

# **Arts Education Key Learning Area: Visual Arts**

## **Curriculum Framework of National Security Education (2025)**

### **Introduction**

This Curriculum Framework<sup>1</sup> illustrates in tabular form how learning in Visual Arts can be connected to related learning elements of national security education. To cater to students’ abilities and learning needs, this Curriculum Framework is divided into four key learning stages, allowing students to learn progressively and facilitating schools in planning the learning content of national security education. Schools should integrate national security education into the curriculum planning and learning and teaching of this subject through “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom” and “whole-school participation”. In addition, schools should also refer to the *Curriculum Framework of National Security Education in Hong Kong (2025)* and other relevant curriculum documents to implement national security education more effectively.

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<sup>1</sup> The content of this framework is set out in the form of examples. Schools should adopt or adapt the relevant suggestions based on students’ learning needs and abilities.

## **1. Overall Teaching Foci**

- 1.1 The Arts Education KLA includes Music, Visual Arts, Senior Secondary Music Elective and Senior Secondary Visual Arts Elective. Throughout the four key learning stages of the Hong Kong primary and secondary school curriculum, students participate in regular and structured arts learning activities both within and beyond the classroom. In key stages 1-4, the Arts Education curriculum is implemented through Music and Visual Arts lessons. Key stage 4 also includes “Aesthetic Development in Other Learning Experiences”, which covers lessons and learning generally related to arts education. The four learning targets of the Arts Education KLA are: developing creativity and imagination, developing skills and processes, cultivating critical responses, and understanding arts in context.
- 1.2 Through participating in arts activities or studying arts topics such as our national anthem, Chinese calligraphy, traditional Chinese instrumental music and Chinese ink painting, students can learn about and inherit Chinese culture and foster a sense of national identity. Understanding our country’s artistic and cultural development enhances students’ understanding of our country, cultivates a sense of belonging to the country and builds a sense of patriotism.
- 1.3 Students should understand their rights and obligations when participating in arts activities. Through ongoing participation, they should derive pleasure, enjoyment and satisfaction from participating in these activities, foster a lifelong interest in the arts and become responsible citizens who contribute to society, our country and the world.
- 1.4 Based on the learning targets and content of the various strands, teachers can help students understand, inherit and promote the fine traditional culture of the Chinese nation to safeguard cultural security.

## 2. Learning Foci

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 1 (Lower Primary)]</b>		<b><i>Curriculum Framework of National Security Education in Hong Kong (2025)</i></b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<ul style="list-style-type: none"> <li>Learn about the appearance of our country's capital and important cities through art appreciation and criticism, and art making, recognising how art is intrinsically linked to daily life</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate artwork inspired by the scenery and architecture of our country's capital and important cities, e.g. Wu Guan-zhong's (吳冠中) <i>Rice Paddies of Sichuan</i> (《四川水田》), <i>A Small Town in the South</i> (《江南小鎮》), or <i>Reminiscences of Hangzhou (A Bridge)</i> (《憶杭州(橋)》), study the visual elements and principles of organisation of these works, and make art by integrating life experiences and memories</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Build a basic knowledge of our country (e.g. know the full name of our country, the names of our capital and important cities, our common language and writing, national symbols and signs, and important festivals and commemorative days, such as National Day)</li> <li>1.7 Learn about some major fields of national security covered by a holistic approach to national security</li> </ul>

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 1 (Lower Primary)]</b>		<b><i>Curriculum Framework of National Security Education in Hong Kong (2025)</i></b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
		<ul style="list-style-type: none"> <li>• Related major field of national security: Homeland Security</li> </ul>
<ul style="list-style-type: none"> <li>• Learn about our country's natural geography through art appreciation and criticism, and art making</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate landscape paintings, e.g. Walasse Ting's (丁雄泉) <i>Landscape</i> (《山居圖》), or <i>Landscape at Dusk</i> (《彩霞山水》), drawing inspiration from our country's natural landscapes, e.g. the Northeast Plains, or the Himalayas. Integrate personal experiences and apply visual elements and principles of organisation observed in these works to make art, e.g. imagining a</li> </ul>	<ul style="list-style-type: none"> <li>• 1.4 Have a preliminary understanding of our country's physical geography</li> <li>• 1.7 Learn about some major fields of national security covered by a holistic approach to national security</li> <li>• Related major fields of national security: Cultural Security, Ecological Security</li> </ul>

