



今屆高中視覺藝術科作品集的整體表現不俗，大部分學生在疫
反串學習。情中仍然堅毅及認真地學習。以下歸納作品集的表現，讓學生
The overall quality of the senior secondary students' Visual
Arts portfolios submitted this year is good, demonstrating
students' persevering and serious attitude to learning
amidst the pandemic. The performances are summarised
below for student's reflection and learning.

Exhibition of Student Visual Arts Work

學生視覺藝術作品展

2022 / 2023

Senior Secondary Student Visual Arts Portfolios

高中視覺藝術科作品集

Words from Judges

評審的話

Many students used the negative emotions from their pressure of
existence as their themes. In the process of making art, students
could sort out their emotions and past experiences, and could even
transform and transcend their related life experiences. In retrospect,
they may weave their reminiscences in a new light and regain a
positive outlook on life.

Most research workbooks show that students mainly obtained
materials online. The lack of authentic life experiences from which
they connected their observation, realisation and feelings resulted
in superficial exploration of their themes.

Apart from mind map, students can use other effective strategies to
explore and express ideas.

stages. Excessive decorations and records of every single detail is
unnecessary.

Portfolio is a learning tool for students to study visual arts. It also
demonstrates the learning outcomes and acts as evidence for public
assessment. Given the research workbook is a documentation of
students' authentic learning process, it inevitably includes
exploration, experimentation, feelings and reflection at different

Development of a Theme and Progression of Learning

不少學生都以生活壓力的負面情緒為主題。學生可以通過藝術創作去
梳理情緒，澄清舊有的經驗，更可從創作過程中學習轉化及升華相關
生活的體驗。當回望這些片段時，學生可從不同的角度去思考和感受
，重拾正面的價值觀和態度。

大部分研究工簿顯示學生多數只從網上獲取材料，缺乏運用真實生
活體驗去探索主題，未能把從生活中的觀察、領悟和感受連結起來，
令探索流於表面。

除了心智圖之外，學生可以運用其他有效的策略去探索及表現主題。

作品集是一個幫助學生學習視覺藝術的工具，也是展示學習成果和作
為公開評核的佐證。當中的研究工簿應該是學生真實學習過程的紀
錄，因此必然包括在不同階段的探索、試驗、感受和反思等，學生不
需過度裝飾，亦毋須作過量巨細無遺的過程紀錄。

主題發展和學習的推進

Students can begin with artists who interest them. By more
in-depth understanding of the artists' backgrounds, contexts,
ideas and intentions, students could feel, learn and reflect, so
that their own art making is enriched in return.

There are many ways of appreciating art. The portfolio for SBA
requires students to connect art appreciation and art making.
However, some art appreciation was found irrelevant to the
students' artworks. In many cases, only partial formal analysis
was seen. Students were unable to investigate the meaning of
artworks by effective formal analysis and understanding art in
context, from which they further analysed how to make use of
visual language, composition, and subject matters to express
messages, not to mention application and transformation of

personal, resulting in powerful artworks that appeal to the
audience.

Students unleashed their potentials in self-directed learning by
making good use of the internet to gather information. They are
advised to further enrich their authentic experiences (such as
visiting exhibitions, field study, sketches of everyday life etc.)
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Art Appreciation and Art Making

建議學生可以從喜歡的藝術家開始，再深入了解藝術家的背景、創作
情境、創作意念，以及心路歷程，從中感受、學習及反思，以吸取養
分去深化創作。

藝術評賞有很多方法，校本評核的作品集主要是要求學生能通過評賞
帶動創作。然而有些藝術評賞與學生作品無關，大部分評賞只片面地
作形式分析，學生未能有效地從形式分析及藝術的創作情境、推敲藝
術作品表達的信息，進一步剖析藝術作品如何運用藝術語言、構圖、
題材去表達信息，亦未能從評賞後應用及轉化相關學習。

學生能善用互聯網的便利去搜集資料，發揮自主學習的能力。學生宜
進一步豐富真實體驗（如看展覽、實地考察、實景速寫等），強化感
知及五感的能力，增加親身接觸藝術作品的機會，以直接體驗藝術的力
量，從而加深對主題的了解，令創作更切身，建構有感染力的作品。

藝術評賞和創作

藝術作品

很多學生能自主地選擇創作媒材，創作亦富個性，而且風格表現一致。

很多作品都有質素，能展現個人觀點，流露真摯感情，並兼顧主題
表達、創意和美感，令人印象深刻。

部分學生探索上比較片面及簡化，建議可以更深入探究媒材技巧的
可行性。

近年有較多學生創作數碼藝術及多媒體作品，效果不錯。

Artwork

Many students selected their media independently to
create their artworks with personalities and consistent
expressions in styles.

A lot of quality artworks were impressive, expressing
personal opinions and genuine feelings, and able to
communicate ideas, creativity and beauty.

Students are advised to explore the feasibilities of media
and techniques in a more in-depth manner to avoid
simplified and one-sided explorations.

More students created digital art and multimedia art in
recent years, and the effects are pleasing.

Students can strengthen their image development strategies by
exploring different possibilities from which they select the
most appropriate subject matters and visual language to create
artwork.

A few students effectively employed appropriate images to
communicate ideas, while some students put emphasis on
communicating exploration and thinking process in writing.
Students are advised to make good use of the learning
opportunities in visual arts and further enhance their abilities
in visual communication.

Image Development

學生可以加強發展圖象的策略，探索不同的可能性，從中選取最恰當的主
題及視覺語言去創作。

，進一步提升視覺表達的能力。

小部分學生能有效地運用恰當的圖象去表達意念，部分學生側重以文字表
達探索和思考過程。建議學生抓緊在視覺藝術學習的機會，多以圖象說話

圖象發展

反思和進步

大部分作品集兩件作品之間的連繫性不強，作品的推進及發展亦不明顯。學
生如能抓緊清晰的主題信息，善用反思去強化創作，會令作品的表現有更佳
的效果，包括取材、表達方式、信息的層次等。

部分學生能藉反思改善和提升作品，運用第一件作品的經驗去推進第二件作
品的表達。

然而只有少數學生能做到有深度和有意義的反思，並善用反思去優化創作表
現和深化學習。

Reflection and Progression

The connection between the two pieces of artworks in most portfolios
was not strong. Progression and development were hardly seen. The
expressive qualities of artworks, including selection of materials,
ways of expressions, and layers of meanings could have been more
effective if students were able to hold on to a clear idea and make
good use of reflection to enhance their art making.

Some students were able to enhance their artworks through reflection,
employing experience from the first piece of artwork to improve the
expression of the next.

However, only a few students managed to achieve insightful and
meaningful reflection, and made good use of reflection to optimise
their creative expressions and deepen their learning.