classroom/non-classroom experience/through IT)	Developing Skills & Processes	▪ Communication ▪ (IT)

Appraise own and others' work (focus on making informed judgements) (classroom/non-classroom experience/through IT)	Cultivating Critical Responses	▪ Creative thinking ▪ Critical thinking ▪ Communication

Through the study of ancient Egyptian wall paintings and the practice, students will learn:

Learning Elements	KLA(s)/Subjects involved
▪ the life style of ancient Egyptians and their concepts of social ranking	History, Social Studies
▪ the system of writing using hieroglyphs	Language
▪ the Egyptian belief in life after death	Religious Studies, Social Studies
▪ the fashion style of the Egyptians including their headdresses, outfits and jewelry	Art & Design, Home Economics
▪ the artistic presentation of content on a 2-D surface	Art & Design

8. **Example of Learning Objectives Leading to the Four Learning Targets in Visual Arts**

Level　　: Key Stage 4
Topic　　: Egyptian Civilizations - Visit to An Egyptian Tomb
　　　　　　(This unit is expected to take at least 4 double periods)

Learning Activities	Learning Targets	Generic Skills
Study the Pyramid of Khufu (the form, the size, the materials and the function etc.) and the Egyptian ways of being remembered after death. (focus on studying the historical background and characteristics of the Pyramid of Khufu) (classroom/non-classroom experience)	Understanding Arts in Context	▪ Critical thinking ▪ Communication
Collaborate in small groups, each having roles as the embalmers, the historians and the artists to study the ancient Egyptian tombs. (focus on experiencing different people involved in the art work) (non-classroom experience)	Developing Creativity & Imagination	▪ Communication ▪ Collaboration ▪ Critical thinking
Investigate and compare Egyptian tombs and those of the Chinese (text and visual research using IT and library resources) (focus on the historical background and characteristics of the art works) (non-classroom experience)	Developing Creativity & Imagination	▪ IT
Discuss and share information (classroom/non-classroom experience)	Developing Creativity & Imagination	▪ Communication ▪ Collaboration ▪ Critical thinking

Plan and design a pyramid model to scale with: 1. tomb walls decorated with paintings 2. number of sarcophagi and jewelry inside the tomb (One side of the pyramid should be made of material that is easy to look through.) (focus on making the pyramid with set criteria) (classroom experience)	Developing Creativity & Imagination	▪ Study ▪ Problem-solving ▪ Creative thinking
Execute the idea in a medium through control, adaptation, selection and experimentation of tools and materials (classroom experience)	Developing Skills & Processes	▪ Problem-solving ▪ Study ▪ Creative thinking ▪ Critical thinking ▪ Communication
Present the art work and the learning process (focus on communication skills) (classroom/non-classroom experience/through IT)	Developing Skills & Processes	▪ Communication ▪ (IT)
Appraise own and others' work (focus on making informed judgement) (classroom/non-classroom experience/through IT)	Cultivating Critical Responses	▪ Creative thinking ▪ Critical thinking ▪ Communication

Through the study and making of an Egyptian tomb, students will learn:

Learning elements	KLA(s)/Subjects involved
▪ the historical background and characteristics of the Pyramid of Khufu	History, Mathematics, Geography, Social Studies
▪ the Egyptian ways of preserving the dead body	Science
▪ the fashion style of the Egyptians including their headdresses, outfits and jewelry	Art & Design, Home Economics
▪ the scale and proportion of objects ▪ the arrangement and measurement of space	Mathematics, Art & Design
▪ the artistic presentation of contents in 3-D	Art & Design

Appendix 4

Exemplars of Developing Generic Skills in Arts Education KLA

Developing Generic Skills in
Arts Education

Collaboration Skills

Problem solving, planning and making decisions in a small group require the necessary collaboration skills, namely the skills of listening, appreciation, communication, negotiation, making compromises, asserting leadership, making judgement, as well as influencing and motivating others. Learners with these skills will be able to effectively engage in tasks and teamwork as well as working with others. Ultimately, learners will be able to form relationships that are mutually beneficial.

(The expected achievements of the learners in this type of generic skills cannot be suitably to be classified according to key learning stages)

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Understanding working relationships Learners will learn to • clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules • recognize that individuals as well as the team have to take the consequences for their own actions	Learners will learn to ✧ accept the roles and responsibilities in team work for learning and making arts works (e.g. in painting a mural).
Developing attitudes which contribute to good working relationships Learners will learn to • be open and responsive to others' ideas; appreciate, encourage and support the ideas and efforts of others • be active in discussing and posing questions to others, as well as in exchanging, asserting, defending and rethinking ideas • recognize and avoid stereotyping; withhold premature judgement until the facts are known • be willing to adjust their own behaviour to fit the dynamics of various groups and situations	Learners will learn to ✧ open to respecting and considering the ideas of others in arts appreciation; ✧ share and communicate ideas in solving artistic problems; ✧ avoid stereotypes, abstain from making judgments in generating ideas for arts production; and ✧ understand when to lead team work, and when to make effort as a team member e.g. in a choral performance .