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 1 (Lower Primary)]</b>		<b><i>Curriculum Framework of National Security Education in Hong Kong (2025)</i></b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	journey to such locations and the view from above	
<ul style="list-style-type: none"> <li>Learn about traditional Chinese customs through art appreciation and criticism, and art making, connect life experiences and apply them to make art</li> </ul>	<ul style="list-style-type: none"> <li>Study traditional Chinese customs through art, reinterpret them with modern approaches and integrate them into everyday contexts for art making, e.g. designing “Fai Chun” (揮春) by combining zodiac animals with calligraphic characters, or reinterpreting the “three hares with conjoined ears” (三兔共耳) motif for designing lantern patterns, to learn about the long-standing Chinese traditional customs</li> </ul>	<ul style="list-style-type: none"> <li>1.3 Have a preliminary understanding of the profound and long-standing history of Chinese culture; and learn that it is the responsibility of all citizens to cherish and inherit Chinese culture, building cultural confidence</li> <li>1.7 Learn about some major fields of national security covered by a holistic approach to national</li> </ul>

<b>Arts Education Key Learning Area: Visual Arts [Key Stage 1 (Lower Primary)]</b>		<b><i>Curriculum Framework of National Security Education in Hong Kong (2025)</i></b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<ul style="list-style-type: none"> <li>Through appreciating our country's intangible cultural heritage, e.g. Dunhuang art and paper-cutting, make artwork inspired by real-life contexts, thereby learning about their value and developing an awareness of the need to cherish and inherit Chinese culture</li> </ul>	<ul style="list-style-type: none"> <li>Through appreciation of Dunhuang murals, learn about ancient lifestyles through the paintings, study their visual elements and principles of organisation, and make artwork by integrating real-life contexts, e.g. imagining the clothing styles or transportation conditions of the past</li> </ul>	<ul style="list-style-type: none"> <li>security</li> <li>Related major field of national security: Cultural Security</li> </ul>
<ul style="list-style-type: none"> <li>Through art appreciation and criticism, and art making in real-life contexts, guide students to cherish the animals and environment of our country or Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate artwork that depicts the relationships between humans and animals, e.g. Feng Zikai's (豐子愷) <i>Cat</i> (《小貓》) and <i>The Friendly Cat</i> (《小貓親人》), study the visual elements and</li> </ul>	<ul style="list-style-type: none"> <li>1.7 Learn about some major fields of national security covered by a holistic approach to national security</li> <li>1.20 Love our country, Hong Kong,</li> </ul>

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 1 (Lower Primary)]</b>		<b><i>Curriculum Framework of National Security Education in Hong Kong (2025)</i></b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	principles of organisation of these works, and make artwork based on the current situation of our country or Hong Kong, e.g. depicting a story about Hong Kong's giant panda comforting a child	and the community; and be willing to strive for the security of Hong Kong <ul style="list-style-type: none"> <li>• Related major fields of national security: Cultural Security, Ecological Security</li> </ul>

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<ul style="list-style-type: none"> <li>Through art appreciation, and criticism, and art making, learn about the artists in Chinese art history who infused the essence and values of Chinese culture into their artwork and promoted Chinese culture through their art</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the artwork of Feng Zi-kai (豐子愷), study the visual elements and principles of organisation of them, and make artwork with texts and images around specific theme(s), e.g. one of the twelve priority values and attitudes, in the context of campus life scenarios</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Learn about the important historical events of our country, the contributions of important national figures, and their patriotic spirit; and cultivate an awareness of safeguarding national unity and ethnic solidarity</li> <li>Related major field of national security: Cultural Security</li> </ul>

