

Applied Learning
2026-28 Cohort; 2028 HKDSE

Item	Description
1. Course Title	The Essentials of Theatre Arts
2. Course Provider	The Hong Kong Academy for Performing Arts
3. Area of Studies/ Course Cluster	Creative Studies/ Performing Arts
4. Medium of Instruction	Chinese
5. Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none">(i) construct critical responses and ability of appreciation, enhance creative thinking skills through learning-by-practice during theatre productions, and understand the requirements of the industry;(ii) integrate creative, imaginative and reflective skills to apply to performance and creation;(iii) apply interpersonal skills and team building skills through rehearsal, group projects, collaborative tasks and showing;(iv) develop self-confidence and self-esteem through effective self-expression in drama and theatre activities;(v) demonstrate a basic understanding of the work ethics and demonstrate proper values and attitudes related to theatre arts industry; and(vi) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure

Core Modules (108 hours)

The Fundamentals of Theatre Acting (89 Hours)

- ◆ Foundation of acting
 - Theatre games and practice
 - Scene works
 - Voice
 - Movement
 - Improvisation
- ◆ Play reading, analysis and writing
- ◆ Theatre genres and performance style

Understanding Theatre Industry (19 Hours)

- ◆ Development and prospects of local theatre industry
 - Hong Kong theatre history
 - Introduction of theatre organisations and production (Meet-the-Artist/ Organisation visit)
 - Further study and career development
- ◆ Drama appreciation and criticism
- ◆ Reflection for practice and development

Elective Modules (72 hours)

(Intensive Drama Day Camp)

Elective (1): Devising Theatre

- Theatre games and practice
- Concept development
- Script creation
- Rehearsals and performance
- Reflection for practice and development

This elective focuses on creation of play. It uses the method of “brainstorming” to develop concepts, themes or stories. Through process of creation, experiments, revision, rehearsal and script arrangement, a final performance text and production is collectively created. Students will apply these devising skills, from scratches to completion of production, to develop their performance skills.

Elective (2): Repertory

- Theatre games and practice
- Play reading and analysis
- Character analysis
- Rehearsals and performance
- Reflection for practice and development

This elective focuses on play reading and analysis, as well as character analysis. Students will adapt a repertoire for their own presentation. The repertoire can be a musical, a modern play, or a classic. Students will learn adaptation and develop their performance skills.

7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.

Possible further study and career pathways

Further studies

- e.g. courses related to dance, drama, theatre and entertainment arts, media arts and design, musical theatre, and cultural policy and management

Career development

- e.g. industries related to theatre creation and performance, production and stage management, arts administration, drama education, cultural media and critics, film, entertainment

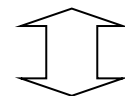
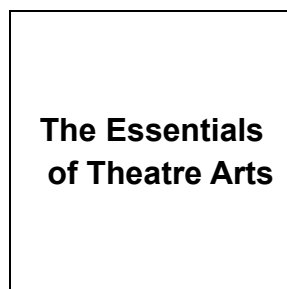
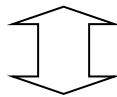
Complementarity with core subjects and other elective subjects

Enhancing and enriching, e.g.

- enhance reading, writing, listening, and speaking skills in **Chinese Language** and develop aesthetic judgment and sentiment in **Chinese Literature** through learning play reading, analysis and writing
- enhance and reinforce knowledge learnt from **Personal, Social and Humanities Education** and **History** by interpreting world drama through the lens of history, society and culture

Expanding horizons, e.g.

- students taking in **Physics, Chemistry, Biology, Economics, Geography** and/or **History** may broaden their knowledge in performing arts (e.g. theatre production, playwriting) by taking this course



Relations with other Areas of Studies/ courses of Applied Learning

e.g.

Creative Studies

- the knowledge of the fundamentals of dance and production of dance performance can contribute to and be transferred to the performing skills required in theatre arts
- the play writing knowledge can be applied to courses of media arts

Media and Communication

- the knowledge of theatre production can be applied in the film and video production. The students are also capable of performing and writing scripts for the shooting

Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **Chinese Language Education** and **English Language Education** – reading, writing, listening, speaking, literature, communication skills
- **Arts Education** – creativity and imagination, skills and processes, critical responses, understanding arts in context, aesthetic appreciation
- **Personal, Social and Humanities Education** – moral and social values
- **Physical Education** – human body, movement analysis

8. Learning and Teaching

In this course, 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. workshops, lectures, rehearsal and performance) and eye-opening opportunities to experience the complexity of the context (e.g. meet-the-artist, organisation visit, viewing professional performances).

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 body 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 given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. intensive day camp where students are guided to work collaboratively for a drama performance).

9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

(i) **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 basic knowledge and practical skills in making and performing drama effectively;
- 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 stage presentation); and
- plan a personal roadmap to articulate to different levels of qualifications in drama, theatre or production management related professions.

(ii) **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 and oral presentation of design concept;
- create and analyse a script to communicate ideas, messages and theme; and
- apply information technology skills in researching theatrical architecture design and collecting information for drama reviews.

(iii) **Thinking Skills**

- apply the knowledge of theatre arts and performing skills to create different characters, improvisations and exercises;
- apply problem-solving, decision-making skills and creative thinking skills to create scripts and characters in class practice and final stage presentation ;
- 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.

(iv) **People Skills**

- employ effective interpersonal, collaborative and team building skills in improvisations, scene work, group presentation and division of labour in final stage presentation;
- demonstrate self-reflection skills upon receiving feedback from course tutors and peers during various activities and practice; and
- demonstrate self-management skills through the preparation of assessments (e.g. drama performance reviews) and group presentation (e.g. scene work)

(v) Values and Attitudes

- demonstrate a basic understanding of the work ethics related to the theatre arts industry and show enthusiasm and motivation;
- demonstrate proper attitude and willingness to learn by keeping abreast of the latest theatre trend;
- respect the originality of scriptwriting and understand intellectual property rights associated with the protection of design concepts; and
- demonstrate self-confidence when presenting creative ideas (e.g. interpret a character) and receptive to advice or criticisms.