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Achieving effective working relationships Learners will learn to • select a strategy and plan cooperatively to complete a task in a team • understand the strengths and weaknesses of members and build on the strengths to maximize the potential of the team • liaise, negotiate and compromise with others • reflect on and evaluate the group work strategy and make necessary adjustments	Learners will learn to ✧ plan and work cooperatively in making creative arts works (e.g. in preparing an art exhibition); ✧ understand the strengths and weakness of members and bring into full play everyone in the team (e.g. in planning and presenting a drama); ✧ negotiate, make agreement with others (e.g. when working in groups to make a model of an architecture); and ✧ appreciate, reflect and evaluate the team work during the process of arts production in a positive manner.

Communication Skills

Communication is a dynamic and ongoing process in which two or more people interact in order to achieve a desired outcome or goal. In learning to communicate effectively, learners should learn to speak, listen, read and write effectively. They should learn to select the most appropriate means to convey a message in accordance with the purpose and context of the communication. They should use accurate and relevant information and organize it systematically and coherently for their audience. They should also evaluate the effectiveness of their communication and identify areas of improvement for action.

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Key Stage One (Junior Primary) Learners will learn to • comprehend and act appropriately on spoken instructions • use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings • read and write simple texts	Learners will learn to ✦ use various forms to present ideas, experiences and feelings (e.g. use facial expression to depict an emotion); ✦ use simple arts language to describe arts works (e.g. describe the composition of a painting); and ✦ comprehend and appreciate arts works (e.g. appreciate how artists use lines to express movement).
Key Stage Two (Senior Primary) Learners will learn to • comprehend and respond to different types of texts • use spoken, written, graphic and other non-verbal means of expression to convey information and opinions, and to explain ideas • work and negotiate with others to develop ideas and achieve goals	Learners will learn to ✦ use a variety of knowledge and skills in artistic expression (e.g. express personal feelings about arts works); ✦ discuss and develop ideas with others (e.g. discuss the plan for arts performances with classmates); ✦ use appropriate arts language to describe their responses to arts (e.g. describe the composition of a painting); ✦ identify and communicate value judgments effectively (e.g. to evaluate the use of body gesture to depict a sense of rapid movement); and ✦ explore ways to communicate through different arts media (e.g. explore ways to express friendship through different arts media).

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Key Stage Three (Junior Secondary) Learners will learn to • understand, analyze, evaluate and respond to a range of different types of texts • use appropriate language and/or other forms of communication to present information and different points of view, and to express feelings • reflect and improve on the effectiveness of their own communication • work and negotiate with others to solve problems and accomplish tasks	Learners will learn to ✧ plan and organize the use of different knowledge and skills in artistic expression (e.g. to organize a small art exhibition in the classroom or art room); ✧ communicate ideas, feelings, experiences, and beliefs in ways that are culturally meaningful for students (e.g. to discuss the advantages and disadvantages of tall buildings as places to live); and ✧ formulate and present their positions on ideas and issues (e.g. to present arts ideas).
Key Stage Four (Senior Secondary) Learners will learn to • listen and read critically, and speak and write fluently for a range of purposes and audiences • use appropriate means of communication to inform, persuade, argue and entertain and achieve expected outcomes • critically evaluate the effectiveness of their communication • resolve conflicts and solve problems with others to accomplish tasks	Learners will learn to ✧ demonstrate a comprehensive understanding and usage of different knowledge and skills in artistic expression (e.g. in preparing a drama performance); ✧ identify and communicate value judgments effectively (e.g. to express his/her preferences and make informed judgements about arts works); and ✧ formulate, present and argue their positions on ideas and issues (e.g. to appraise the issues of arts in Hong Kong).

Creativity

> **A brief description:** Creativity is an important but elusive concept. It has been defined in a variety of ways. Some people define it as an ability to produce original ideas and solve problems, others see it as a process, and yet others take it as certain personal qualities. In fact, creativity is a complex and multifaceted construct. Within the individual, creative behaviour is the result of a complex of cognitive skills/abilities, personality factors, motivation, strategies, and metacognitive skills. Person's creative performance may not correspond to his/her developmental stages.
>
> **General Principles:** Although the demanding process of teaching for creativity is hard to make routine, some principles apply in general. To develop students' creativity, we ask them to go beyond the given information, allow them time to think, strengthen their creative abilities, reward their creative efforts, value their creative attributes, teach them creative thinking techniques and the Creative Problem Solving model, and create a climate conducive to creativity[1]. These principles can be employed in all key learning areas (KLAs).

