

For information on
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Legislative Council
Panel on Home Affairs and Panel on Education
Promotion of Arts and Cultural Education

PURPOSE

This paper briefs members on the promotion of arts and cultural education (arts education) in Hong Kong and on measures to strengthen coordination and create synergy among different stakeholders.

THE PROMOTION OF ARTS EDUCATION

2. To promote arts education for enhancing students' whole-person development as well as for nurturing arts talents, measures are provided with relevant resources devoted to the following areas:

- Broad and solid foundation – to develop students' aesthetic sensitivity, abilities and interest in the arts at schools complemented by activities outside the classroom;
- Professional training – to provide professional training at tertiary and vocational institutions; and
- Grooming the gifted – to organise special and tailor-made programmes and activities for the gifted.

3. Bringing arts to the public and audience building are important components of our arts and culture policy. To this end, the Government organises and supports various arts education activities outside schools to encourage students' and public participation in cultural activities.

BROAD AND SOLID FOUNDATION

Arts Education in Schools

4. The Government advocates the promotion of arts education in schools for developing students' creativity, nurturing their aesthetic sensitivity and life-long interest in the arts, so as to facilitate their

whole-person development and enhance their cultural literacy. From pre-primary education to senior secondary education, students can enjoy the arts in their daily lives, and their career aspirations related to the arts can be inspired in the process.

Pre-primary Education

5. The *Guide to the Pre-primary Curriculum* (2006) recommends schools to cultivate children's aesthetic sensitivity and appreciation capability through interesting, balanced and diversified arts activities such as music, drama and visual arts. Through different media, children can extend their sensory experiences, enhance their expression and powers of communication through imagination and association, experience and appreciate different cultures as well as develop creativity. More importantly, enjoyable and exploratory experiences in arts appreciation and performance will arouse children's life-long interest in the arts and facilitate whole-person development.

Basic Education

6. Arts education is one of the eight Key Learning Areas (KLAs) in the school curriculum, and every student is entitled to arts education. The *Arts Education Key Learning Area Curriculum Guide (P1–S3)* (2002) sets out clear directions and guidelines for schools to design a school-based arts curriculum through appreciating, creating and performing activities, so as to enhance students' aesthetic sensitivity, creativity, critical thinking and communication skills.

7. At the primary and junior secondary levels, lesson time for arts learning is 10-15% and 8-10% of the total lesson time respectively. In addition to Music and Visual Arts, many schools also provide their students with learning experiences in drama, dance and media arts, and adopt life-wide learning strategies for them to learn the arts in authentic contexts.

8. Students' learning in other disciplines, such as Chinese Language, English Language, humanities, science and technology, complements arts learning by providing relevant knowledge, skills and values that are relevant to the understanding of the different aspects of cultures and are essential to artistic appreciation and expression. There are many cross-curricular learning opportunities across KLAs, all of which enable students to investigate the arts from different perspectives and gain deeper insights into the arts and different subject areas.

9. Dance is one of the learning areas in Physical Education. Students are encouraged to take part in various dance forms to develop their aesthetic sensitivity, physical skilfulness, as well as ability of appraising and performing aesthetic movements of dance.

New Senior Secondary (NSS) Curriculum

10. The NSS curriculum implemented in 2009 has entitled all students to arts learning opportunities as well as provided diversified opportunities for sustaining contacts with the arts, developing creativity, cultural and artistic accomplishments, i.e. (i) participating in the Aesthetic Development (AD) learning experiences for no less than 135 hours; (ii) selecting Music and Visual Arts as elective subjects; (iii) studying arts-related Applied Learning courses as electives; and (iv) choosing “arts” as a theme for the Independent Enquiry Studies in Liberal Studies.

11. AD is an essential component in Other Learning Experiences of the NSS curriculum and enhances the interface between arts learning at basic education and senior secondary levels. All senior secondary students continue to learn the arts to further develop aesthetic sensitivity and foster a life-long interest in the arts. To complement the learning in lessons, students also participate in arts activities in authentic contexts such as visiting exhibitions and museums, as well as attending arts performances and training programmes. The implementation of AD in schools is progressing smoothly, and according to a survey by the EDB in 2009, 89% of secondary schools allocated time-tabled lessons for their Secondary 4 students in the 2009/10 school year.

