

RHSS ARTS EDUCATION

Arts Education Curriculum

- ✧ To develop creativity, critical thinking and communication skills, and nurture aesthetic sensitivity and cultural awareness;
- ✧ To develop arts skills, construct knowledge, and cultivate positive values and attitudes;
- ✧ To gain delight, enjoyment and satisfaction through participating in arts activities; and
- ✧ To pursue a lifelong interest in the arts.

Arts Education Development

In past years, the arts education development in School was well-developed. Most students in our school are interested in arts, both performance and visual arts areas received a lot of outstanding achievement. In 2003, our school was awarded by Hong Kong Arts Development Council with the Silver Award for promote arts education in school. Learning from the experience, we can develop, implement and Arts Education. We also shared our experience to the other schools in promoting arts education. Both Visual Arts & Music teachers received the Chief Executive's Award for Teaching Excellence in 2006-07, 2011-12. Teachers also outstanding awarded from Hong Kong Arts Development Council in 2013 & 2015. The developed syllabus included HKDSE Visual Arts, junior Music & visual arts syllabus, Aesthetic Development education for senior levels. However, we supports students to take part various arts-related competitions, performances & activities both inside and outside school.

Arts Education Team Objectives

1. To formulate a school arts education policy which provides student with more exposure to arts experience in the formal, informal and non-formal curriculum.
2. To coordinate & facilitate the implementation of the arts education policy, activities or events.
3. To build on exist arts strengths in creative arts in the school according to our own readiness and circumstances.
4. To connect school-based curriculum development with the central curriculum and develop a balances arts curriculum in the future.
5. To adapt and implement an integrated curriculum in both performance Arts and Visual Arts.
6. To develop and implement strategies for life-wide learning in arts education by using community resources e.g. Artist in school program, or by encouraging students to attend concerts and visit art galleries, museums and exhibitions.

VISUAL ARTS Curriculum in JUNIOR LEVELS

It aims to enable students:

- 1. enrich their aesthetics and arts experience**
- 2. strengthen their abilities to appreciate and create various forms of visual arts work aesthetically and critically**
- 3. develop perceptual abilities, generic skills and meta-cognition through autonomous and open-ended processes of inquiry in visual arts learning**
- 4. enhance multiple perspectives, and cultural and cross-cultural understanding through exploration of the visual arts of diverse cultures; and**
- 5. cultivate personal refinement, values and attitudes, self-identity and a sense of commitment towards the community, the nation and the world**

Learning Targets

For Visual Arts curriculum design, appropriate and assessable learning objectives and content, various curriculum organizations, diversified learning and teaching strategies, and methods of assessment should be provided. Learning activities should be designed in accordance with the Four Key Learning Targets, i.e. developing creativity and imagination, developing skills and processes, cultivating critical responses and understanding arts in context. Considerable efforts should be made to integrate art appreciation and criticism with art making to achieve the aims of Visual Arts curriculum.

- **Developing creativity and imagination**

Through active participation in art appreciation, criticism and making, students will develop new and different ways to enhance their power of imagination, creative thinking and presentation skills. Students can use visual arts to express themes and topics related to themselves, their surroundings and the works of other artists.

- **Developing skills and processes**

Students will learn to use visual language, different visual arts forms and a variety of

materials and techniques for visual arts making. They will develop their skills in using verbal language to describe, analyse, communicate, and carry out a dialogue as well as develop a positive attitude for continual exploration and experimentation through the process of making, illustrating and presenting their artistic ideas.

- **Cultivating critical responses**

As students learn to understand works of visual arts, they acquire the abilities to give critical, informed and intelligent responses based on a well-explored background of information about the artwork, the artist, and just as importantly, with reference to their own experience, training, culture and personal judgment.

- **Understanding arts in context**

Students will learn to understand the meaning and value of works of visual arts in their own and other contexts including the art historical, personal, social, cultural, ideological and political.