(The expected achievements of the learners in this type of generic skills cannot be suitably classified according to key learning stages)

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Learners will learn to • **strengthen creative abilities**: fluency[2], flexibility[3], originality[4], elaboration[5], sensitivity to problems[6], problem defining[7], visualization[8], imagination, analogical thinking[9], analysis, synthesis, evaluation, transformation[10], intuition, logical thinking, etc. • **develop creative attitudes and attributes**: imagination, curiosity, self-confidence, independent judgement, persistence and commitment, tolerance for ambiguity, openness to new and unusual ideas/methods/approaches, deferment of judgement, adaptability, willingness to take sensible risks, etc. • **use and apply the Creative Problem Solving (CPS) Model and creative thinking techniques**: brainstorming, 6W thinking technique, 6 hats method, attribute listing[11], idea checklists, synectics[12], mind mapping, etc.	Learners will learn to ✧ use arts tools, materials, and techniques freely and correctly to create specific effects; ✧ propose and develop alternative solutions to artistic problems and organize their arts works to create a specific effect (e.g. in preparing a dance performance); ✧ produce original arts works for specific purposes and specific audiences; ✧ select the appropriate arts form and media, and use the arts elements and principles to solve the artistic problems in the work (e.g. in preparing a variety show); ✧ identify areas for improvement in their own arts works ✧ describe possible strategies for improving their arts works (e.g. in preparing an art exhibition); ✧ apply creative thinking techniques and the Creative Problem Solving Model in examining and tackling arts issues; ✧ demonstrate tolerance towards and respect for different ideas, viewpoint, values and attitudes (e.g. in planning and presenting a drama); and ✧ cultivate an open mind and express themselves freely through arts activities.

Notes:

1. Climate conducive to creativity: Respecting the novel and unusual, providing challenges, appreciating individuality and openness, encouraging open discussion, absence of conflicts, allowing time for thinking, encouraging confidence and a willingness to take risks, appreciating and supporting new ideas, etc.

2. Fluency: The ability to produce many ideas in response to an open-ended problem, question or task.

3. Flexibility: The ability to take different approaches to a task or problem, to think of ideas in different categories, or to view a situation from several perspectives.

4. Originality: Uniqueness, nonconformity in thought and action.

5. Elaboration: The ability to add details to a given idea, such as to develop, embellish, and implement the idea.

6. Sensitivity to problems: The ability to identify problems, list out difficulties, detect missing information, and ask good questions.

7. Problem defining: The capability to 1) identify the "real" problem, 2) isolate the important aspects of a problem, 3) clarify and simplify a problem, 4) identify subproblems, 5) propose alternative problem definitions, and 6) define a problem broadly.

8. Visualization: The ability to fantasize and imagine, "see" things in the "mind's eye" and mentally manipulate images and ideas.

9. Analogical thinking: The ability to borrow ideas from one context and use them in another; or the ability to borrow the solution to a problem and transfer it to another.

10. Transformation: The ability to adapt something to a new use, to "see" new meanings, implications, and applications, or to change an object or idea into another creatively.

11. Attribute listing: A creative thinking technique that involves listing out all the important characteristics of an item and suggesting possible changes or improvements in the various attributes.

12. Synectics: The joining together of apparently unrelated elements. This technique utilizes analogies and metaphors to help the thinker analyze problems and form different viewpoints.

Critical Thinking Skills

Critical Thinking is drawing out meaning from given data or statements. It is concerned with the accuracy of given statements. It aims at generating and evaluating arguments. Critical thinking is the questioning and inquiry we engage in to judge what to and what not to believe.

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Key Stage One (Junior Primary) Learners will learn to • extract, classify and organize information from a source • identify and express main ideas, problems or central issues • understand straightforward cause-and-effect relationships • distinguish between obvious fact and opinion • recognize obvious stereotypes, assumptions, inconsistencies and contradictions • formulate questions, make predictions/estimations and hypotheses • draw simple but logical conclusions not contradictory to given evidence and data	Learners will learn to ✧ identify obvious characteristics of elements of arts (e.g. colour, movement, rhythm etc.) directly related to their daily lives; ✧ seek for reasons and explanations for appreciating works of arts; and ✧ collect information on an arts issue, raise questions and make predictions on its consequences.

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Key Stage Two (Senior Primary) Learners will learn to • understand and make deductions/inferences from sources • cross reference other sources to determine the reliability of a source • understand the concepts of relevance and irrelevance • distinguish fact and opinion as well as source and evidence • question obvious bias, propaganda, omissions, and the obvious fallacies • formulate appropriate questions, make reasonable predictions and hypotheses • draw logical conclusions based on adequate data and evidence, and make predictions about consequences	Learners will learn to ✧ compare and contrast aesthetic phenomena of a similar or different nature; ✧ provide logical explanations based on their knowledge and concepts (e.g. explain why and how certain arts elements are used to express moods); and ✧ distinguish facts and opinions from the messages conveyed by works of arts.
Key Stage Three (Junior Secondary) Learners will learn to • compare different sources, note contrasts and similarities, and determine their reliability • distinguish fact, opinion and reasoned judgment • be aware that value orientations and ideologies would affect the perspective of a source • recognize and challenge stereotypes, inconsistencies, emotional factors, and propaganda • draw and test conclusions as well as hypotheses, identify reasonable alternatives and predict probable consequences	Learners will learn to ✧ compare different reports on an arts issue in the mass media, note contrasts and similarities and determine their reliability; ✧ examine the appropriate solution to a problem and evaluate the strategy adopted (e.g. evaluate the effectiveness of using arts elements to beautify the environment); and ✧ make judgments based on their own knowledge and values (e.g. make judgments on themes expressed by works of arts).