<p style="text-align: center;"><b>Arts Education Key Learning Area: Visual Arts</b>  <b>[Key Stage 2 (Upper Primary)]</b></p>		<p style="text-align: center;"><b>Curriculum Framework of National Security Education in Hong Kong (2025)</b></p>
<p style="text-align: center;"><b>Learning Objectives (Examples)</b></p>	<p style="text-align: center;"><b>Learning Activities (Examples)</b></p>	<p style="text-align: center;"><b>Related Learning Elements / Major Fields of National Security (Examples)</b></p>
<ul style="list-style-type: none"> <li>• Appreciate artworks featuring motifs and cultural symbols that represent our country and learn the spiritual meanings behind them, e.g. plum blossoms, orchid, chrysanthemum and bamboo, symbolise noble character, cloud patterns signify auspicious omens</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate Chinese art and experience its humanistic sentiments, e.g. appreciate the stationery art (箋紙) in the <i>Ten Bamboo Studio Letter Papers</i> (《十竹齋箋譜》), learn how the ancient people expressed their emotions by drawing patterns on paper, study the visual elements and principles of organisation of these works, and make artworks by integrating real-life contexts, e.g. making postcards by printmaking, employing cultural symbols to convey messages, and sending blessings to Primary 6 graduates</li> </ul>	<ul style="list-style-type: none"> <li>• 2.2 Learn about and appreciate the fine traditional Chinese culture and traditional wisdom, building cultural confidence and an awareness of inheritance; and take pride in being Chinese</li> <li>• Related major field of national security: Cultural Security</li> </ul>

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<ul style="list-style-type: none"> <li>• Through participation in various art activities (art making, art appreciation and criticism, exhibition visits and competitions), learn to follow rules, and cultivate attitude of respecting others and teachers, self-discipline and adherence to regulations, and caring for public property and the campus</li> </ul>	<ul style="list-style-type: none"> <li>• Use tools according to teachers' instructions during art making, taking into account personal and others' safety</li> <li>• Evaluate peers' artwork with appropriate attitude and language</li> <li>• Follow venue guidelines and respect public property when visiting art exhibitions</li> <li>• Comply with competition rules when participating in art making competitions</li> </ul>	<ul style="list-style-type: none"> <li>• 2.18 Learn to respect the law and regulations of our country and Hong Kong; and uphold a law-abiding attitude and behaviour in daily life</li> </ul>

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<ul style="list-style-type: none"> <li>By understanding the messages and values conveyed through artworks, learn to care for oneself, one's family, society, our country and nature</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate artwork of Hong Kong ceramic artists, e.g. Li Wei-han (李慧嫻), Tse Suk-ting (謝淑婷) and Wan Lai-kuen (尹麗娟), that incorporate messages of care, study the visual elements and principles of organisation of these works, then make three-dimensional artworks themed around “care” by integrating real-life contexts</li> </ul>	<ul style="list-style-type: none"> <li>2.20 Care for oneself, family, society, our country and nature; and contribute to safeguarding national security</li> </ul>

<p style="text-align: center;"><b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 3 (Junior Secondary)]</b></p>		<p style="text-align: center;"><b>Curriculum Framework of National Security Education in Hong Kong (2025)</b></p>
<p style="text-align: center;"><b>Learning Objectives (Examples)</b></p>	<p style="text-align: center;"><b>Learning Activities (Examples)</b></p>	<p style="text-align: center;"><b>Related Learning Elements / Major Fields of National Security (Examples)</b></p>
<ul style="list-style-type: none"> <li>• Appreciate the artistic and cultural treasures that witnessed thousands of years of Chinese civilisations, learn about the social and cultural landscapes of different dynasties from various perspectives and understand the progression of Chinese culture</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate Dunhuang art, learn about the social landscape of our country across different periods and its underlying cultural significance through analysis and comparison, e.g. cultural exchanges between our country and the West, ancient colour applications, or the symbolic meaning of Zaojing (藻井). Subsequently, focus on exploring specific themes, e.g. costume design, decorative patterns, or furniture design, and integrate these insights and real-life experiences into design making</li> </ul>	<ul style="list-style-type: none"> <li>• 3.1 Learn about the origin of Chinese culture with unity in diversity, development of the Chinese nation, important historical events, political changes, deeds of historic figures, and social and cultural features, cultivating an affection for and sense of belonging to our country</li> <li>• Related major field of national security: Cultural Security</li> </ul>

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 3 (Junior Secondary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<ul style="list-style-type: none"> <li>Leverage online resources provided by the official websites of our country’s art institutions, e.g. Digital Dunhuang and the Palace Museum, for art appreciation and criticism, and art making, thereby learning about our country’s achievements in applying technology to cultural preservation</li> </ul>	<ul style="list-style-type: none"> <li>Utilise the “Panoramic Palace Museum” (全景故宮) on the Palace Museum’s official website to experience the grandeur of the Forbidden City’s architecture. Appreciate and analyse how the architectural design of the Forbidden City, e.g. structure, colours and naming, embodies the spirit of Chinese culture, e.g. the concept of harmony between humanity and nature</li> <li>Appreciate map designs of various artists and illustrators, and learn the visual language of map design. Design a campus map with mixed media to depict</li> </ul>	<ul style="list-style-type: none"> <li>3.5 Learn about our country’s development and achievements in areas such as the economy, national defence, society, culture, science and technology, healthcare, transportation infrastructure, ecological conservation, bioengineering, aerospace, thereby enhancing our national pride</li> <li>Related major field of national security: Cultural Security</li> </ul>