Teaching Period

10 days cycle, 40minutes per period

	Levels	period
Junior	S1	3 periods in 1 cycle
	S2	3 periods in 1 cycle
	S3	3 periods in 1 cycle
Senior	S4	2 periods in 1 cycle
	S5	2 periods in 1 cycle
	S6	2 periods in 1 cycle (2023-24)

S1-3 Teaching Content

	S1	S2	S3
Draw & Paint Basic Techniques	1. Lines & Marks 2. Still life drawing 3. Basic painting techniques	1. Tone & Texture 2. Life drawing skill 3. Basic design concepts	1. Drawing skills 2. Painting techniques & medias
Visual Arts Knowledge	1. Color theory 2. Visual Language: Balance, symmetry, repetition, texture etc.	1. Color Application 2. Visual Language: Rhythm, space, perspective, scale	Visual Language: Unity, variety & emphasis
Art Appreciation	1. Western Art 2. Local Arts	Chinese &/ Western Arts	Modern &/ Post Modern Arts
Medias Study	1. Craft 2. 2D & 3D design/ 3. Printing/ 4. Ceramic	1. Printing/ 2. Design or Computer art/ 3. Painting with west / Chinese media	1. Painting/ 2. Ceramic/Sculpture/ 3. New Media
Theme Research	Local Culture	Chinese / Eastern Culture	Western & Global issue or topic
Students’ Performance	1. Class performance 2. Assignment performance 3. Online performance	1. Class performance 2. Assignment performance 3. Online performance	1. Class performance 2. Assignment performance 3. Online performance
Activity after lesson	1. In school & Inter school competition or event 2. Visit (Including online) 3. Club activity	1. In school & Inter school competition or event 2. Visit (Including online) 3. Club activity	1. In school & Inter school competition or event 2. Visit (Including online) 3. Club activity

S1-3 Assessment

1 st term	2 nd term	
The average mark of 4-5 Class-works (100%)	The average mark of 1-2 Class-works (30%)	The average mark of 4-5 Class-works (100%)
	Uniform Test (70%)	
↓	↓	↓
30%	20%	50%
	70%	
100%		

VISUAL ARTS Curriculum in SENIOR LEVELS

Senior Curriculum

Besides fostering students' life-long interest in the arts and cultivating positive values and attitudes, Aesthetic Development plays an important role in helping students to lead a healthy life and achieve whole-person development. As no public examinations are required for Aesthetic Development, students can learn the arts in a more relaxing way through appreciating, creating, performing and reflecting.

Suggested Learning Activity

Learning activities can involve diversified art forms such as visual arts and media arts. To complement structured learning in lessons, students may participate in different kinds of activities. For instance,

1. Conducting project learning related to the arts
2. Attending arts seminars/workshops inside or outside school
3. Attending concerts and visiting exhibitions or
4. Participating in exhibitions, performances and competitions
5. Participating in arts learning programs
6. Participating in community arts services

Content Outline in Teaching & Learning

Structured learning time for all target classes

All modules may include arts appreciation, art creative and art critique parts:

1. Through structured lesson 2 periods (40minutes per period) per cycle or extended arts activities,
2. Students will appreciate visual and performance arts with inside or outside school arts activity,
3. Experience various art forms in one academic year; students are required to attend arts training course. The plan suggested operating 3-4 groups with 4 classes.
4. Through conducting of arts events e.g. exhibition, talks, students required to complete arts review, report or achievement with various arts media.

TEACHING CONTENT in SENIOR LEVELS

All modules may include arts appreciation, art creative and art critique parts:

1. Arts Appreciation

Through structured lesson or extended arts activities e.g. exhibition or arts education talks, students will appreciate visual arts. They required to complete arts review or report with various media.

2. Arts Production

Experience at least two various art forms in one academic year; students are required to attend 2 – 4 arts training course. The plan suggested operating 3-4groups (for 4 classes) in one level.
(After the course, students may be divided into groups and required to produce final performance showcase or group project in final.)

3. Arts Performance

There will be no test or examination in the course. After the course, students are divided into groups and are required to produce final performance show or group project. The coursework performance of individual or group will be graded accordingly and counted in the final grading.

Type of Modules: * Core teaching areas (Optional)

Visual Arts	
*Visual Arts	Medias
Painting 繪畫	Digital Art 數碼
Installation 裝置	Video/ Film Art 錄像
Art Appreciation 藝術欣賞	Web Design 網頁設計
Fashion Design 時裝設計	Animation 動畫

S4-6 ASSESSMENT

I) Areas of Assessment

1. Course mark 80% — Average mark from various modules in one academic year
2. Activity mark (Max 20%) — i.e. Club or team activities or competition / special training course/ event etc,
3. Special bonus mark (Max 10%) — i.e. Experiential learning week activity (ELW) or other approval arts training program.

