

## **Annex 13**

### **The Requirements of Basic Academic Attainments for Junior Secondary Arts**

The Requirements of Basic Academic Attainments for Junior Secondary Arts consist of two parts: Visual Arts and Music; their contents are as below:

#### **I. Visual Arts**

##### **1. Basic Rationale**

This curriculum will enrich and expand students' experience and ability in Visual Arts. On the basis of continuation of elevating students' learning interests in Arts and stimulating their creative potential, Junior Secondary Visual Arts emphasises the social and life-related nature of visual arts, with particular attention to the cultural inheritance of Macao's local visual arts, so as to help students understand the close connection between visual arts and individual life as well as that between visual arts and social development, promoting the cultivation of the basic visual arts literacy that they should have as citizens of the future society. On these grounds, the Requirements of Basic Academic Attainments for Junior Secondary Visual Arts should comply with the following fundamental principles:

##### **(1) Taking “Cultivating students' basic visual arts literacy” as the core objective**

With the arrival of the era of visual culture, contemporary visual arts not only breaks through the scope of traditional art, but also includes film, television, advertising, animation and different visual images that require multisensory participation of people; visual arts has become an indispensable part of people's daily life. Hence, the curriculum of junior secondary school visual arts aims to enable every junior secondary school graduate to develop the basic visual art literacy for adapting and participating in the future social life, i.e. establishing an ongoing interest in visual arts, building the knowledge and ability to appreciate, evaluate, create and express visual arts, as well as forming the aesthetic and humanistic quality of understanding and respect.

##### **(2) Based on the local cultural characteristics of Macao, reflecting the multicultural world**

[Reference Only]

Macao has a unique history of development and background of integrating the Chinese and Western cultures. The junior secondary visual arts curriculum should guide students to learn visual arts in a diverse socio-cultural background. Through visual arts, students are cultivated the sense of loving the diverse local cultures, enabling them to acquire a better picture of Chinese culture, and further understand and respect different cultures of the world, thus forming their multicultural values and worldview.

**(3) Taking junior secondary students' life as the starting point, reflecting the relationship between arts and society**

Junior secondary visual arts curriculum should be based on the characteristics of students' body and mind as well as related to their social life, pay attention to students' favorite social, cultural and artistic activities, and earnestly guide them to live a creative and artistic life. The curriculum should also reflect the new development of contemporary visual arts, cover various new media arts and embody the diversity of contemporary visual arts. Students should be enabled to fully experience the mutual promotion between technology and arts, and understand the close relationship between arts and social politics, economy, culture and so on; as well as realise the unique value of arts in helping the public to understand and promote social reform.

**(4) Taking creative art practice as the main means, promoting autonomous and innovative learning in visual arts**

Junior secondary visual arts curriculum should attach importance to students' autonomous participation and innovative learning, encourage and guide students to carry out artistic practice individually or in cooperation with others, to try visual arts creative experience and form a unique concept of artistic creativity and express it courageously. Through interesting and creative visual art learning, the curriculum cultivates students' innovative spirit and ability, as well as other personality traits such as respect and sharing.

**(5) Taking the development of school-based curriculum resources as the basis, laying stress on the integration of various community curriculum resources**

In order to foster students' interest in arts and enrich their art learning experience, on the basis of continuous improvement of the existing curriculum resources, junior secondary visual art curriculum should encourage schools to actively develop and take full advantage of the natural and humanistic resources that are of the school's

characteristics. At the same time, the curriculum encourages schools to take initiative to use such social and cultural resources as the Art Museum and the community environment, as well as the network information resources to enrich the visual arts teaching materials and develop the teaching mode of visual arts, so as to allow students to carry out personalised and diverse art learning in an environment integrated with a variety of curriculum resources.

## **2. Curriculum Goals**

- (1) By creating an artistic learning atmosphere and providing interesting and diverse forms of learning, stimulate students' interest in participating in visual arts activities in and out of school as well as their enthusiasm in learning visual arts through the Internet, and allow this interest and enthusiasm to become a stable emotional attitude.
- (2) Guide students to pay attention to the relationship between visual arts and life, increase their willingness to explore and discover visual arts in real life, improve students' aesthetic experience and imagination, and enrich their aesthetic experience; cultivate students' ability to use their basic visual art knowledge, in combination with their own life experience, to analyse and evaluate visual art works, so as to promote the development of their healthy aesthetic values.
- (3) Actively guide students to try to use a variety of forms and media materials to create artistic works, enabling them to have the basic ability to make use of visual arts elements and compositional principles creatively to express emotion and ideas; guide students to carry out initial design and creation of the living environment and objects, so as to improve their ability to use visual arts to beautify life.
- (4) Let students adequately understand that visual arts can cultivate temperament, increase knowledge, enrich imagination, develop creative individual values through visual arts learning and creation; enable students to further understand themselves, discover their own uniqueness, enhance self-identity and self-confidence, establish a healthy attitude to life.
- (5) Let students learn to understand and respect others through visual arts learning and creation, develop such humanistic qualities as sharing, cooperation, caring and so on. Students shall understand the Chinese culture, especially Macao's local culture, respect the world's cultural diversity; students also learn to understand and reflect the society through Arts, acquire the basic ability to understand and

criticise the society; be able to cherish and protect the natural environment, as well as develop the awareness of harmonious co-existence with the nature.

### **3. Requirements of Basic Academic Attainments in Various Domains**

#### **Explanation of coding:**

- (1) The capital English letters represent the requirements of basic academic attainments in different learning domains; IA - Aesthetics and evaluation, IB - Creation and display, IC - Understanding and respect;
- (2) The number after the English letter represents the serial number of the requirements of basic academic attainment in the respective learning domain.