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 3 (Junior Secondary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	<p>the interpersonal relationships in the school campus or express expectations for campus life</p>	
<ul style="list-style-type: none"> <li>Through appreciating and making Chinese art, e.g. Chinese calligraphy, Chinese ink painting or seal carving, learn about the profound meanings and spiritual significance embedded in these traditions, thereby deepening the understanding of the vastness and depth of Chinese culture, fostering an affection and respect for it. These are then translated into one’s artwork</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate Chinese literati paintings featuring landscapes, e.g. artworks of Mi Fu (米芾) and Mi You-ren (米友仁), collectively known as the “Two Mis” (「二米」), analyse how brushwork conveys imagery, e.g. using “Mi-style dot-and-stroke texture” (米點皴) to depict shifting mists and clouds in the mountains, and the underlying meanings, e.g. both artists aimed to express their</li> </ul>	<ul style="list-style-type: none"> <li>3.2 Learn about the inheritance and development of our country’s excellent traditional culture across various dimensions (e.g. tangible, institutional and spiritual), thereby strengthening cultural confidence</li> <li>Related major field of national security: Cultural Security</li> </ul>

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 3 (Junior Secondary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	<p>inner feelings through objects, using misty landscape as spiritual anchors embodying the Taoist (道家) concept of “qi” (「氣」)</p> <ul style="list-style-type: none"> <li>• Apply learnt knowledge and skills to make artwork, e.g. selecting scenes that embody “qi”, infusing feelings into landscape through painting to express personal sentiments</li> </ul>	

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 4 (Senior Secondary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<ul style="list-style-type: none"> <li>Understand the concept of the Chinese nation through exploring the arts of ethnic minorities beyond the Han Chinese</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the costumes of our country's ethnic minorities. By analysing the designs of each ethnic group, e.g. tailoring, colour, totemic patterns, accessories and materials, gain a basic understanding of their local economic activities, climate, geography and cultural history, etc.</li> <li>Select and research information about an ethnic minority group. Design cultural and creative products that showcase its distinctive cultural characteristics and fit for specific contexts, e.g. for exhibition and sale at the Hong Kong Palace</li> </ul>	<ul style="list-style-type: none"> <li>4.1 Learn about the composition of the Chinese nation, and the concepts of Chinese nationality and Chinese citizenship</li> <li>Related major field of national security: Cultural Security</li> </ul>

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 4 (Senior Secondary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	Museum	
<ul style="list-style-type: none"> <li>Understand our country's achievements in arts and culture through learning Chinese contemporary art</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate and understand contemporary art that employs found objects as artistic media, e.g. Xu Bing's (徐冰) use of silk, Zhu Jin-shi's (朱金石) and Lam Ka-yu's (林嘉裕) use of bamboo. Explore the physicality, cultural significance, and connections to contemporary art and culture of these found objects</li> <li>Select found objects with aesthetic qualities and symbolic significance to Chinese culture for art making,</li> </ul>	<ul style="list-style-type: none"> <li>4.5 Further understand and care about the achievements of our country in various aspects (e.g. society, economy, national defence, environment, diplomacy, technology, healthcare, transportation and infrastructure), and have pride in our country's achievements</li> <li>Related major field of national security: Cultural Security</li> </ul>

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 4 (Senior Secondary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	demonstrating a positive attitude toward cultural heritage and innovation	
<ul style="list-style-type: none"> <li>Through an in-depth understanding of Chinese culture and art, experience its cultural essence and spirit, and interpret it from a contemporary perspective to inherit and promote Chinese culture</li> </ul>	<ul style="list-style-type: none"> <li>Study Chinese calligraphers and appreciate different script styles, e.g. regular script (楷書) in the <i>Diligence Monument</i> (《勤禮碑》), or clerical script (隸書) in the <i>Cao Quan Monument</i> (《曹全碑》), or cursive script (草書) in the <i>Seventeenth Day of the Month</i> (《十七帖》). Analyse brushwork, character structure and composition across styles</li> <li>By meticulous copying of calligraphy models, experience the spiritual journey</li> </ul>	<ul style="list-style-type: none"> <li>4.3 Learn and recognise that safeguarding cultural security is a fundamental basis for maintaining national and ethnic unity, and national stability; and that equality and mutual learning among the cultures of different nations should be promoted</li> <li>Related major field of national security: Cultural Security</li> </ul>