12. The new academic structure encourages changes to the university admission requirements. For instance, arts elective subjects, i.e. Music and Visuals Arts, are recognised for admission to various UGC-funded institutions. Individual institutions also consider awarding arts-related Applied Learning courses with extra bonus, and this varies accordingly to institutions, faculties or programmes. Moreover, students’ learning from AD in Other Learning Experiences will be recorded in the Student Learning Profile (SLP), in which students’ aesthetic senses and experiences are valued. SLP serves as a document of good reference for admission to different university programmes.

13. To help schools implement AD and enhance students’ ability in appreciating the arts, the EDB has launched a Scheme on “A Journey on Learning the Arts for New Senior Secondary Students” with support from the Leisure and Cultural Services Department (LCSD) and various arts groups since February 2010. The Scheme aims to provide senior

secondary students with opportunities to attend a variety of arts performances and exhibitions free, including Chinese and Western music, Chinese opera, drama, dance, visual arts and films. To enhance learning effectiveness, suggested learning and teaching materials as well as activities are designed by the EDB for schools' reference. The Scheme has so far offered about 44 280 places for secondary schools.

14. The LCSD organises the Arts Experience Scheme for Senior Secondary Students through collaborating with the EDB. The Scheme offers a spectrum of tailor-made performing arts programmes with added interactive and educational elements. Programmes of the Scheme are complemented by pre- and post- performance talks, demonstrations and interactive workshops, with a view to enhancing students' understanding of the arts and cultivating their interest in the arts. Admission fees are set at a minimal level, ranging from \$30 to \$140, to encourage students to attend performing arts programmes. Eighteen programmes, as detailed in **Annex A**, are offered in the 2010/11 school year.

15. The NSS arts elective subjects provide students with opportunities for in-depth studies, and help lay a good foundation for further studies as well as careers in the arts and creative industries. In the 2009/10 school year, a significant increase of students' enrolment in NSS Music and Visual Arts was observed, for which there are 29% and 2% increases in the percentages of student enrolment in Music (403 students) and Visual Arts (6 735 students) respectively when compared with the figures of HKCEE 2009. The increments imply that more students have benefited from the implementation of the NSS curriculum, in which students have more opportunities and choices to pursue studies in the arts.

16. In addition to arts elective subjects, arts-related Applied Learning courses in the area of creative design as well as media and communication are designed to help students with different interests and inclinations explore their career aspirations. Examples of these courses and students' enrolment in the 2010-12 school years are at **Annex B**.

Arts Activities outside the Classroom

17. To support the promotion of arts education in schools, the EDB regularly organises and supports a wide range of arts and cultural activities for students so that they can demonstrate their talents and share their accomplishments with peers and the public.

18. The annual Exhibitions of Primary and Secondary School Students' Visual Arts Work received more than 3 500 pieces of artwork on various

themes and with a variety of media such as painting, sculpture, print-making and media art in the 2009/10 school year. There were over 14 500 visitors to these two exhibitions last year. Furthermore, an annual theme-based Photography Competition cum Exhibition, which invites entries from school teachers and students to demonstrate artistic creativity and multiple ways of seeing and thinking, also attracted around 500 pieces of creative photographic works last year.

19. The annual Schools Creative Music Showcase and Schools Speech Choir Showcase aim to cultivate students' creativity and musicality as well as promote creative music making in schools. Each Showcase has attracted several hundred student participants while several thousand people, including educators from tertiary institutions, composers, schools principals, teachers, parents and students have attended the final performance each year.

20. In addition, every year, the Schools Music Festival, Schools Dance Festival, Schools Drama Festival and Schools Speech Festival provide platforms for students to demonstrate their arts talents and attract a huge number of students' participation. There were more than 791 700 student participants in various arts and cultural activities organised and supported by the EDB in the 2009/10 school year with the total expenses amounting to \$12.8 million. Examples of these activities with the numbers of students' participation are at **Annex C**.

21. The EDB collaborates closely with different government bureaux / departments and non-government organisations, e.g. the Home Affairs Bureau (HAB), LCSD, Hong Kong Arts Development Council (HKADC), Hong Kong Composers' Guild and Hong Kong Schools Music and Speech Association, to provide students with diversified arts learning opportunities in different contexts, e.g. the School Culture Day Scheme, School Arts Animateur Scheme, Arts Experience Scheme for Senior Secondary Students, Arts Ambassadors-in-School Scheme, Art in the Parks and Experiencing Composition and Contemporary Music Series.

Impact on Student Learning

22. Notable improvements have been observed regarding students' creativity and interest in the arts since the curriculum reform. According to a survey conducted by the EDB in 2008, the majority of primary and secondary school heads, KLA coordinators and teachers deemed that students' interest in aesthetic and physical activities had been enhanced. Also, a majority of Primary 6 and Secondary 3 students indicated that they

enjoyed appreciating the arts and reported that they could “think of unique and innovative ideas”.

