

## **Applied Learning (Senior Secondary Level)**

### **2019 -21 cohort**

#### Learning and Teaching

**Subject Title** : **The Essentials of Theatre Arts**  
**Area of Studies** : **Creative Studies**  
**Course Provider** : **The Hong Kong Academy for Performing Arts**

In The Essentials of Theatre Arts, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in theatre arts.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures and workshops on Major Studies, Contextual Studies, Performing Skills and Theatre Production) and eye-opening opportunities to experience the complexity of the context (e.g. visits to performance venues, rehearsals and performances in the Academy's School of Drama, and meeting with artists and staff of the professional or community drama companies).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. utilising bodily movements to create a solo work that demonstrates emotion expressions, characterisation and stage movement techniques, and presenting a creative story or design concept and practice in small groups that demonstrates the drama elements of Who, What and Where).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation (e.g. written review to reflect and discuss a theatre production with personal opinions so as to demonstrate the ability to evaluate the content and presentation of a production and make recommendations for devising new play scripts and improving the production arrangement). Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. the intensive drama day camp where students are guided to work collaboratively for a drama performance as playwrights, actors or backstage team members, students get involved in play script devising, theatre production, design, rehearsals and performance in a professional performance venue).

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#### Curriculum Pillars of Applied Learning in Context – The Essentials of Theatre Arts

Upon completion of the subject, students should be able to:

- construct critical responses, appreciation and creative thinking skills through learning-by-practicing during theatre productions, and understand the requirements of the industry;
- integrate creative, imaginative and reflective skills to apply to performance and creation;
- apply interpersonal skills and team building skills through rehearsal, group projects, collaborative tasks and showing;
- develop self-confidence and self-esteem through effective self-expression in drama and theatre activities;
- appraise the work ethics and demonstrate positive values and attitudes related to theatre arts industry; and
- develop self-understanding for further studies and career development in the related field.

Through the specific contexts related to the subject, students have different learning opportunities, for example:

#### **1. Career-related Competencies**

- observe the work ethics in performing arts and theatre and entertainment arts;
- recognise the general trend and features of the local theatre industry;
- identify the roles of performers and backstage team in a theatre production;
- employ knowledge and practical skills effectively in making and performing drama;
- employ various concepts and terminology used in the drama and theatre field through visits to theatre venues, professional performances, meet-the-artists and participation in the rehearsals and performance in a theatre production (final presentation); and
- identify the possible further study and career pathways including local or overseas post-secondary courses in drama, theatre or production management, etc.

## **2. Foundation Skills**

- demonstrate effective communication skills in verbal and non-verbal forms (e.g. body language) through training in theatre games, acting exercises and dramatic improvisations, operation of theatre technology;
- demonstrate effective presentation and verbal skills in speech-making activities, oral presentation and organisation of design concept and planning of stage management;
- create and analyse a play script to communicate ideas, message and theme;
- apply information technology skills in researching theatre architecture development and collecting information for drama performance reviews; and
- apply mathematical and information technology skills in researching theatre technology and design.

## **3. Thinking Skills**

- apply the knowledge of theatre arts and performing skills to create different characters, improvisations and exercises;
- apply problem-solving and decision-making skills and creative thinking skills to create play scripts and characters in class presentations and final performance;
- analyse the impact of social and cultural development on drama and theatre; and
- analyse structures and development of themes in different plays or selected scenes to develop concepts in how dramatic elements work in the art form.

## **4. People Skills**

- employ effective interpersonal, collaborative and team building skills in improvisations, scene work and division of labour in final presentation;
- demonstrate self-reflection skills in performance upon receiving feedback from tutors and classmates during various learning activities and practice focusing on self-discovery; and
- demonstrate self-management skills through the preparation of assessments (e.g. drama performance reviews and property making) and group presentation (e.g. scene work and light and sound).

## **5. Values and Attitude**

- observe work ethics related to the industry and show enthusiasm and motivation;
- show positive attitude and willingness to learn by keeping abreast of the latest theatre trend;
- recognise the importance of perseverance and transparency by recognising that plagiarism and copying of play scripts, performance reviews or design concept without permission are inimical to creativity; and
- demonstrate self-confidence when presenting creative ideas (e.g. showing a character or design concept) and receptive to advice or criticisms.