

St. Rose of Lima's College
Cultural Subjects Department
Visual Arts
Senior Secondary Curriculum

Curriculum Aims

To enable students to:

- enrich their aesthetics and arts experience
- strengthen their abilities to appreciate and create various forms of visual arts work aesthetically and critically
- develop perceptual abilities, generic skills, multiple perspectives and metacognition through autonomous and open-ended processes of enquiry in art learning
- enhance cultural and cross-cultural understanding through exploration of the art of diverse cultures
- cultivate personal refinement, positive values and attitudes, self-identity and a sense of commitment towards the community, the nation and the world
- acquire a foundation for pursuing education and career opportunities in the art and creative industries

Curriculum Structure

	Visual arts appreciation and criticism in context	Visual arts making
Form 4	Students explore ways of searching and researching, and extending research into practical work. With increased knowledge of and skills in learning, students should gradually move into areas of individual study. The teacher can play the role as a tutor /an adviser who provides students with guidance on developing knowledge and skills.	
	Students acquire an understanding of basic art concepts and the practice of art analysis and criticism. Students explore, appreciate and appraise a range of artwork in diverse contexts.	Students experiment with a range of media and skills. Students also develop increased independence and competence in the selection and application of media, and acquire studio techniques.
Form 5	Students select a topic/theme of interest through searching and researching textual and visual materials, and discussing with the teacher for the development of their own portfolio. The teacher can act as a facilitator and stimulate students to develop ideas, concepts and themes for building their own portfolios.	
	With student-teacher interaction, students employ their knowledge of history and other art knowledge to support their analysis and interpretations of artwork/art phenomena. Students explore diverse social and cultural concepts embedded in different forms of artwork/art phenomena.	Through appreciation and criticism of artwork/art phenomena, students acquire insights for selecting the modes of presentation, image making strategies, art form(s), medium/ media, materials, skills and techniques appropriate for presenting their messages in art making.
Form 6	Students develop greater competence and independence in selecting their own focuses of study. The teacher can become a critical friend, encourage students to reflect and provide assistance in	

	enhancing learning whenever needed.	
	Students employ their knowledge of history and other knowledge, and develop an understanding of the selection of art forms from different perspectives, and the messages conveyed in embedded details of artwork/art phenomena in diverse cultural contexts, for appreciation and criticism.	Students show progression in the expression of their concepts such as greater competence and independence in applying a particular medium, or employing ways of presentation for their individual and unique art making.

Public Assessment

Component		Weighting	Duration
Public Examination	Choose either Paper 1 or Paper 2. Paper 1- Visual presentation of a theme Paper 2- Design Each paper is divided into two parts: Part A 10% Part B 40%	50%	4 hours
School-based Assessment (SBA)	Submit ONE portfolio which should consist of: (a) Research workbook (20%) (b) Artwork/Critical studies (30%)	50%	

Reference:

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/arts-edu/curriculum-docs/VA_CAGuide_e_2015.pdf