

Visual Arts

Introduction

Visual art offers opportunities for students to:

- expand their creativity and imagination through visual, tactile, and sensory experiences;
- develop practical, technical, and critical skills and use visual and tactile language to communicate their ideas, feelings, and meanings;
- learn to make valued judgments, aesthetic and practical decisions, becoming actively involved in shaping environments;
- explore ideas and meanings in the work of artists, craftspeople, and designers, and interpret an emotional and experiential understanding of arts;
- appreciate the diverse roles and functions of art and design in the contemporary world and in different times and cultures;
- deepen the comprehension and appropriation of contextual information about the time, culture, and inspiring artists/designers.

Objectives

Students will develop skills to be able to:

- explore and develop ideas;
- investigate, make art and design, and refine presentation;
- interpret, evaluate, and progress the visual display to complete the artistic motive.

Students will acquire and apply knowledge and understanding of:

- the visual and tactile qualities of materials and processes, and how these can be manipulated and matched to ideas, purposes, and audiences;
- codes and conventions and how these are used to represent ideas, beliefs, and values in works of art, craft, and design;
- continuity and change in the purposes and audiences of artists, designers, and craftspeople from China and worldwide.

Delivery

Pedagogical Approach

In the process of searching for cultural identity and self-awareness through visual art lessons, students understand the importance of obtaining place-consciousness in the classroom. All students need a meaningful context, a clear purpose, and concrete sensory experience to learn and progress in art and design. The art building is not only a visual experience but also a journey of soul seeking and decision making. These lessons can be learned through researching the various artifacts of human culture. It is essential that students know what visual presentations have been before and that they result from historical, economic, social, and political processes.

Students learn to recognize their roles in an environment to appreciate and understand the relationship between themselves and their surroundings. Many contemporary artists often combine media in multi-sensory works such as installations. These involve the viewers' sense of touch, hearing, and movement through space, as well as sight. By extending teaching and learning to include all the senses, teachers can provide experiences that inspire and engage all learners.

While it is important to establish and develop drawing and painting, all pupils will benefit from working in three dimensions and sculpture, using textile and ceramic processes, and working with digital media. These media and processes teach pupils about tactile qualities and help them to understand the concept of space, the use of rhythm, sound, and sequencing. These exercises offer our students the opportunity to interpret mood and express, use textural layers in materials and sound, and set in context. It also builds students' confidence to suggest and echo ideas. These are skills needed for conventional art forms, commercial design, film making, and alternative art forms such as dance, music, and creative writing.

- **Inquiry learning**

Inquiry learning is a broad term that encompasses a range of learning and teaching strategies through which the teacher encourages students to inquire actively into questions, issues, and problems of interest and concern. Focusing on inquiry typically leads to a crossing of subject boundaries, enabling students to see and develop interconnections among their knowledge constructs. In the inquiry process, students are helped to create a wide range of concepts, skills, strategies, and attitudes through having to analyze issues and working out possible solutions to problems. The product of inquiry is the construction of new knowledge. The success of inquiry learning relies heavily on students' initiative and self-monitoring, contributing to developing the capacity to learn how to learn.

- **Experiential learning**

Experiential learning, which emphasizes students' confrontation with practical, social, personal, or research problems, is recommended for inquiry learning. Experiential learning is a process whereby knowledge is gained through experiences that involve researching, exploring, learning by analyzing, interpreting, evaluating, and reflecting. The experiences are not confined to the classroom. Still, they can include observing natural and living environments, participating in daily-life events, visiting galleries and museums, and experimenting with media, tools, and techniques.

Students usually go through a cycle consisting of the following five phases:

- personal involvement in concrete experience;
- observation, exploration, and research;
- the formation of abstract concepts;
- testing/application in new situations; and
- analysis, interpretation, evaluation, and reflection.

