

FAQ of the SS Visual Arts

Q1. Why do you need to study Visual Arts?

A : Studying Visual Arts enables students to:

- enrich their aesthetics and arts experiences;
- strengthen their abilities to appreciate and create various forms of visual arts work aesthetically and critically;
- develop perceptual abilities, generic skills, multiple perspectives and metacognition through autonomous and open-ended processes of enquiry in art learning;
- enhance cultural and cross-cultural understanding through exploration of the art of diverse cultures;
- cultivate personal refinement, positive values and attitudes, self-identity and a sense of commitment towards the community, the nation and the world; and
- acquire a foundation for pursuing education and career opportunities in the art and creative industries.

Q2 How can the subject help you for your future?

- A:**
- Visual Arts connects flexibly and well with areas such as humanities, technology, science, economics, commercial management and languages in widening the scope of students' further studies and future careers. Examples of related fields include art creation, arts administration, art critique, arts education, mass media, film and video production, advertisement, fashion, image, product and architectural, as well as other professions relevant to creative industries.
 - The skills and abilities developed through studying art can be applied in many aspects of daily-life and work. For example, making use of visual language enhances communication skills especially in the digital age with mass visual information; heightened sensitivity and observation skills enable students to pay greater attention to fine visual details; and nurturing of personal taste contributes to enhance the quality of life.

Q3 The scope of learning in the proposed curriculum is broad. Will any specific learning content be provided?

- A:**
- Knowledge is fundamental to the development of abilities, while the purpose of gaining knowledge is to transform it into abilities. The Visual Arts curriculum is a 'competence-based curriculum', which emphasises the development of students' abilities of art making, and art appreciation and criticism, perceptual abilities, generic skills, metacognition, as well as enhancement of their cross-culture understanding. Based on the central curriculum, teachers and students may flexibly select learning and teaching materials to cater for students' diverse learning needs, e.g. interest, culture and ability.
 - The learning content of this subject, i.e. knowledge and skills (such as formal knowledge and ways of presentation) are stipulated in "Learning Objectives

and Opportunities” of the *Visual Arts Curriculum and Assessment Guide (S4-6)* (p.11).

Q4 Students’ abilities in art appreciation and criticism are already assessed in the SBA, why should the assessment in art appreciation and criticism be kept in the Public Examination?

- A:**
- There are two learning strands in the Visual Arts curriculum, i.e. *visual arts appreciation and criticism* and *visual arts making*. To align assessment with curriculum, students’ abilities in these two strands should be assessed both in the Public Examination and SBA. Besides, as a senior secondary subject for public assessment, and taking into consideration of international benchmarking, this arrangement in assessment is deemed appropriate.
 - The breadth and depth in assessing students’ abilities in art appreciation and criticism in the Public Examination and SBA are different.
 - Within the specified examination time of the Public Examination, students are required to write a critical appreciation of the reproductions of artwork provided, and to create a piece of artwork to present a theme according to the given questions. In the Part of art appreciation, it aims to assess students’ abilities in art appreciation and criticism, and this Part only contributes to 10% of the total marks of the public assessment.
 - For SBA, students may select their own theme for developing a portfolio during the 3-year course, and study and appraise artwork/ art phenomena, which is relevant to their art making, in context.

Q5 In visual arts learning, why are students required to use verbal / written language for art appreciation and criticism?

- A:**
- Students transform their feelings and thought with language to analyse, interpret and appraise works of the visual arts.
 - Language facilitates thinking, helps verify and share ideas; and enhances understanding of the art.
 - Helping students develop proficiency in biliterate and trilingual communication is one of the Seven Learning Goals of the school curriculum.

Q6 Will there be any support from the EDB for teachers to implement the SS Visual Arts Curriculum?

- A:** The EDB provides a variety of measures for teachers to implement SS Visual Arts curriculum, include
- Updating the *Visual Arts Curriculum and Assessment (S4-6)* in collaboration with the HKEAA.
 - Developing different reference materials, learning and teaching resources, annotated cases on assessment and examples of teaching units, and uploading them onto the EDB One-Stop Portal (<http://www.hkedcity.net/edbosp>) for schools’ reference.

- Providing different kinds of teacher professional development programmes continuously in various aspects such as (i) curriculum interpretation and understanding; (ii) assessment for learning; (iii) learning and teaching strategies; and (iv) knowledge enrichment;
- Organising teacher professional learning communities and holding various exchange programmes, so as to enhance teachers' abilities in curriculum planning and using teaching strategies; and
- Holding the "Exhibition of Secondary School Students' Visual Arts Portfolios", so as to promote learning and communication among students and teachers.

Q7 What are the updates in SS Visual Arts curriculum and assessment after the Review of the New Academic Structure?

A: The updates include:

- To maintain the existing flexibility of the learning contents as stipulated in the *Visual Arts Curriculum and Assessment Guide (S4-6)*;
- Upon relaxing the linkage in the Public Examination (effective from 2018 HKDSE Exam): (i) to delete the artwork/design work statement for explaining the relationship between the practical work and the appreciation of artwork. If necessary, students may submit a creative/design brief which may include notes, sketches or layouts produced during the examination to support their artwork/design work; and (ii) to delete the criterion 'Relationship between Practical Artwork and Appreciation & Criticism' from the Marking Criteria for Part B (Art Making) of both papers in the Public Examination. The other criteria will be kept, which contribute to 40% of the total marks of the public assessment; and
- To maintain the existing mode in Part A of the Public Examination for assessing students' abilities in art appreciation and criticism.