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Key Stage Four (Senior Secondary) Learners will learn to • distinguish real and stated issues, false and accurate images, and relevant and irrelevant evidence • recognize and challenge subtle consistencies and inconsistencies, unstated fundamental assumptions, permeating value orientations and ideologies • distinguish among sophisticated fact, opinion and reasoned judgment • be aware that the selection and deployment of information/facts is affected by personal perspective • draw warranted conclusions, predict and assess probable consequences and make reasoned judgment in reading, writing, and speech	Learners will learn to ✧ challenge the justifications given in support of public policies on arts activities (e.g. display of sculptures in public areas, provision of public arts facilities, organization of an international arts festival) and express their own views; ✧ analyze why different groups of people have different views on arts (e.g. some people regard a nudity as beauty whereas others regard it as obscenity); and ✧ analyze the arguments for or against an arts issue and discern the issue at stake.

Information Technology Skills

> IT skills are the ability to use IT to seek, absorb, analyze, manage and present information critically and intelligently. In addition, IT will motivate and empower our learners to learn at their own pace and help them develop habits of self-learning, which will benefit them for life.

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Key Stage One (Junior Primary) Learners will learn to • operate computers in schools • input Chinese characters with a handwriting recognition device • use multimedia resources to support learning with the help of teachers • communicate and handle information with IT tools in learning activities	Learners will learn to ✧ use IT tools to create their arts work; ✧ explore arts ideas on IT systems, i.e. web sites and CD-ROM; and ✧ use IT tools to communicate and handle arts ideas in learning activities.
Key Stage Two (Senior Primary) Learners will learn to • use a number of software packages for different purposes • input Chinese characters with devices and the aid of an input method • access information via computer networks and other media • process information using IT tools	Learners will learn to ✧ use IT to save and store their arts work; ✧ use a number of kinds of software in the arts for specific purposes, e.g. make use of notation software to input and edit music; ✧ use IT tools to assist students to generate and communicate arts ideas in various forms; and ✧ use IT tools to manipulate and modify their arts idea effectively.
Key Stage Three (Junior Secondary) Learners will learn to • use appropriate IT tools to facilitate learning • use IT tools and strategies for processing and presenting information • communicate with others via e-mails • verify and evaluate the accuracy and reliability of information	Learners will learn to ✧ search for information and ideas in arts from electronic media, i.e. web sites and CD-ROM; ✧ use IT tools to facilitate learning in arts, e.g. make use of software to realize arts ideas before producing the actual art works; ✧ use IT tools for processing and presenting their arts work, e.g. make use of software to produce three dimension model; and ✧ process and make decisions about information for particular purposes.

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Key Stage Four (Senior Secondary) Learners will learn to • improve self productivity • use and analyze information • produce multimedia presentations • integrate the uses of a wide range of IT tools to fulfill specific purposes • select and apply appropriate IT tools in different aspects of study, like research, etc.	Learners will learn to ✧ develop the concept of number and space in making art works (e.g. using the concept of space in the composition of a picture); ✧ develop an intuitive sense of measurement in designing and making arts works (e.g. planning the size of a design and position in dancing); and ✧ use appropriate tools for measurements (e.g. using a ruler in measuring the size of a graph).

Numeracy Skills

Numeracy skills include the ability to perform basic computations, to use basic mathematical concepts in practical situations, to make reasonable estimates, to understand graphs, charts and numerical concepts in languages, to manage data, to handle money and do stock inventories.

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Key Stage One (Junior Primary) Learners will learn to • perform basic computations • recognize and describe shape, position and direction • develop an intuitive knowledge of measurement and measuring units, and use appropriate tools for measurements e.g. ruler, thermometer • formulate and solve simple problems arising from collected data and constructed graphs • read and use simple quantitative information	Learners will learn to ✧ develop the concept of number and space in making art works (e.g. using the concept of space in the composition of a picture); ✧ develop an intuitive sense of measurement in designing and making arts works (e.g. planning the size of a design and position in dancing); and ✧ use appropriate tools for measurements (e.g. using a ruler in measuring the size of a graph).
Key Stage Two (Senior Primary) Learners will learn to • perform numerical computations, calculate mentally and provide quick estimates of the accuracy of a calculation • understand intuitively the properties of shape, position and direction • extend measurement skills to concept areas such as volume • collect, process, present and evaluate quantitative information • use mathematical concepts to solve simple real-life problems	Learners will learn to ✧ perform numeric computation and accuracy calculation in making arts works (e.g. calculation of size in making a lantern); ✧ recognize and use rhythms, number patterns, and relationships in time and space (e.g. pattern design, choreographing and counting beats); ✧ use various methods of measurement in making art works (e.g. using a protractor in drawing hexagonal figures); and ✧ apply the concept of angles in making art works (e.g. the relationship of light source and shadow in drawing).