*Annual student performance review and feedback will be conducted.

*Annual report card will issue to student at the end of academic year

II) Assessment Method

1. Course assessment: 20% attendance, 60% Course performance and 10% additional / extension mark. (extension mark may including events or reports related with the course)
2. Activity mark including two parts:
 - i. Inside/ outside school arts competition- maximum 5-10marks i.e. design competition, singing contact, house drama/ dance competition etc.
 - ii. Inside/ outside school arts activity- maximum 5-10marks i.e. Arts tour, arts camp, arts show, in school art service or community arts service etc.

*Remark: Maximun 20 marks for total

3. Special item (Tobe confirmed by the team)
 - i. Arts training organized by school/ groups e.g. Departments and arts groups, 5-10 marks in year,
 - ii. Attend training course organized by outside school organization, 5-10 marks in year with attendance certificate or result.

III) Rating of Assessment

Marking divided into A- F Six Grades :

A >85 B 80 – 85 C 69 – 79 D 61 – 68 E 50 – 60 F < 50

***Remarks:** the result of arts performance will not affect the promotion at the end of school year.

Student with the best performance will invite to be the arts ambassador of school and participate the *S t u d e n t A r t i s t E l e c t i o n* at the end of school year.

崗 藝 教 育

藝術教育課程宗旨

- ✧ 發展創造力、明辨性思考能力和溝通能力，培養美感觸覺和文化意識；
- ✧ 發展藝術技能、建構知識和培養正面的價值觀和積極的態度；
- ✧ 從參與藝術活動中獲得愉悅、享受和滿足；以及
- ✧ 培養對藝術的終身興趣。

藝術教育發展概況

玫瑰崗中學的藝術教育除了能讓學生發揮潛能、培養學生主動學習、提升對藝術的興趣，數十年來已在表演藝術與視覺藝術方面均有出色表現，師生們獲獎無數，成績突出。其中學校曾分別在 2003 年獲香港藝術發展局頒發藝術教育銀獎、2007 年視覺藝術科教師教育局頒發行政長官卓越教師獎(藝術教育領域)及 2011 與音樂科教師獲行政長官卓越教師嘉許獎(藝術教育領域)；2013 及 2015 老師均獲香港藝術發展局頒發優秀藝術教師獎等。現時學校課程除了開設高中視藝科文憑考試課程；亦重視學生的全人發展，在初中設音樂和視覺藝術必修科，高中年級設其他學習經歷藝術課，提供多樣藝術課程予學生發揮藝術潛能；另外在課餘藝術活動方面，為學生提供多元藝術興趣學習及活動。

藝術教育組工作目標

1. 制定校內藝術教育策略，透過常規、非常規及隱性課程為學生提供豐富學習經歷；
2. 協調及促進推行校內藝術教育策略、活動與項目；
3. 跟據學校情況讓創意教育在校內充份發展；
4. 按照教育局指引及校本課程，讓藝術教育課程在校持續平衡發展；
5. 實施及調適各項表演藝術及視覺藝術相關的綜合課程；
6. 善用社區資源發展各項藝術計劃及項目，如藝術大使計劃、藝術家活動及鼓勵同學積極參與校內和校外藝術活動。

初中級視覺藝術課程宗旨

1. 豐富美感和藝術經驗；
2. 加強審美和批判性欣賞能力，以及更具美感和批判性地創作不同形式的視覺藝術作品的能力；
3. 透過自主和開放式探究視覺藝術的學習過程，發展感知能力、共通能力，以及後設認知能力；
4. 探究多元文化視覺藝術，加強對多元視野、文化及跨文化的了解；及
5. 培養個人情操、價值觀與態度，對自己身份的了解及對社區、國家、世界的投入感

學習目標

在課程設計上，本科為學生提供適當和可評估的學習重點和內容，並以不同的課程組織、多樣化的教學策略及評估方式去編訂課程。在設計學習活動時，根據培養創意及想像力、發展技能與過程、培養評賞藝術的能力及認識藝術的情境四個學習目標釐訂學習重點，並將評賞與創作互相配合，以期達到視覺藝術科課程宗旨。

