

## Evaluation of Action Plans 2010-2011: Visual Arts Department

### Major Concern 1: To provide life-wide learning experiences for partner school students

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
<ol style="list-style-type: none"> <li>1. To enrich the bank of VA resources in our Intranet through collaborative planning among Visual Arts teachers</li> <li>2. To articulate the junior secondary curriculum with the NSS curriculum</li> <li>3. To integrate cross-curricular teaching to meet targets in the KLAs</li> <li>4. To make flexible arrangement on the implementation of enhancement programmes/ gifted programmes in the VA curriculum</li> <li>5. To integrate daily-life / local / current issues to art appreciation and art-making, especially in NSS classes</li> <li>6. To arouse students' learning motivation through diversified art experiences</li> <li>7. To invite local artists and professionals to organize workshops/talks/performance to bring new inspiration and vitality to arts study</li> </ol>	Whole year	\$ 3000	<ol style="list-style-type: none"> <li>1. All VA teachers contribute to the arts education resources</li> <li>2. The VA curriculum enhance students' civic awareness and services for the community</li> <li>3. Students create artworks related to the people, things, issues or events around them</li> <li>4. Records of students' learning profiles (NSS Classes)/ Sketchbooks (Junior Forms) are well organized</li> <li>5. Good coordination and collaboration among teachers of CCA and LWL</li> <li>6. More than 15 students are recruited to take</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers formed two groups to carry out collaborative lessons planning during January 2011. The concerned materials such as powerpoints were uploaded to the bank of resources in the VA intranet for sharing. Teachers found that it was worthwhile to continue.</li> <li>2. Art history and art appreciation were taught in the Junior Forms so as to articulate with the NSS Curriculum. As it involved some written work, students with lower abilities found it difficult. It was suggested that worksheets of different standards would be designed to cater for learning differences.</li> <li>3. Seven cross-curricular projects were arranged with teachers of other departments in the year.</li> <li>4. Enhancement programmes had been arranged for S.5 students during some Saturdays to let them have more exposure to art. Many students enjoyed the arrangement.</li> <li>5. Thirty-one Art Angels had been recruited and they will join the Community Services during the</li> </ol>	VA Teachers Teachers in charge of CCA & LWL

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<p>8. To introduce students to a variety of art exhibitions/ performances/ activities and encourage them to take part in these programmes in their leisure time</p> <p>9. To continue with the “Art Angels Programme” in order to integrate Visual Arts activities into community activities</p> <p>10. To collaborate with the teacher in charge of CCA and LWL activities in organizing activities for VA students</p>			<p>part in the “Art Angels Programme”</p> <p>7. Students show enthusiasm and keen participation in the activities</p>	<p>summer vacation.</p> <p>6. Topics relating to daily life / local / current issues, such as ‘My Community’ and ‘The Hong Kong People’ were used as themes in NSS art learning projects. It enhanced students’ civic awareness.</p> <p>7. About thirty-three activities, including talks, visits, workshops, exhibitions, seminars and competitions, were organised during the year. Students benefited from these activities, especially the senior forms. It broadened their minds and stimulated their interest in art learning. Questionnaires, verbal investigations and observations showed that teachers and students’ enjoyed the arrangement. The feedback was positive. Students were willing to join the art programmes during their leisure time.</p> <p>8. All teachers had collaborated with the teachers in charge of the CCA &amp; LWL activities once or more. Seven students participated in the ‘長者黏土蛋糕班’ held by the 鄰舍輔導會康齡社區服務中心. It provided a chance for them to serve the community and they enjoyed it. Also, twenty-nine students took part in the ‘Power Plant’ exhibition,</p>	

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				<p>organized by the 'Hong Kong Arts Festival'. It was funded by LWL.</p> <p>9. We had students from different partner schools joining different activities arranged by the VA teachers. All senior form students participated in various kinds of art programmes. It demonstrated that students showed enthusiasm and keen participation in the programmes organized.</p>	

### Major Concern 2: To develop collaborative culture among stakeholders

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
All VA teachers and students work as a team in all school functions and activities held inside and outside the Centre	Whole year	-	Teachers and students welcomed the arrangement and cooperated well.	<ol style="list-style-type: none"> <li>1. During the Opening Day, the department successfully recruited seventeen student helpers to assist in the game stalls. The teachers and students cooperated well.</li> <li>2. Teachers observed and agreed that students showed interest and co-operations in the activities organized inside and outside the centre.</li> </ol>	All VA Teachers Teachers from other departments

### Major Concern 3: To promote active learning of students

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
<ol style="list-style-type: none"> <li>1. To further implement assessment for learning through art appreciation and peer evaluation with a view to develop students' self-assessment and peer assessment skills</li> <li>2. To collaborate with teachers of other departments on cross-curricular projects</li> <li>3. To enhance students' talents in Visual Arts through participation in</li> </ol>	Whole year	-	<ol style="list-style-type: none"> <li>1. Students show interest and keen participation in peer learning activities and make records in their Students' Learning Profiles (NSS classes) / Sketchbooks (Junior Forms)</li> <li>2. Each VA teacher arranges at least one cross-curricular project with teachers of another department within the whole academic year</li> </ol>	<ol style="list-style-type: none"> <li>1. Records of students' Learning Profiles and sketchbooks showed that about 80% of students had finished self- assessment and peer evaluation. It helped students to develop their communicative, critical, reflective and appreciative skills.</li> <li>2. Seven cross-curricular projects had been completed by collaborating with teachers of the other department.</li> <li>3. Eleven students took part in the '遊學都市' workshop led by</li> </ol>	All VA Teachers Teachers from other departments

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<p>the QEF-sponsored “遊學都市”workshop</p> <p>4. VA teachers are encouraged to attend training courses offered by EDB</p> <p>5. To strengthen the current IT facilities for use of computer graphic design</p> <p>6. To enhance teachers’ and students’ learning through the use of Adobe Software</p> <p>7. To implement computer-aided design in NSS curriculum</p>			<p>3. Students develop a habit to share and communicate with others, and become more independent learners</p> <p>4. Memories of the CPU in IT lab being upgraded to a level suitable to run graphic software and support computer graphic design</p> <p>5. At least 2 VA teachers engage in the software learning program</p> <p>6. At least one NSS class learn and produce computer-aided design</p>	<p>an local artist. Two S.5 students joined the workshop and got inspirations to do their SBA projects. Also, they shared their works with the visitors independently during an exhibition and the Centre’s Open Day.</p> <p>4. The majority of VA teachers attended training courses.</p> <p>5. All S.4 students had learnt to use the graphic design software, such as Adobe Photoshop and Corel Draw. Some S.5 students had made use of the Adobe software to do their assignments. Students found that computer-aided Visual Arts learning were indispensable.</p> <p>6. IT aided learning and teaching had been both welcome by the teachers &amp; students as the presentations were more lively and time saving.</p>	