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Key Stage Three (Junior Secondary) Learners will learn to • perform numerical manipulations and quick estimates of the accuracy of a calculation • understand properties of shape, position, direction and movement • apply formulae or choose the appropriate tools and strategies to find measures and note the approximate nature of measurement • use appropriate tools and strategies for collecting, processing and presenting quantitative information • estimate risks and chances through the use of elementary probability • solve real-life experiences utilizing quantitative information	Learners will learn to ✧ identify and explore divisions of time and space in making arts works (e.g. proportion in figure drawing, time segment in video-recording); ✧ use appropriate tools and strategies for collecting, processing and presenting quantitative information (e.g. using charts and graphs in presenting the idea of an arts production); and ✧ use repetition, sequence, and variation as the principles of design in making arts works.
Key Stage Four (Senior Secondary) Learners will learn to • solve problems involving numbers and symbols by using quantitative evidence and appropriate devices • evaluate the appropriateness of tools and strategies for collecting, processing and presenting quantitative information • adapt to new mathematical demands in various circumstances as needed • use quantitative information for personal organization and planning, and for understanding social problems	Learners will learn to ✧ adapt to various mathematical demands in different circumstances in making art works (e.g. apply proportion concepts in graphic designs); ✧ evaluate the appropriateness of tools and strategies for processing and presenting quantitative information (e.g. making a model of a bridge or a building); and ✧ solve problems involving number, space and time by using quantitative methods in organizing, planning and making arts works (e.g. planning and presenting a drama).

Problem Solving Skills

Problem solving involves using thinking skills to resolve a difficulty. It assembles facts about the problem and determines the best course of action.

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Key Stage One (Junior Primary) Learners will learn to • develop ideas about the problem and identify sources of information and help • identify, under guidance, different ways of tackling the problem • choose and implement a solution plan, using support and advice given • follow the given step-by-step methods to check and describe the outcomes	Learners will learn to ✧ exercise imagination and initiative as they explore arts ideas (e.g. use different materials to build a bridge model); and ✧ develop flexibility and formulate judgements as they make, interpret, and pres ent arts work (e.g. to interpret an art work) from different points of views.
Key Stage Two (Senior Primary) Learners will learn to • identify the problem and describe its main features • propose alternative courses of action for solving it • plan and try out the selected option, obtain support and make changes when needed • develop an appropriate method to measure the outcomes and examine the approach chosen	Learners will learn to ✧ recognize various approaches to problem-solving (e.g. perform different kinds of smiles facially); ✧ value other cultures' approaches to problem-solving (e.g. compare a melody in Cantonese opera style with a Japanese one); and ✧ experiment with innovative arts ideas and forms to develop their own solutions to problems (e.g. use a body gesture to depict a sense of rapid movement).
Key Stage Three (Junior Secondary) Learners will learn to • explore the problem and identify the issue(s) at stake • suggest and compare the possible outcomes of each alternative course of action and justify the option selected • execute the planned strategy, monitor progress and revise the approach when necessary • evaluate against established criteria the quality of outcomes, and review the effectiveness of the solution process	Learners will learn to ✧ plan strategies to meet challenges and resolve problems in arts (e.g. design the form of a pottery and use different methods to make it); and ✧ recognize that there may be multiple solutions to any given problem in arts (e.g. explore various sounds in depicting bird calls).

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Key Stage Four (Senior Secondary) Learners will learn to • recognize the complexity of the problem and search for appropriate information required to solve it • formulate feasible strategies to achieve optimal results, considering both long term as well as short term objectives • monitor and critically reflect on the progress in solving the problem • evaluate the overall strategy and anticipate possible future problems related to the solution	Learners will learn to ✧ explore ambiguities and contradictions when developing arts ideas and seeking solutions (e.g. to create alternative endings in a given musical composition); and ✧ recognize the significance of cultural context when developing solutions to arts problems (e.g. to compare the costumes and different types of dance movement when depicting a happy mood from different cultures).

Self Management Skills

Self-management skills are essential for the building up of self-esteem and the accomplishment of goals. Learners who have mastered self-management skills understand their own feelings and preserve emotional stability. They are positive and proactive towards work. They set appropriate goals, make plans and initiate actions to achieve them. They manage time, money and other resources well. They are able to handle stress and tolerate ambiguities.

Learners will learn to
1. evaluate their own feelings, strengths, weaknesses, progress and objectives (self-assessment)
2. consider aspects of their performance, attitudes and behaviour in order to change or enhance future outcomes (self-reflection)
3. be confident in their own judgements, performance and capabilities (self-confidence)
4. make informed decisions and safe choices in reaching goals and carrying tasks, develop good habits and maintain a healthy life style (self-discipline)
5. work under unfamiliar, stressful or adverse conditions, accept changes and new ideas and be able to handle diversity and tolerate ambiguity (adaptability)
6. make decisions and initiate actions on their own and draw satisfaction from their own effort (self-motivation)
7. keep promises and fulfill obligations (sense of responsibility)
8. control their own emotions and impulses and maintain emotional balance (emotional stability)

(The expected achievements of the learners in this type of generic skills cannot be suitably classified according to key learning stages)

Descriptors of Expected Achievements Across the School Curriculum	Exemplars of Implementation in Arts Education
• Self assessment • Self reflection • Self confidence • Self discipline • Adaptability / Ability to Work with Diversity • Self motivation • Sense of Responsibility • Emotional Stability	Learners will learn to ✧ develop awareness of their own feelings and needs in art expression (e.g. e.g. use colours to express happiness or sadness in a painting); ✧ reflect on their arts performance and seek for improvement; ✧ evaluate their achievements, and are confident in their own performance, individually and in groups (e.g. e.g. appreciate and make judgements on their performance after acting a drama); ✧ enjoy participation in the community's cultural and artistic life; ✧ adapt to new ideas and explore ways to produce artworks using a variety of art media; ✧ demonstrate commitment and take responsibility in contributing to projects and activities; ✧ identify and manage stresses that one may experience in art production and appreciation (e.g. accept opinions different from their own during evaluation after the lesson); and ✧ set self goals to maintain an interest and participation in at least one arts form (e.g. learn from the experiences of Van Gogh to maintain persistence in art production even though his life was hard).