1. 培養創意及想像力

透過參與視覺藝術的創作與評賞，培養學生的想像能力、表現能力及創意；

2. 發展技能與過程

學生學習運用視覺藝術語言，不同表現形式和材料，去嘗試不同視覺藝術媒介的創作。

同時在創作過程中培養以語言描述、詮釋、對話及溝通的技巧，以不斷探究和實驗的態度；

3. 培養評賞藝術的能力

學生學習觀察、描述、分析、解釋和評價視覺藝術作品，並領悟和洞悉藝術作品和視覺現象所傳遞的信息；

4. 認識藝術的情境

學生從不同地域、不同社會文化與不同時代的藝術情境中認識視覺藝術作品的時代意義和藝術價值，並了解視覺藝術與社會文化的關係

教 節 分 配

每一循環周為 10 天 ，每教節為 40 分鐘

	級別	教節
初中	中一	每一循環周 3 節
	中二	每一循環周 3 節
	中三	每一循環周 3 節
高中	中四	每一循環周 2 節
	中五	每一循環周 2 節
	中六	每一循環周 2 節(2023-24)

初中級課程內容

	中一	中二	中三
素描與繪畫 基礎技法	1. 線條與痕跡探索 2. 靜物寫生練習 3. 基本繪畫技巧	1. 調子與質感 2. 寫生練習 3. 基本設計技巧	1. 寫生練習 2. 繪畫進階技法
視覺藝術 知識	1. 色彩原理 2. 視覺語言： 均衡、對稱、重 複、近似、質感	1. 色彩應用 2. 視覺語言： 節奏、動勢、空間、 透視及比例	視覺語言應用： 統一、變化、重點
藝術情境 與名作欣賞	1. 西方藝術 2. 本地藝術	東、西方藝術	現代及當代藝術
媒介研習	1. 手工藝創作/ 2. 平面及立體設計/ 3. 版畫創作/ 4. 陶藝創作	1. 版畫創作/ 2. 平面設計或電腦繪圖 創作/ 3. 繪畫創作- 西方/國畫素材	1. 繪畫/ 2. 陶藝/雕塑 3. 新媒體
專題探討	本土文化	中國/東方文化	西方文化 及世界性議題
學習表現	1. 課堂表現 2. 習作表現 3. 線上表現	1. 課堂表現 2. 習作表現 3. 線上表現	1. 課堂表現 2. 習作表現 3. 線上表現
課後活動：	1. 校內及校外視藝 比賽 2. 課後視藝參觀 (包括網上) 3. 學會活動	1. 校內及校外視藝 比賽 2. 課後視藝參觀 (包括網上) 3. 學會活動	1. 校內及校外視藝 比賽 2. 課後視藝參觀 (包括網上) 3. 學會活動 4. 藝術大使

中一至中三評估

上學期	下學期	
A1	A2	A3
2-3 份日常課業 (100%)	1-2 份日常課業(70%)	3-4 份日常課業 (100%)
	統一測驗 (30%)	
↓ 30%	↓ 20%	↓ 50%
	70%	
100%		

高中視藝學習課程

高中視藝課

高中課程的「藝術發展」，是「其他學習經歷」的重要組成部分。每位學生在高中三年內均享有「藝術發展」學習時間。「藝術發展」不設公開考試，學生通過欣賞、創作、表演及反思活動去學習藝術。

學習活動舉隅

學習活動可包括多樣的藝術形式：視覺藝術和媒體藝術。為配合課堂內的學習，學生可參與不同類型的活動，例如：

1. 進行藝術專題/專項研習；
2. 出席校內、校外的藝術講座；
3. 出席音樂會、參觀展覽；
4. 參與展覽、演出、比賽；
5. 參與藝術培訓計畫 或 參與社區藝術服務

