

## Annex 13

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

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

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

##### **1. Basic rationale**

The senior secondary Visual Arts curriculum focuses on the characteristics of the body and mind as well as the life of senior secondary students; improving their comprehensive arts and humanities qualities. It provides students with diverse teaching contents and styles as a mean to enhance their career planning ability, lay the foundation for their higher education, employment and future development. On these grounds, the Requirements of Basic Academic Attainments for Senior Secondary Visual Arts should comply with the following fundamental principles:

##### **(1) Improving students' Visual Arts literacy, cultivating their desire and ability for lifelong learning and pursuing art.**

The senior secondary Visual Arts curriculum will further enhance students' Visual Arts literacy, allow them to maintain long-term interest in arts even after completion of senior secondary school, enable them to use all kinds of resources in autonomous art learning and exploring; equip them with the comprehensive knowledge and capacity of aesthetic appreciation, interpretation, creation and expression of Visual Arts; establish the association between visual arts and individuals as well as that between visual arts and society; thus creating an artistic life.

##### **(2) On the basis of Macao local culture and the diverse cultures of the world, actively reflecting the contemporary changes of art; being concerned about the era of visual culture where students are and deepening the comprehensiveness of learning in Visual Arts.**

On the basis of embodying Macao local culture and the diverse cultures of the world, the senior secondary Visual Arts curriculum actively pays attention to the development

of contemporary art. In selecting the contents of the curriculum, not only should it cover traditional art, but also introduce more new forms of art and media, allowing students to sense the important changes in contemporary art. Moreover, the curriculum needs to further highlight and deepen its comprehensiveness, with the emphasis on the close relationship between visual arts and non-visual arts; between visual arts and technology; between visual arts and life; reflecting the features and requirements of visual culture of the era, so as to help students establish connection between different knowledge and capacity related to learning in visual arts, and strengthen their creativity.

**(3) Through learning in visual arts, guiding students to establish positive values**

On the basis of adapting to students' physical and mental characteristics, senior secondary visual arts curriculum guides them to learn to reflect, confirm and enhance self-awareness through learning in Visual Arts; cultivate the pleasure of life, establish positive values, and be able to use the form of visual arts to actively participate in social activities.

**(4) Provide students with various options for the individual development of artistic interests and career planning.**

As senior secondary students are facing the future development planning and the choice of pursuing higher education or entering into the job market, therefore the contents and forms of the curriculum need to integrate certainty and flexibility, as well as universality and individuality, providing students with the opportunity of choosing diverse visual arts courses.

**2. Curriculum Goals**

- (1) Promote students to form stable and lasting interests in visual arts, enable them to be able to actively participate in art activities in their future life.
- (2) Broaden students' horizons in visual arts; enhance their ability to appreciate visual arts, enable them to conduct independent and creative explanation and interpretation of visual arts, and better understand the social and cultural significance behind visual arts.
- (3) Guide students to continue to learn and understand the language of visual arts; enhance their ability to express their thinking and emotion by taking initiative to use

various kinds of technology and media to display, design or produce art works, develop their creative thinking, enable them to acquire the basic ability to plan displays and exhibitions of visual arts, and to conduct art exchange.

- (4) Help students establish connection with art; guide them to reflect through visual arts, making the preliminary career planning, developing a positive outlook on life, sound values and stable cultural recognition.
- (5) Develop students' understanding of the relationship between visual arts and society; cultivate their innovative abilities through visual art activities, such as thinking about and promoting community public affairs, social values, etc.; raise their sense of social responsibility as citizens.

### **3. The 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 interpretation”, IB – Creation and display, IC – Exposure and practice.
- (2) The number after the English letters represents the serial number of the requirements of basic academic attainments in the respective learning domain.