Study Skills

Study skills are the basic techniques that help to improve the effectiveness and efficiency of learning. They are crucial to the development of the basic learning habits, abilities and attitudes of the learners that form the essential foundation for lifelong learning.

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Key Stage One (Junior Primary) Learners will learn to • identify the main points and ideas in different types of straightforward reading materials • use different forms of writing to present main ideas clearly • collect information from given sources, organize them into predetermined categories and analyze them according to preset guidelines • understand the need to set up a study plan and follow a given plan to meet short-term targets	Learners will learn to ✧ identify arts ideas from various sources (e.g. appreciate art forms both man-made and in nature); ✧ use different media to present arts ideas (e.g. use hands or facial expression to depict an emotion); and ✧ explore, collect, select and organize arts ideas (e.g. explore sounds from various sources).
Key Stage Two (Senior Primary) Learners will learn to • identify main lines of reasoning, skim materials to gain general ideas of content and scan text to obtain main points • use different forms and styles of writing for different purposes and present main ideas coherently in a given form and style of writing • locate required information from a variety of sources, organize them into self-defined categories and assess them for completeness, accuracy and relevance • develop short-term and intermediate study plans to meet targets and purposes of study identified by oneself	Learners will learn to ✧ use different media and styles to present arts ideas for different purposes (e.g. to perform a musical composition by using different instruments); ✧ take increasing responsibility for their own arts learning (e.g. to produce a short drama in a group); and ✧ develop efficient and effective work habits in arts as independent learners and in group work (e.g. design and plan the work of a mural painting).

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Arts Education
Key Stage Three (Junior Secondary) Learners will learn to • identify accurately complex lines of reasoning and hidden ideas and distinguish facts from opinions • select an appropriate form and style of writing for a specific purpose and develop a writing strategy for organizing ideas and information clearly and coherently • define purposes of collecting information, critically investigate sources to distil relevant information and evaluate the quality and validity of information • review and revise study plans developed for short-term, intermediate and long-term targets to meet new demands and to improve study performance	Learners will learn to ✧ select an appropriate form and style of arts for a specific purpose and develop strategies for organizing arts ideas clearly and coherently (e.g. choose a medium to depict happy emotion); ✧ develop skills and motivation in arts for lifelong learning (e.g. listen to recordings of different singers singing the same song); and ✧ evaluate the overall plan, idea and quality of arts work (e.g. critically appraise a musical performance).
Key Stage Four (Senior Secondary) Learners will learn to • evaluate key ideas, opinions and arguments identified from reading materials and synthesize them to construct and develop their own interpretation and reflections • assess their own writing strategies to ensure relevant information, ideas and arguments are structured and presented in a logical sequence and the writing is in an appropriate form and style • explore alternative lines of inquiry, refine and integrate information into specific formats and evaluate an overall strategy for refinement and new requirements • evaluate an overall strategy for effectiveness and quality and adapt the strategy and seek alternatives as necessary, based on reflections and feedback	Learners will learn to ✧ develop sound work and study habits in arts (e.g. formulate habits in practising an instrument); ✧ make choices in arts on the basis of accurate information and realistic self-appraisal (e.g. to explore various ways of interpreting a poem by speech); and ✧ evaluate arts ideas and construct and develop their own interpretations (e.g. to diagnosis the effectiveness of their singing).

Appendix 5

Exemplars of Developing Values and Attitudes in Arts Education KLA

Exemplars of Developing Values and Attitudes in Arts Education KLA

The Aims of School Education set out by the Education Commission stipulate that school education should "motivate students to construct basic knowledge and develop their basic abilities and attitudes so as to prepare them for the building of a learning and civilized society"[5]. To this end, the development of personal and social values is unquestionably an essential element in the school curriculum. These values and their associated attitudes permeate the curricula of the eight Key Learning Areas (KLAs) and are incorporated in the learning objectives at different educational levels.

Core Values, Sustaining Values and Attitudes

Values may be defined as those qualities that an individual or society considers important as principles for conduct and that are intrinsically worthwhile. Values are fundamental to the formation of **attitudes**, which in turn affect the acquisition and application of the values. They may be broadly categorized as **core** and **sustaining values**. An elaboration of these terms is provided below:

> "Values constitute the foundation of one's attitudes and beliefs, which subsequently influence one's behaviour and way of life ….. Values can vary across societies, as different social and economic conditions in different geographical locations may lead to different value emphases. However, across societies, we can also identify certain values that are commonly or universally emphasized. The emergence of these universal values illustrates the common concerns of human societies, the basic qualities for human existence, the common elements in human civilization, and also the common characteristics of human nature … …we call these universal values **core values**." And sustaining values are "other values that are also important at an instrumental level, being regarded as important or helpful for **sustaining the core values**." (extracted from the *Guidelines on Civic Education in Schools* (1996), pp. 13-14)

The following set of core and sustaining values and attitudes are proposed for incorporation into the school curriculum:

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[5] Education Commission, 2000. *Review of Education System Reform Proposals: Consultation Document.* Hong Kong: HKSAR, p. 6.