- **Direct instruction**

The use of both inquiry learning and experiential learning does not rule out the need for direct instruction. To guide students in exploring topics or themes for art learning, we demonstrate skills in art-making; provide examples of different approaches or perspectives for appraising a piece of artwork, and describe a critical analysis of a cultural phenomenon to serve as a reference for students. Students' participation in the learning and teaching process is still essential to the effectiveness of this approach. Their minds must actively process any information presented. They will be encouraged to pose questions to clear up confusion and engage in interaction to find out what they know, and do not know, relating to the information that has just been provided.

Curriculum

The visual arts curriculum is designed to constructively and coherently lead each student through a range of practical and intellectual experiences. The units are designed to fulfill the school's aims and satisfy the guidelines laid out by the examining body. The visual arts have innate and flexible qualities. While offering the best approaches, the teachers will modify the curriculum and encourage students to respond, perform, exhibit, and interpret social consequences.

Students will be allowed to explore the different mediums available to them. Besides developing their drawing and painting techniques, 3D sculpture making and ceramics, graphic design, and printmaking, students start to build a sense of cultural identity, connect to the contextual resources, and fully appreciate their forms, value, aesthetics, and tradition.

S4-S6 DSE Art

The two strands of visual arts learning

Visual Art appreciation

Visual arts appreciation and criticism in context refers to all the processes in which students engage in direct response to the sensory appeal and critical appreciation of artwork and art phenomena created by their efforts and those of artists from different contexts. Students are expected to construct knowledge, develop skills of describing visual presentation, analyzing optical structures, interpreting visual messages conveyed, evaluating the visual effectiveness. Furthermore, students enrich their aesthetic/artistic experience, cultivate positive individual and social values and attitudes through visual arts appreciation and criticism in context.

Visual arts making

Art-making involves the conceptual and practical processes in which students integrate, apply knowledge, and experience acquired in visual arts appreciation and criticism in context, record from observation and other means to create a variety of artwork, express moods and feelings, present ideas, and solve problems. Students are expected to display the skills of handling media, materials, and art

language, to enrich their aesthetic and artistic experience, and to cultivate positive individual and social values and attitudes through the learning of visual arts products.

S4

S4 students will explore and acquire formal knowledge (visual language, art forms, media, materials, and techniques), the study of signs and symbols in different contexts, types of image and image development strategies, modes of presentation, knowledge of history, ways of seeing, and experience in context. Students select and study artwork/art phenomena/type of design (e.g., fine art, applied art, popular art, product/graphic/fashion design) from a wide range of Chinese, Western, local and Asian, traditional, modern, and contemporary periods. As a result, they establish an understanding of the availability of visual options.

S5

S5 students will continue to master a theme and start their self-directed studies towards their final portfolio. They can utilize their selected media, such as drawing and painting (oils, watercolor, and acrylic painting), 3D sculpture/ceramics, mixed media, collage, graphics, product design, or fashion display. When exploring ideal themes including Hong Kong/China and one other cultural study, students identify and validate findings, incorporate formal elements with the environmental situation, and create the most effective outcomes.

S6

S6 students will imagine and activate through sensory perception with art techniques accumulated, develop a profound relationship with their objects of creation, understand their place in a cultural context, and appreciate the world around them. The students will document their studies in the final research workbook and refine their visual images from manipulating reality and cultural perspectives by the end of November. Upon their portfolio development, they will feature their visual demonstration in a graduation exhibition. A significant amount of time will be spent on critiquing students' work, giving feedback, and reviewing possible skills/ techniques to adopt towards the public examinations.

Assessment

These are the three primary purposes for assessing students learning in the visual arts.

- . To enable students to understand their progress in learning and achievement, including their strengths and weaknesses.
- . To enable teachers and other educators to evaluate student's progress in learning and achievement to improve Learning and Teaching.
- . To enable parents to understand students' progress in learning and achievement and provide encouragement and support.