課程推行模式

學生透過視覺藝術欣賞、創作及反思活動進行藝術體驗。學校在三年高中「藝術發展」課程中，將為學生提供多元及可深化的藝術活動。

1. 以每一循環周兩教節（每節 40 分鐘）藝術課(ASD)，提供常規的課堂藝術學習；
2. 配合靈活的課室或校外學習活動，讓學生在真實的情境中認識及欣賞不同類別、媒介的藝術；
3. 透過分年、分班和分組的形式進行活動式學習，每年級設 4 班 3-4 組上課；
4. 藝術教育組將有系統記錄學生在藝術媒界的表現、成績及/或成就。

高中課程內容

教學內容

每年將由教師按照學校情況和學生能力設計不同的藝術課程，內容主要包括藝術欣賞、藝術創作及藝術評論組成。

1. 藝術欣賞

透過結構或延伸藝術課程及活動，如參觀展覽、音樂會欣賞、藝術講座等。學生以視覺藝術或/及表演藝術進行欣賞，並須就參與的項目完成相關反思、報告或論述。

2. 藝術創作

每年以每循環周一至兩教節（每節 40 分鐘）藝術課(ASD)，提供常規的課堂創作體驗課；並於學期終結進行作品展覽或表演。

3. 藝術匯演

課程不設測驗/考試，課堂完結時設有匯演以展示學生於課內完成的學習成果，展示形式不限，但匯演會是課程最後評分部份。

學習單元: * 核心學習部份 (內容只屬建議)

視 覺 藝 術	
*視藝	媒體
Painting 繪畫 Installation 裝置 Art Appreciation 藝術欣賞 Fashion Design 時裝設計	Digital Art 數碼 Video/ Film Art 錄像 Web Design 網頁設計 Animation 動畫

中 四 - 中 六 評 核 機 制

I) 評核範疇

評核依據學生在課內及課外表現，包括：

1. 課堂成績佔(80%)— 每一學年須修讀中四 2-4、中五及中六 (2023-24) 選修 1 個藝術課程
(包括視藝或表演兩個元素)；成績及評級指標將另有清楚說明；
2. 課外活動參與佔(每年最多 20%) — 包括學生在校內校外參與的藝術活動、項目及比賽等……；
3. 額外加分項目 (每年最多加 10%) — 如與藝術相關或藝術教育組認可的校內學會活動如藝術相關的體驗學習週活動；校外私人選修的藝術培訓活動(學生須作預先申請)等。

*每年會有一次學生成績年結，回饋各學生表現；

*每年課程完結都會向學生發佈成績。

II) 評核方法

1. 課堂成績： 將以學生在課內出席與表現 20%、課程習作或考核 60% 及 課程延伸習作/活動額外加 10%。

(課程延伸習作/活動如與課程相關的藝術展覽、戲劇表演、音樂會及表演藝術參與等，學生須於限期內完成筆錄報告，並交予負責教師評核，課程將為學生提供報告表，以便學生完成，詳情將於各課程由教師作指引。)

2. 課外活動參與包括兩類

- i. 校內及/或校外藝術比賽，學生每參加及完成一項，將獲得 5-10 分；如設計比賽、歌唱比賽、社際戲劇比賽等；
- ii. 校內及/或校外藝術活動參與，學生每參加及完成一項，將獲得 5-10 分，如藝術旅遊、藝術營、觀賞藝術表演、校內藝術服務、社區藝術服務等(部份推介藝術活動，學校會為同學作訂票安排)；

*以上兩項總得分，每年最多可獲 20 分。

3. 額外加分項目(最終須由本組審檢後決定)

- i. 參加校內藝術團體或校內藝術培訓項目，如由學科或學會等主辦的項目；每完成一項全年活外活動，將獲取 5 分，每年最多可獲 10 分
或
- ii. 參加校外私人或藝術團體培訓項目，完成每一項目/課程須獲發證書/評級或導師證明以作參考；每完成一項將獲取 5 分，每年最多可獲 10 分。

III) 成績等級

共分下列 A- F 六級：

A >85 B 80 – 85 C 69 – 79 D 61 – 68 E 50 – 60 F < 50

備註：成績高低不會影響學生的升留班，成績優異的同學會被邀請加入校園藝術大使成員/代表，鼓勵參加年度學生藝術家選舉。

Activity Photo in the Class



Media class workshop & activity



Graffiti workshop 2021



STEAM Project & Visit 2018



Talk & Activity

M+ Visit 2020



Graffiti activity 2021 & 2022