A Proposed Set of Values and Attitudes for Incorporation into the School Curriculum

Core Values: Personal	Sustaining Values: Personal	Core Values: Social	Sustaining Values: Social	Attitudes
- sanctity of life	- self-esteem	- equality	- plurality	- optimistic
- truth	- self-reflection	- kindness	- due process of law	- participatory
- aesthetics	- self-discipline	- benevolence	- democracy	- critical
- honesty	- self-cultivation	- love	- freedom and	- creative
- human dignity	- principled	- freedom	liberty	- appreciative
- rationality	morality	- common good	- common will	- empathetic
- creativity	- self-determination	- mutuality	- patriotism	- caring and concerned
- courage	- openness	- justice	- tolerance	- positive
- liberty	- independence	- trust	- equal	- confident
- affectivity	- enterprise	- interdependence	opportunities	- cooperative
- individuality	- integrity	- sustainability	- culture and	- responsible
	- simplicity	- betterment of	civilization	- adaptable to changes
	- sensitivity	human kind	heritage	- open-minded
	- modesty		- human rights and	- with a respect for
	- perseverance		responsibilities	self
			- rationality	life
			- sense of belonging	quality and
			- solidarity	excellence
				evidence
				fair play
				rule of law
				different ways of
				life, beliefs and
				opinions
				the environment
				- with a desire to learn
				- diligent
				- committed to core
				and sustaining
				values

It is believed that the development of the above values and attitudes, together with the strengthening of students' self-management and interpersonal skills, should enable them to make wise decisions on emerging issues in society and cope with stress and negative influences from various sources. Different KLAs have, in their contexts, included a range of learning objectives contributing to the development of these values and attitudes at different key stages of learning. These learning objectives, however, are by no means implying that values and attitudinal development should progress in the order of key stages. They are proposed to facilitate the planning of relevant learning experiences in or across the KLAs.

Learning Objectives Related to the Development of Personal and Social Values and Attitudes in Arts Education

Key Stage 1

Arts Education
Learners will learn to
✧ be aware of their aptitudes in arts, and pursue a living attitude which cultivates aesthetic awareness;
✧ have a positive outlook of arts for life so that they can respond to diverse inspiration and stimulation from arts sources;
✧ be able to accept divergent views for the interpretation of arts;
✧ value the harmonious and beauteous blend created through arts activities;
✧ be aware of the artistic development of the local community and realize how it enriches our modern life;
✧ appreciate multi-cultural diversity in arts;
✧ be aware of cultural identity through arts;
✧ develop an understanding and respect for different cultural characteristics through different forms of art;
✧ be able to appreciate the beauty of nature;
✧ recognize and value different types of artworks;
✧ recognize the importance of arts that contribute to the well-being of one's life; and
✧ show concern about and participate in arts activities in the community.

Key Stage 2

Arts Education
Learners will learn to
✧ be able to express their emotions through one or different forms of art;
✧ understand the importance of valuing artworks;
✧ recognize the importance of ensembleship and cooperation in the process of creating or performing arts activities;
✧ respect their own and others' artworks;
✧ show respect for cultural diversity in arts;
✧ be aware of the cultural traditions in arts in their local community;
✧ show concern for and understanding of major issues relating to arts locally and internationally;
✧ be able to appreciate the beauty of nature and the built environment;
✧ show concern for and make suggestions on ways to make the workplace a beautiful and healthy environment; and
✧ be aware of cultural identities and be able to preserve and respect it.

Key Stage 3

Arts Education
Learners will learn to ✧ appreciate the aesthetic value of nature; ✧ increase their awareness and sensibility towards the environment; ✧ appreciate the diverse cultures of mankind; ✧ respect and value the traditional cultures of the East and the West; ✧ develop an interest in arts and participate actively in arts and cultural activities; ✧ be aware of their rights and freedom to express themselves through arts; ✧ be aware of the impact of artistic development both in the past and present on the future of human society; ✧ be willing to share ideas with others in solving artistic problems; ✧ demonstrate tolerance for different ideas, viewpoint, values and attitudes; ✧ develop an appreciation of the use of technology in enhancing communication; and ✧ develop an appreciation for a socially acceptable balance between personal interests and the community.

