
Words from Judges

Much can be learned from the exhibited portfolios. When appreciating the exhibits, students are encouraged to reflect on their learning by making reference to the following observations offered by the judging panel. It is also hoped that students could avoid some undesirable practices during portfolio building.

Overall

- Students were serious about learning with commitment shown to their work.
- The themes of the portfolios were diverse, covering those related to personal experience, social and international affairs, showing that students' horizons were broad.
- The themes of some portfolios were very broad. If they could be narrowed down and the key messages be further clarified, students would be able to select images, media and ways of expression more appropriately for art making, so as to enhance the impact of communication.
- Some students saw the requirement of developing four pieces of artwork under a theme as developing four individual portfolios under a theme, i.e. repeating four times the process of theme exploration, development and reflection. This is not desirable as it wastes time and effort, and also attenuates students' interest in pursuing artistic enquiry.

The research workbook

- Some students were good at drawing. Nice sketches were seen in the research workbooks.
- Elaborations on the reference materials and others' artworks were mainly descriptive and limited to providing information, rather than making interpretation.
- A few students were able to select suitable artwork and analysed them from different perspectives for appreciation and criticism, as well as transformed and integrated such experience into art making.
- Some students failed to reflect on their learning related to visual arts which was essential for enhancing the quality and impact of their work.
- Most students were keen to seek improvement in craftsmanship. However, there were other aspects worth making progress. It would be better for students to concentrate on the key message of the portfolio, and reflect on idea development, way of expression, use of image and visual language, subject matter and composition, in order to communicate the theme successfully to the viewer.
- Most students put too much emphasis on using words to describe their process and ideas, or even adopted an issue-enquiry approach in Liberal Studies or Social Studies during the process of development, while neglecting the need of studying from the visual arts perspective.
- Some students consolidated the process of development in the form of a report after finishing their artworks. It neither showed the appropriate research process required by School-based Assessment nor helped enhance learning effectiveness.
- Some students put too much effort in editing their research workbooks, and even decorating them.

The artwork

- The subject matters in some artworks were interesting.
- Some students were able to create unique and imaginative artwork, and dared to experiment with new media such as installation and digital art.
- Most students were able to present their ideas fluently and showed confidence in art making.
- The quality of work was very high. Students were sophisticated in handling media and skills, especially in painting.
- Some artworks were merely a collection of different images, only for the sake of filling up the frame.
- Some students used different media simply for showing their technique, without giving due consideration on whether the selected media were able to communicate a particular message appropriately.