

## **Hong Kong Regional Culture-Communication Design**

Key Stage 4/Senior Secondary

### **Abstract**

The project aims to help students to be aware of "Hong Kong Culture" within their surroundings, so as to strengthen their cultural identity.

Students will look at Hong Kong culture in general, and then investigate a particular regional culture, culminating in the production of a promotional brochure. The design of this project shows the cycle of learning, teaching and assessment in the visual arts curriculum.

### **Learning Objectives**

- To develop creativity through the study of the cultural characteristics of the selected district and the use of the principles of communication design.
- To apply the concept and processes of communication design and IT skills in the creation of the brochure.
- To appraise their own works and the works of others based on an understanding of regional cultures, use of the principles of communication design, techniques of using computer graphics software and expressive qualities.
- To understand the relationship between culture and the expressiveness and function of art.

## Learning and Teaching Processes

### Discovery Stage

- Using the technique of communication design analysis, the teacher guides students to analyze a TV advertisement and its possible deeper meanings.
- Students, divided into groups, select a TV advertisement and present their analysis in the class. In the Q&A process, students are encouraged to critique the ideas presented by their classmates.
- Students discuss the different cultures reflected in TV tourist advertisements.

### Stage of Developing Creativity

- Students work in groups to collect, select and organize information from various sources in order to study the culture of a selected district.
- Students report and express their views on the information collected. The teacher gives advice and guidance to individual groups.
- Students apply the principles of communication design to generate ideas for the brochure.
- Students appraise their own ideas and those of the others.

### Production Stage

- Students understand the function of the computer graphics software Photoshop & PageMaker and use them in the production of a promotional brochure.

### Presentation Stage

- Students present the process and learning outcomes of their works.
- Based on their learning process, creativity, techniques and expressive qualities of artwork, students compare and appraise their works in groups, both verbally and using the worksheet.
- An exhibition on the theme "Hong Kong Tourism-Hong Kong Regional Culture" is organized in school to display students' portfolios and art products.

## **Modes of Assessment**

### **Formative Assessment**

- In this project, portfolios are used to reflect students' learning and progress. Students make appropriate selections of relevant materials/information from their own works as evidence of learning. They conduct self and peer assessment at the end of each lesson.

### **Summative Assessment**

- At the beginning of the project, a list of criteria for each task is made known to the students. At the end of the project, the teacher sums up with some narrative descriptions, to provide feedback on the students' attitudes and attainment. In addition, students make written responses on the process and outcomes of their works.

### **Impact on Students' Learning**

- Students learn the concept and process of continuous self-assessment and peer assessment.
- During the learning process, students develop more understanding of different regional cultures in Hong Kong, and pay respect to the local cultural traditions.
- Students know how to apply the principles of communication design to particular problem-solving tasks, as well as to the appreciation of visual images in everyday life, thus enhancing their aesthetic sensitivity.
- Students learn to express themselves as well as to respect the artistic endeavours of others in the whole learning process.

### **L/T Resources / Attachment**

- This document
- Worksheet on communication design
- Worksheet for peer assessment
- Students' works

### **Source of This Exemplar**

This exemplar and teaching materials are adapted from the learning and teaching practice of Wong Shiu Chi Secondary School.

## Communication Design

(A) What are the processes of communication design?

Idea           =>   Creative Brief           =>   Design           =>   Production  
 Customer   =>   Advertising Company   =>   Costumers

(B) What are the advertising media?

- TV medium           • Internet Advertisement
- Poster               • Slogan
- Pamphlet           • Direct mail

(C) Creative Brief

1. What is the advertising objective?

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2. What job is required?

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3. What is the brand (product) positioning?

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4. Who are we talking to?

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5. What is the key message?

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6. Why is this believable?

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7. What is the style of advertising?

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8. Is there any mandatory required?

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9. What are the creative guidelines?

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10. What is the budget?

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Name: .....

Class: ..... No.: .....

Date: .....

### Hong Kong Regional Culture - Communication Design Peer Assessment Worksheet

The feedback is about a project on the district area of \_\_\_\_\_.

- (1) I \*can / cannot realize the cultural characteristics of the selected district from the brochure of this group because:

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- (2) I think the promotional brochure of this group \*can / cannot achieve the advertising objectives listed in the Creative Brief because:

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- (3) In my opinion, the artistic expression of this group's brochure is:

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- (4) My opinion about their use of computer-assisted design is:

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- (5) I think the design of this group \*is/is not creative because:

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- (6) To sum up the analysis mentioned above, I think the improvement(s) which can be made by this group \*is/are:

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*\*Please delete where appropriate.*

## 太和市

學生走訪了香港歷史檔案館，又翻閱了大量參考書，道出本地大氏族和鄉約組織之間，在地方政治和經濟的角力，其中太和市的成立，標誌著鄉約組織的勝利。

## 抗英血淚史

學生參考大量文字資料和圖片，在小冊子中道出新界先民在1899年反抗英國人接管新界的「戰爭」，他們又到錦田憑弔英雄祠和義塚。

## 大埔廟宇逐個捉

學生訪問了大埔天后宮、文武廟和大王爺廟的廟祝，指出三間廟宇分別和本地人、客家人和水上人三個族群的關係，從中勾勒出大埔發展的歷史梗概。



## 完全玉器手冊之玉器市場篇

學生透過訪問和實地觀察，道出甘肅街玉器市場的由來，以及天然翡翠和人工玉石的分別；他們更透過書本，考究出中國人愛玉的原因。

## 林村拜神手冊

學生訪問了林村的父老，道出林村天后廟的歷史，和林村許願樹擲樹掛傳統的沿革；他們更示範擲樹掛的方法。

## 黃大仙

原來黃大仙和大多數香港人一樣，也是從中國移民到來的，學生從文字資料和實地觀察，分析香港人何以最崇敬黃大仙；他們更解釋怎樣「問杯」和「求簽」。