Key Stage 4

Arts Education
Learners will learn to ✧ maintain persistence in learning and making artworks; ✧ develop curiosity and sensitivity towards the natural and built environment; ✧ respect and appreciate the diverse cultures of the East and West; ✧ analyze social and cultural influences on their perception and understanding of artworks from past and present; ✧ appreciate the use of technology in self expression and learning through arts; ✧ respect and demonstrate open-mindedness towards the beliefs, values and attitudes of others that are different from their own; ✧ make critical judgements on their own works and works of others with reference to the use of arts elements, and the range of thought, feeling and ideas communicated; ✧ demonstrate creative attitudes towards the learning and making of arts and develop alternative solutions to artistic problems; ✧ show affection and love of nature and mankind in the appreciation and production of artworks; ✧ affirm their cultural identities and show an understanding of their origins and histories in the arts; ✧ evaluate the roles of individuals and groups in influencing their lives, their communities and society through arts; ✧ articulate the principle of artistic freedom and its significance in a democratic society; and ✧ be willing to support and organize activities in the community's cultural and artistic life.

Appendix 5

Appendix 6

Other Possible Modes of Curriculum Planning

Other Possible Modes of Curriculum Planning

The following suggestions are by no means exhaustive and only serve as a guide for schools to devise and implement their school-based arts curriculum. Schools should design a diversified and flexible arts programme for their students.

a. **Enhanced arts programme**

This design aims to enhance students' artistic learning by allocating more time and resources to a comprehensive arts programme. More opportunities are provided for students to develop the knowledge, skills and attitudes relevant to one or more art forms in the programme. Students' aesthetic experience is enhanced through more structured and professional training. For example, the Jockey Club Ti-I College focuses on particular arts disciplines for the development of the students' potential in the arts according to the school's mission. Some schools embed the vision of life-long learning in different arts activities for their students in the informal curriculum.

b. **Interdisciplinary learning approach**

This design aims to integrate students' learning experience involving the arts and other subjects, which can interact with various disciplines. For example, under the topic of "Native Plants in Hong Kong" in biology, an art teacher can help to teach students how to observe, design, draw, present, etc. Such an approach breaks the boundaries across different subject areas and encourages cross-curricular links. Thus, it enables students to learn from different aspects of the context, providing students with more realistic and interesting learning situations.

c. **Across the arts approach**

This design incorporates other arts activities for the effective learning of an art form and makes connections with experiences related to other art forms to support the learning. In this approach, students' learning of one specific art form is enhanced with the support of the artistic concepts and skills of the others. The approach also enables the students to make assumptions and connections between other art forms in the activities of creating, making, presenting, and reflecting. For example, performing a musical play involves music, acting, stage work, lighting, costume, make-up, a sound-system, etc.

d. **Artists-in-Schools programme**

This design attempts to deliver the study of one or more art forms in collaboration with visiting artists. In this approach, students are provided with the opportunity to experience the process of creativity through direct contact with artists.

e. **Community-focused approach**

Community context may also play a part in widening the students' scope for learning. This design incorporates available community resources, such as museums, galleries, architecture, public arts, arts festivals and the arts community, so as to provide students with experience beyond the school walls and to reinforce the breadth and depth of learning. As a result, students' aesthetic experience and exposure to the arts are broadened. Furthermore, collaboration with peers, teachers, parents, and community members also helps to promote the awareness of the arts in our lives. In addition, students' sense of belonging will be enhanced and engagement in the arts in the community will be increased.

f. **Half-day sessions for arts activities**

This design provides a half-day session for organizing different arts learning experiences. Students can attend concerts/rehearsals, and visit art galleries/museums/arts studios, under arrangements made by schools. Moreover, schools can arrange competitions, and invite artists to give talks and performances, through which students' learning scope can be widened.

g. **Interest group programme**

This design allows students of similar standards/interests, irrespective of their classes/forms, to work together in the arts through extra-curricular activities such as choir ensembles, photography and video production. This can enable students to aspire to higher standards within their chosen activities.

Appendix 7

Means of Assessment

Means of Assessment

Reflections on students' learning targets can be achieved through:

a. **Enquiry**

Through enquiry, teachers and students interact constantly during the making and presenting processes. Teachers will know instantly and directly their students' understanding of knowledge, opinions, feelings, interests, likes and dislikes, etc.

b. **Observation**

This gives a general impression of a student's performance, mastery of skills, learning habits and interpersonal skills. Information collected can be helpful in improving the teaching strategy of individual students.

c. **Test/examination**

This is a common way to assess the knowledge that students have learnt and is usually in written form. It is used when teachers want to test students' responses to a common problem by a common set of criteria and scoring.

d. **Performance**

A performance task shows students' responses as well as their effort in a given task or problem. The range includes the creation of an artwork, art critiques, written or oral reports an exhibition, a musical performance, audio and video recordings, etc. A list of criteria for assessment should be clearly stated to help students to set their goals and working process.

e. **Portfolio**

Portfolio provides evidence of students' learning and progress over a period of time. Students can make selection of work to illustrate their achievement, which can be a collection of relevant information/their own works or a selection of the outstanding works in a formal manner.

f. Project

Students learn to work individually and quite often have to work as a team for a project. They have to define their objectives, the content and approach of the project. This is an effective way to develop students' generic skills, such as study, collaboration and communication skills.

g. Self/peer assessment

This develops students' autonomy and confidence by providing them with opportunities to make judgements on their own and others' works. As such, critical thinking is developed, which is essential in the learning of the arts.