

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

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 Developmer

主的當台最取數中班、對銷戶的同不索索、額策的象圖與發展而以下主學

表宅文以重順主學代帝,念意數表去彙圖的當台用運動故於育銷主學代帝小 語館彙圖以多,會數的警學兩藝覺顯立聚陳主學主題 。 大錦的數表景顯作器,一步,



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

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

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.



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

things learnt from art appreciation into related learning. messages, not to mention application and transformation of visual language, composition, and subject matters to express 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 students artworks, in many cases, only partial formal analysis However, some art appreciation was found irrelevant to the requires students to connect art appreciation and art making. There are many ways of appreciating art. The portfolio for SBA

personal, resulting in powerful artworks that appeal to the understanding of ideas from directly experiencing the visual impact of artworks, so that their creation becomes more exposure to the actual artworks, students develop deeper 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.) to strengthen their perceptual skills and five senses. With more exposure to the actual attworks, students develop deeper

Art Appreciation and Art Making

計順、景省的家亦壅賴下人系再、討開家亦壅的潛喜址以而主學叢載 養取如以,思云及督學、受陶中峃、野國路心及以、念意計順、數青

乳順 所實補 新藝



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.

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

Development of a Theme and Progression

主實真用重丟結,科材加數上解並只應各主學示顯顯計工究而代指大 ,來強諾重受淘時計能,察體的中記主始所謂未,題主來聚去鏈體式 。面表対流來聚令

非대果如督學示題長也,具工的術藝覺斯督學主學相幫剛一男集品計 協的對影習學實真主學是類顯彰才工突而的中當。 舊法的豬精開公為 不主學,等思內時受別,發插,索緊的码對同不去對戶然必此因,發 發過一點一點一點一點一點一點一點一點一點一點一點一點一點一點一點

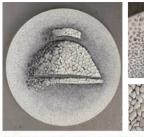
主題發展和學習的推進































The overall quality of the senior secondary students' Visual Arts portfolios submitted this year is good, demonstraing students' persevering and serious attitude to learning amidst the pandemic. The performances are summarised below for student's reflection and learning.

致五主學代部大· 谷不既表體墾的集品計時滿壅覺騙中高固令 主學購· 既秀的業品計解關了以。督學此真獨及發望於孤中首





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

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。

Many students selected their media independently to create their artworks with personalities and consistent

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.



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