#### **Learning Domain IA - Aesthetics and evaluation**

- IA-1 Possess the sensitivity of visual aesthetics, be able to explore and discover the beauty of the nature and daily life, and discuss and share with others.
- IA-2 Be able to discover and appreciate such visual elements as texture, space, light and shade, proportion, etc. and compositional principles in the nature and life; and to ponder on how these elements and principles are presented and used in visual arts.
- IA-3 Know the festival culture, historical relics, annual arts and cultural activities in Macao, and be able to actively participate in them, as well as experience the relationship between arts and culture.
- IA-4 Be interested in watching and appreciating the visual images of social life, willing to ponder on the meaning and values behind the images, and be able to make an initial interpretation of some of the images.
- IA-5 Be interested in appreciating the visual art works of different categories, eras and cultures, and be willing to exchange and share with others.
- IA-6 Know more than 5 notable visual artists in the history of Chinese visual arts as well as their representative works.
- IA-7 Know more than 5 branches of visual arts, the pioneering artists of these branches and their representative masterpieces in the history of western visual arts.
- IA-8 Be interested in understanding the techniques of expression and characteristics of Chinese traditional arts, such as painting, calligraphy, seal cutting, etc.
- IA-9 Be interested in understanding the techniques of expression and characteristics of western traditional arts, such as oil painting, sculpture, etc.
- IA-10 Be able to appreciate and comment on the representative masterpieces of visual arts in Macao, be interested in understanding the history of development of local visual arts as well as its artistic features.

[Reference Only]

- IA-11 Be interested in understanding the process of making the representative works of traditional Chinese folk craft, willing to explore its history of development and cultural connotation, and experience the combination of its practicality and aesthetics.
- IA-12 Be able to appreciate the art works produced by creative media, such as photography, video, multimedia, etc., and be able to analyse the use of visual art elements and feel the unique artistic effect in these art works.
- IA-13 Be able to analyse the form and content of visual art works by using the visual arts terminology and combining with their own life experience, and explain their own unique feelings and views.
- IA-14 Be able to access and collect data through various means, and independently write an artistic commentary with no less than 150 words, analysing the aesthetic characteristics and humanistic connotation of visual art works.

**Learning domain IB - Creation and display**

- IB-1 Know the display effect of visual elements and design principles such as line, shape, colour, texture, perspective, composition, proportion, space, light and shade, etc.
- IB-2 Know the creative media, artistic features, techniques of expression of the main visual arts categories such as painting, sculpture and so on.
- IB-3 Understand, in a preliminary manner, the main categories of design.
- IB-4 Know the new orientation of diversification and integration of contemporary visual art creation.
- IB-5 Be able to consciously apply the basic visual elements and design principles to their own graphic or three-dimensional creation.
- IB-6 Be able to use one of the expression techniques in graphic design, such as sketches, drawings, colour painting, Chinese paintings, prints etc.
- IB-7 Be able to use one of the expression techniques in three-dimensional design, like carving, engraving, sculpturing, etc.
- IB-8 Be able to explore the characteristics of such media as camera, video camera, computer etc., and be able to adopt various forms and media to create art works.
- IB-9 Be able to express ideas and feelings through creating visual arts.
- IB-10 Be able to foster creativity in visual arts with their own will of expression, and explore different creating methods, finding an appropriate and best suited way to create.
- IB-11 Be able to, around a certain theme, conceive the design, experience the design process, and complete the work, acquiring the basic design awareness and ability.
- IB-12 Be able to create and build a living space with certain aesthetic feeling or characteristics.

[Reference Only]

- IB-13 Be able to create some visual art works that reflect the customs, historical sites, festival culture of Macao.
- IB-14 Be able to try to integrate such art forms as film and television, music, drama, dance, as well as other non-art disciplines in creating visual art to stimulate creative inspiration.
- IB-15 Be willing to present their visual art works, exchange and share with others to stimulate and enrich their own artistic creativity.
- IB-16 In the process of presenting visual art works, form the awareness of and the ability to beautify life and express oneself, improve self-confidence, develop team spirit and organisational skills.

**Learning domain IC - Understanding and respect**

- IC-1 Know the relationship between personal life experience and visual art appreciation and creation; be able to appreciate the visual art works of others, and respect different aesthetic and artistic values.
- IC-2 Understand that such factors as natural environment, social politics, economy, etc. will affect the form and style of visual arts; be able to respect the visual art works of different eras, nationalities and regions.
- IC-3 Understand the close relationship of interdependent existence and mutual promotion between art and scientific technology; know the unique value of visual arts in scientific and technological development.
- IC-4 Be aware that visual arts reflect the values, religious beliefs, cultural psychology and aesthetic values of an ethnic group and a country.
- IC-5 Be able to explore and know the cultural roots, cultural psychology and aesthetic concepts of Chinese traditional visual arts, forming the sense of national identity and pride.
- IC-6 Be able to explore the cultural roots, cultural psychology and aesthetic concepts of visual arts of other countries, ethnic groups and regions; understand and respect the cultural diversity of visual arts.
- IC-7 Understand the important role of visual arts in the preservation and development of local traditional culture.
- IC-8 Understand the important position and value of visual arts in the development of the cultural industries of a country.
- IC-9 Know the important value of visual arts for self-improving aesthetic ability and developing imagination and creativity.
- IC-10 Know that visual arts can enrich life experience, improve quality of life, it is an important way for human beings to understand the world, to express oneself, and to communicate with others.
- IC-11 Be able to understand the changes in their artistic ability, thought and emotion in the process of collecting and keeping their artworks of different periods.

[Reference Only]

IC-12 Enhance the knowledge and understanding of the society through visual arts, knowing that visual arts can affect and change the social life.

IC-13 Understand that all species have their value of existence and significance through visual arts; be able to care for the ecological environment and cherish the earth resources.