



高中學生視覺藝術作品集

Senior Secondary Student Visual Arts Portfolios

學生視覺藝術作品展

Exhibition of Student
Visual Arts Work 2020/21

Words from Judges

The senior secondary Visual Arts portfolio is not just a tool for School-based Assessment, but it also helps students learn and develop their own art making. In portfolio building, as the research workbook should be a record of students' authentic research process that displays their learning progress, students should not revise the progress in the research workbook or even create the workbook after the artworks were completed. 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

- The themes of some portfolios were very broad. If they could be narrowed down and the key message 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.
- Most students only focused on improving 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 various aspects, e.g. idea development, way of expression, image, the use of visual language and subject matter, as well as composition, for communicate the theme successfully to the viewer.
- Some students regarded 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, art appreciation and criticism, development and reflection. This is not desirable as it wastes time and effort, and dampen students' interest in pursuing artistic enquiry.

The research workbook

- Some students were good at drawing. Nice sketches were seen in the research workbooks.
- A few students were able to select appropriate artwork, and analyse them from different perspectives for appreciation and criticism, as well as transform and integrate such experience into art making.
- Some elaborations on the reference materials and others' artworks were merely description and stating background information about the artwork. Quite a number of students were not likely to analyse the visual form of the artwork carefully, as well as interpret the artwork according to its literal description, formal analysis and relevant contextual information. Students should aware that appraising an artwork is different from using an artwork as visual reference.
- Students should select and study quality artworks, and not limited to those obtained from the Internet. Some students also focused too much on studying popular art and contemporary art.
- A few students were able to reflect on whether the final artworks could convey the messages successfully, then consider how improve and take action to enhance the quality and impact of the next piece of work.
- Some students used excessive text to describe their processes and ideas, and recorded all details such as the steps of experimenting the media, while neglecting the studying of the theme from visual perspectives, e.g. use of visual language, development of image and exploration of media.
- Some students consolidated the process of development in the form of a report after completing their artworks. Those reports usually eliminated the unsuccessful processes, thus were unable to show the authentic research process and the learning progress.
- Some students put too much effort in editing their research workbooks, and even decorating them. These were not favourable to enhancing the learning effectiveness.
- Sources of textual and visual information must be acknowledged.

The artwork

- The subject matters in certain artworks were interesting.
- Works by a few students were unique and imaginative, and dared to experiment new media.
- The quality of some work was very high. Students were sophisticated in handling media and skills, especially in painting. However, some artworks were merely a collection of different images for the sake of filling up the frame only, while neglecting the overall presentation of the artwork.
- Some students used different media simply for demonstrating their techniques, without giving due consideration on whether the selected media were able to communicate a particular message appropriately.