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 4 (Senior Secondary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	<p>of calligraphers, observe the distinctive characteristics of various script styles, and thereby explore the psychological impressions evoked by each style. Express one’s personality and ideas through calligraphy (including composition of short phrases, choice of styles and spatial arrangement)</p>	
<ul style="list-style-type: none"> <li>Through comparing Chinese and Western art, learn about the cultural characteristics around the world, broaden one’s worldview, and learn to respect different cultures</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and compare designs objects across Chinese and Western cultures from multiple perspectives, e.g. examining similarities and differences in traditional</li> </ul>	

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 4 (Senior Secondary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	chair designs, to gain an understanding of distinct cultural characteristics <ul style="list-style-type: none"> <li>• Employ symbolic elements in design to convey both instrumentality and cultural messages</li> </ul>	
<ul style="list-style-type: none"> <li>• Through art appreciation and criticism, and art making, learn about Hong Kong and experience its charm, thereby fostering a deep affection for the city</li> </ul>	<ul style="list-style-type: none"> <li>• Research a Hong Kong building that embodies both heritage and modernity, e.g. Kai Tak Sports Park, Hong Kong International Airport, Viva Blue House, Jao Tsung-I Academy, to explore their design concept and how it reflects Hong Kong's development. Take photos of the building employing various techniques,</li> </ul>	<ul style="list-style-type: none"> <li>• 4.20 Assume our national responsibilities consciously, be patriotic and love Hong Kong, jointly safeguard national sovereignty, security and development interests; and contribute to the prosperity and</li> </ul>

<b>Arts Education Key Learning Area: Visual Arts</b> <b>[Key Stage 4 (Senior Secondary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Objectives (Examples)</b>	<b>Learning Activities (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	e.g. time-lapse, double exposure, to showcase the architectural beauty and Hong Kong's prosperity	stability of our country and Hong Kong <ul style="list-style-type: none"> <li>• Related major field of national security: Cultural Security</li> </ul>

### **3. Suggested Learning and Teaching Activities (Examples) (Lower Primary to Senior Secondary)**

The following are merely examples. Teachers can design appropriate activities based on the school context and subject characteristics to promote national security education.

#### ✧ **Classroom learning**

- See Learning Activities (Examples) in the table above

#### ✧ **Competitions**

- Participate in arts learning activities related to Chinese culture organised by the Arts Education Section of the Curriculum Development Institute of the Education Bureau. Examples of past activities include:
  - Exhibition of Student Visual Arts Work (Chinese Calligraphy Award and Chinese Ink Painting Award) (lower primary / upper primary / junior secondary / senior secondary)
  - Stories of the Hong Kong Palace Museum Treasures – Picture Book Creating Competition (lower primary / upper primary)
  - Stories of the Hong Kong Palace Museum Treasures – Handmade Picture Book Creating Competition (junior secondary / senior secondary)
  - “Stitchable Chinese Arts” Fashion Design Competition and Catwalk Show (lower primary / upper primary / junior secondary / senior secondary)
  - “Fabulous China-chic” Inter-school Design Competition (junior secondary / senior secondary)

- “Calligraphy 1000” – Celebrating the Founding of the People’s Republic of China (lower primary / upper primary / junior secondary / senior secondary)

✧ **Visits**

- Visit exhibitions related to Chinese culture and art, e.g. the Hong Kong Museum of Art, the Hong Kong Palace Museum and the Hong Kong Heritage Museum, to broaden students’ artistic horizons and cultivate an interest in Chinese culture and art

✧ **Exchanges with the Mainland**

- Participate in Mainland exchange programmes, e.g. Xi’an, Dunhuang and Beijing, where students deepen their learning of Chinese culture through life-wide arts learning activities while gaining an understanding of our country’s geography, history, and the current state of its culture and art

*Disclaimer:*

- *In case of any discrepancy in the meaning of wording between the English text and the Chinese text, the Chinese text shall prevail.*