#### **Learning domain IA – Aesthetics and interpretation**

- IA-1 Have sensitivity to the visual elements and organisational principles in nature and life, and to be able to analyse and interpret them, enriching their aesthetic experience.
- IA-2 Be able to pay attention to and appreciate public art and cultural creative products in social life, such as sculptures, architectures, advertisement design, animation, etc., feel the artistic and aesthetic effects conveyed, and interpret the respectful significance of the products.
- IA-3 Be able to visit museums and art galleries frequently; analyse, describe and interpret the unique impression of the exhibitions on the viewers, as well as their influence on the social, historical and cultural notions of the students.
- IA-4 Master the basic methods of appreciation of visual arts; be able to use appropriate visual art jargons; perceive and imagine from the colours, modelling and composition of the works, be able to feel the artistic expression

of the works.

- IA-5 Be able to further understand a certain kind of Chinese or Western traditional form of visual arts, such as the techniques of expression and characteristics of Chinese paintings, oil paintings etc.
- IA-6 Be able to use sufficient related information and diverse background information to support their own interpretation of the connotation and significance of the works; be willing to exchange and share with others, form a reasonable interpretation of the meaning of the works by means of comparison.
- IA-7 Further expand the understanding of the representative visual art genres, artists and their masterpieces in the development history of Chinese and Western Visual Arts. Ponder on the differences in forms, contents and functions of various visual artworks, analyse and describe the reasons for such differences, understanding the interrelationship between visual arts and society, history and culture.
- IA-8 Be interested in the contemporary development of Visual Arts; be willing to appreciate and interpret contemporary visual art works and experience their unique artistic effect and significance.

### **Learning domain IB - Creation and display**

- IB-1 Be able to use different kinds of traditional and modern materials and forms to create visual art works, and to cooperate and share with others.
- IB-2 Be able to master the basic expression techniques of a certain kind of graphic or 3-dimensional visual arts.
- IB-3 Try to use a certain kind of scientific and technological medium to make new media art creation.
- IB-4 Be able to conceive and create unique pieces of works with artistic effects and significance in accordance with a designated or self-decided theme in combination with individual life experience and knowledge by using visual art elements, organisational principles, creative media etc.
- IB-5 Have a preliminary understanding of the basic concepts and methods of contemporary design; be able to conceive thematic art design, creating works embedded with aesthetic, practical and ecological nature; possess the basic

ability of visual art design.

- IB-6 Be able to do visual art improvisation by conceiving and expressing quickly in accordance with a certain situation.
- IB-7 Be able to integrate visual art creation with film and television, music, drama, dance and some other art and non-art disciplines, and conduct a comprehensive creation and design.
- IB-8 Be able to analyse, evaluate and select their own past artworks, create an art portfolio of their own, and be willing to share and exchange with others.
- IB-9 Be able to collaborate with others to conduct the analysis, evaluation and selection for a specific art exhibition, using appropriate methods and channels for planning, displaying and protecting the exhibits.

### **Learning domain IC - Connection and practice**

- IC-1 Be able to describe how their own knowledge, culture and experience affect their thoughts on visual arts.
- IC-2 Be able to analyse how Visual Arts learning influences their understanding of nature and social life.
- IC-3 Be able to keep record of and reflect on their creation concept and process of visual arts, having a basic understanding of the characteristics of their own personality.
- IC-4 Be able to combine visual art learning with their own future development, and be willing to make reasonable planning for their lifelong participation and learning in art.
- IC-5 Be able to share and discuss the visual art works of their peers, understand and respect their feeling, ideas and situations.
- IC-6 Be able to understand the effect of the cultural significance embedded in visual arts and its media on collective life; establish and reflect on the sense of collective identity in terms of the country and the nation, etc., through learning visual arts.
- IC-7 Be able to actively protect and develop Macau local culture through participating in practical visual art activities.

[Reference Only]

- IC-8 Understand the growing importance of art in the development of national cultural and creative industry; focus on the use of visual art elements in cultural and creative products, recognise that art can promote and enhance the value of products.
- IC-9 Be able to participate actively in practical visual art activities in society; ponder on and try designing visual art projects to improve the natural and living environment of the community,
- IC-10 Be willing to present certain aspects of contemporary social life through visual art creation, attracting people's attention and thoughts.
- IC-11 Understand the impact of traditional and modern visual art materials on human health and environment; be able to handle and use the main art materials, tools and equipment safely.