Principles to Guide Action in Assessment

Assessment will be undertaken according to several guiding principles:

- Valid evaluation in the arts should be focused on the Four Learning Targets of arts education and their learning objectives.
- Assessment criteria should be made clear to students, prior to assessments, so that they understand what is expected of them. These criteria also explain to parents what is required of students.
- Assessment should also be related, as far as possible, to students' daily lives. Setting genuine problems for students to solve is a key to authentic and meaningful assessment.
- Assessment should be reliable, i.e., designed to yield consistent results across different markers, and within the same quality at other times, etc.
- Assessment should be fair, regardless of the students' gender, abilities, and cultural, socio-economic, and linguistic backgrounds, which can be assisted by having diversified assessment modes.
- Diversified methods of assessment should be used to suit different purposes. They range from the involvement of only one art form to the participation of other key learning areas.
- To give a whole picture of students' learning, both the process and the art-making must be assessed.

The weighting of component parts for S4-S6

The overall grade for the year will be generated from the total of each unit and the self-directed study or exam.

- 1) School-based Assessment (50%)
- 2) Examination (50%)

Assessment criteria

Student's artwork is assessed in accordance with the assessment criteria and rubrics below:

Assessment Criteria	Marks / Rubrics					
	5	4	3	2	1	0
Media, skills and techniques	Demonstrates excellence in manipulating media, skills and techniques / writing skills	Demonstrates proficiency in manipulating media and techniques / writing skills	Demonstrates average competence in manipulating media and techniques / writing skills	Demonstrates limited skills in manipulating media and techniques / writing	Demonstrates minimal skills in manipulating media and techniques / writing	Demonstrates no skills in manipulating media and techniques, / writing
Visual presentation /analysis	Demonstrates an exceptional use / analysis of visual elements and principles of organisation relevant to the theme	Demonstrates an effective use / analysis of visual elements and principles of organisation relevant to the theme	Demonstrates an appropriate use / analysis of visual elements and principles of organisation relevant to the theme	Demonstrates a limited use / analysis of visual elements or principles of organisation relevant to the theme	Demonstrates an unselective use / analysis of visual elements and principles of organisation	Demonstrates a lack of awareness of the use / analysis of visual elements and principles of organisation
Relationship with context	Indicates deep knowledge of personal, aesthetic or cultural context(s) in relation to the theme	Indicates adequate knowledge of personal, aesthetic or cultural context(s) in relation to the theme	Indicates some knowledge of personal, aesthetic or cultural contexts in relation to the theme	Indicates limited knowledge of personal, aesthetic or cultural contexts in relation to the theme	Indicates superficial knowledge of personal, aesthetic or cultural contexts in relation to the theme	Indicates a lack of contextual knowledge

Assessment Criteria	Marks / Rubrics					
	5	4	3	2	1	0
Creativity and imagination / critical thinking skills	Demonstrates imagination, creative and complete ideas / Expresses informed personal view(s) with evidence support or insight	Demonstrates creative ideas and imagination / Expresses justified personal view(s)	Demonstrates ordinary ideas / Expresses personal view(s) with some supports	Demonstrates incomplete ideas / Expresses personal view(s)	Idea(s) are imitated from others / Expresses no personal views	Demonstrates no ideas / views
Overall presentation and communication of theme	Communicates the theme or message in an innovative way with a coherent and complete presentation	Communicates the theme or message effectively with a coherent presentation	Communicates the theme or message clearly with a complete presentation	Communication of the theme or message is incomplete	Communication of the theme or message is inadequate	Fails to communicate the theme or message
Progression of all 3 pieces of work	Shows substantial progression	Shows adequate progression	Shows some progression	Show limited progression	Shows little progression	Shows no progression

Late Submission of work

Our school encourages responsible learning. In the subject, students should submit their completed work punctually according to the schedule. Those submitting the work late may be subject to a mark penalty. Students failing to submit work for an assessment without legitimate reasons will get a zero mark in the assessment.

The parents' and teachers' roles in students' learning.

Visual Arts Teachers

- Keep abreast of the latest changes in curriculum, learning, and teaching strategies and assessment practices;
- Contribute to the development, implementation, and evaluation of the school-based visual arts curriculum;
- Develop students' full potential and motivate them to learn art, and promote effective and independent learning; and
- Participate actively in professional development, peer collaboration, and professional exchange.

Parents

- Support the development of the school-based visual arts curriculum; and
- Share the values of art education and encourage their children to pursue the study of art.