

## **Senior Secondary Student Visual Arts Portfolios**

### **Words from Judges**

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 students' reflection and learning.

#### **Development of a Theme and Progression of Learning**

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.

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

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.

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.

#### **Art Appreciation and Art Making**

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 artworks, students develop deeper understanding of ideas from directly experiencing the visual impact of artworks, so that their creation becomes more personal, resulting in powerful artworks that appeal to the audience.

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 things learnt from art appreciation into related learning.

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.

## **Image Development**

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.

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.

## **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.

## **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.