

Visual Art

I. AIMS

1. To develop students' artistic vision so that they can respond intellectually and affectively to visual forms they encounter in the environment.
2. To develop students' visual literacy in using symbols for expressing and communicating complex ideas and abstract concepts in art.
3. To cultivate students' critical thinking through observation, analysis and evaluation of visual forms.
4. To develop students' abilities in problem-solving and decision-making through the creation of art.
5. To empower students to understand that art, technology and society are interdependent.
6. To enhance students' awareness of the unique situation of Hong Kong – its cultural, social, economic and political characteristics.
7. To foster an appreciation of the diverse cultures of mankind through the study of artists and works of art of various places and periods.
8. To nurture students' creativity and to promote aesthetic development for the enrichment of life.
9. To provide the basic knowledge and skills for further studies and future careers in art and design.

II. SITUATIONAL ANALYSIS

A. Strengths

1. The scheme of work and the teaching strategies have been well developed over years.
2. Most of the students are very interested in the subject and this motivates them to learn actively.
3. Since the students do not have to face the pressure of the public examination, they can learn in an easy way.
4. A lot of IT resources can be used to enhance the effectiveness of learning and teaching.
5. The Art lesson has extended to higher forms. It is good for the students can develop their talent.
6. Five Art subjects, including ART & DESIGN, MUSIC, DRAMA, DANCING, MULTI-MEDIA ART, have been integrated in the form three curriculum. The art atmosphere can be enriched in school.

B. Weaknesses

1. Since students cannot take the HKCEE in Art and Design, they may lose the chance to

get better results in public examinations. And, they are unable to further their studies in art.

2. Besides, using English as the medium of instruction, students are difficult to express their feelings and queries about the subject. This impedes their learning.

III. MAJOR CONCERNS 2008-09

| Committee/Subject Major Concerns | Address to School Major Concern |
|--|---------------------------------|
| 1. Acquire the skills in two aspects of the Visual Art Education | C1 |
| 2. Reflect upon the meaning life through the Visual Art curriculum | C1 |
| 3. Develop interest in the Visual Art and be able to learn by themselves for the rest of their life. | C2 |
| 4. Express themselves with confidence and communicate with others effectively. | C2 |
| 5. Broaden their horizons through different learning activities and experience. | C3 |

IV. OPERATIONAL STRATEGIES

| Task | Description | Expected Outcomes | Success Criteria/ Evaluation Method | Time Scale | Resources Required/ Budget | Person-in-charge |
|--|---|---|---|------------------------|---|------------------|
| Major Concern 1: To enhance the use of English inside and outside the classroom | | | | | | |
| 1. EMI policy | Create more chances for Q & A within lessons. | Students can speak in English in public. | Time for lessons is enough. | The whole year | Textbooks, teaching materials | HHY |
| 2. Individual reflection | Complete an evaluation form in English | Students review of what they learnt and acquired. | Students are requested to complete the evaluation form | The end of school term | Evaluation form | HHY |
| Major Concern 2: To strengthen students' confidence and independence in academic and non academic areas | | | | | | |
| 1. Project learning | Form two students have to make an individual project called 'My Visual Art'. | They know more about Art and their own independently through the process. | Students have basic knowledge on some art skills and theories. | The end of school term | Art materials, magazines, etc. | HHY |
| 2. Extra-curricular activities | Teachers encourage students to present their good work and join the competitions. | Students are able to reinforce their confidence and experience success. | To take part in internal performance and off-campus competitions. | The whole year | Information from the external organizations | HHY |
| Major Concern 3: To prepare for the school NSS curriculum; To develop teachers' professionalism | | | | | | |
| 1. Off campus visits | The scope of existing learning activities is widened through visits. | Students experience different learning activities outside school. | Each form has conducted at least one visit if possible. | The whole year | Information from the external organizations | HHY |
| Others | | | | | | |
| 1. Reading to learn | Students are suggested to read 5 books about 5 famous artists. | Students enjoy reading and the reading habit can be established. | There are enough resources in our library. | The whole year | Art books | HHY |
| 2. IT in interactive learning & teaching | Art appreciation can be taught easily through the IT equipment. | Students can learn and appreciate the art work deeply. | The IT equipment is sufficient in Art room. | The whole year | | HHY |
| 3. Integrating moral and civic education | Some topics such as "The rich and the poor" will be added in the subject content. | Through the art making process, their moral standard will be increased. | They can feel love and respect from teachers. | The whole year | Tools for graphic design and painting. | HHY |
| 4. Pedagogical innovations | Use more samples for illustration. | Students can acquire the skills and the theories easily. | Teachers choose the samples wisely. | The whole year | Art books, IT | HHY |
| 5. Catering for learning difference: Upgrading high achievers | Post students' art-work in the corridor to encourage students to do better. | Students can be stimulated and do much better. | There is enough space for posting art-work. | The whole year | | HHY |
| 6. Improving low | Try to understand the | Students will try | Good | The whole | | HHY |

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| achievers | difficulties of them and overcome it with them. | their best for the teacher is always with them. | relationship between teachers and students. | year | | |
| 7. Staff development | Teachers attend the workshops, seminars or talks that are related to Visual Art. | Teachers can equip with more subject knowledge so as to facilitate the students to learn effectively. | Each teacher attends at least 2 workshops or seminars. | The whole year | Information from the external organizations | HHY |
| 8. Assessment policy | There must be an examination / final assignment in the end of term. | Students work on their assessment wholeheartedly. | Grades will be shown on students report cards. | The end of school term | Mark sheet, guidelines for assessment | HHY |
| 9. Administration | All documents should be kept systematically and subject meetings should be held regularly. | Panel members can evaluate time by time and make further suggestions. | Two panel meetings are held and the documents are well-prepared. | The whole year | Relevant documents. | HHY |

V. EVALUATION METHODS ON MAJOR CONCERNS

1. Evaluate the result, performance and the learning attitude of the students by the observation of the teacher during the class over the whole year.
2. Describing personal observation of artwork.
3. Analysing the organisation of things under subject matter and art elements.
4. Interpreting the message of artwork by using information from description and analysis.
5. Judging the quality or success of artwork based on the analysis in the first three stages.

VI. TEAM MEMBERS

Ho Ho Yin Alvin (Subject co-ordinator)