

## **Life-wide Learning: Arts Education**

### **Curriculum Aims**

helps students:

- develop creativity, critical thinking and communication skills, and nurture aesthetic sensitivity and cultural awareness;
- develop arts skills, construct knowledge, and cultivate positive values and attitudes;
- gain delight, enjoyment and satisfaction through participating in arts activities; and
- pursue a lifelong interest in the arts.

### **Learning and Teaching**

Teachers should employ learning and teaching approaches and strategies for the Arts Education curriculum to enhance the effectiveness of learning and teaching.

### **Life-wide Learning**

- Life-wide Learning (LWL) should be an integral part of the school Arts Education curriculum. Schools should adopt appropriate measures, such as establishing connections with community organisations, allocating learning time, and deploying human resources and funding for the organisation of arts-related LWL activities. All LWL activities should complement student learning of the arts in the classroom and should not be a collection of unconnected arts activities.
- LWL is an effective strategy to extend students' learning beyond the classroom. Through performing in concert halls and theatres, displaying artworks in galleries, attending performances, visiting exhibitions and participating in community arts projects, students gain authentic learning experience and broaden their horizons in the world of the arts.
- Teachers should place emphasis on quality rather than quantity in organising LWL activities. Clear objectives should be set to help students connect classroom learning with LWL. Briefings and debriefings should be given before and after the activities to strengthen learning effectiveness. Moreover, teacher should provide opportunities for students to reflect on their learning and share it orally or in writing.

### **Examples of LWL**

- All senior secondary students take part in learning modules of various art forms, such as visual arts, music, dance, drama and media arts in the afternoon sessions. To consolidate learning, students work collaboratively in groups to produce and present multimedia performances at the end of a school year. Students are also

encouraged to participate in arts-related community activities, such as giving music and drama performances at hospitals and organising fund-raising exhibitions for the elderly.

- To implement Aesthetic Development in Other Learning Experiences, the school broadens student learning by providing all senior secondary students with a double-period lesson of Music or Visual Arts per cycle. Various arts groups and artists are invited to conduct different types of arts activities, such as instrumental master classes, live dance performances and talks on film appreciation. Students also visit exhibitions and are encouraged to stretch their potential through participating in external competitions related to the arts.

Source from Arts Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) (CDC 2017)