23. Hong Kong students have won many prizes in various international competitions, such as the Gina Bachauer International Junior Piano Competition, Llangollen International Musical Eisteddfod, International Meeting of Juvenile Art, International Competition of Children’s Art Works, International Children’s Painting Competition on the Environment, Small Montmartre of Bitola and other arts competitions held by United Nations organisations, International Students’ Visual Arts Contest cum Exhibition of Hong Kong, Intel International Science and Engineering Fair, International Mathematics Olympiad, International Physics Olympiad, International Olympiad in Informatics and International Robot Olympiad. The student winners will be valuable human assets for the development of arts and creative industries as well as the West Kowloon Cultural District Project in Hong Kong.

PROFESSIONAL TRAINING

24. Building on its foundation, the Hong Kong Academy for Performing Arts (HKAPA) provides specialised training for performing arts and media professionals as well as arts administrators. Apart from the HKAPA, the UGC-funded institutions, the Vocational Training Council as well as other post-secondary institutes also offer education programmes on arts-related disciplines.

Hong Kong Academy for Performing Arts

25. The HKAPA offers academic programmes from the Diploma / Foundation to the master’s degree level in Dance, Drama, Film and Television, Music, Theatre and Entertainment Arts, as well as Chinese Traditional Theatre.

26. Every year, the HKAPA provides training for approximately 850 students under its full-time programmes, producing over 300 full-time equivalent graduates every year, and 770 students for its Junior Music and Gifted Young Dancer programmes. Furthermore, its extensive EXCEL (Extension and Continuing Education for Life) Programmes offers part-time personal enrichment courses and in-service professional training to nearly 8 000 students each year.

27. The HKAPA’s Performing Arts Education Centre is a recent initiative to strategically embed and systematically coordinate various

educational outreach activities into the HKAPA's programmes with an aim to nourish young and talented local students. Community programmes are designed and offered with the expertise of the Academy.

UGC-funded Institutions

28. UGC-funded institutions provide a large number of arts and culture-related programmes at undergraduate, postgraduate and sub-degree levels to nurture expertise for the development of arts and creative industries.

29. In the 2009/10 academic year, over 2 000 students were enrolled in the UGC-funded undergraduate, postgraduate and sub-degree programmes related to "arts, design and performing arts" such as fine arts, visual arts, music, cultural studies, creative media, design and fashion.

30. In anticipation of the rapid development of the arts and creative industries, some institutions have established or expanded programmes in these areas.

Vocational Training Council (VTC)

31. The VTC's member institutes, such as the Institute of Vocational Education and the Hong Kong Design Institute, provide school leavers with a wide range of vocational education programmes including most design and related streams such as product design, fashion and image, interior design, digital media, communication design, film and TV, computer games and animation etc., equipping them for further studies and career advancements in the arts and creative industries. In the 2010/11 academic year, about 4 000 VTC students were enrolled in these programmes.

Self-financing Post-secondary Institutions

32. Self-financing post-secondary institutions including the Open University of Hong Kong, HKU SPACE Po Leung Kuk Community College, CUHK-Tung Wah Group of Hospitals Community College, Caritas Bianchi College of Careers, Hong Kong Art School, Hong Kong College of Technology, and community colleges of UGC-funded institutions offer a variety of self-financing post-secondary courses related to design and creative industries, ranging from fashion, image design, product design to advertising and visual communication.

33. In particular, both Hong Kong Art School and The Savannah

College of Art and Design are post-secondary institutions specialised in the provision of arts education in Hong Kong. The self-financed Hong Kong Art School of the Hong Kong Arts Centre also offers diploma, undergraduate, post-graduate degree programmes related to visual arts, design, performing arts and media arts. In 2008/09, about 1 300 students were enrolled in these courses. Moreover, the School runs programmes in collaboration with local and overseas universities in conferring bachelor's and master's degrees.

34. The Savannah College of Art and Design offers bachelor's and master's degrees in Hong Kong. Its bachelor's degrees offer four years of instruction, including a core curriculum in fine art foundation studies and general education, before progressing into the major programme of study, e.g. graphic design, animation, interactive design and game development. The master's degrees require advanced knowledge and specialised study that may include field or teaching internships and thesis projects or exhibitions.

35. All graduates from locally-accredited arts-related programmes are eligible to teach in all primary and secondary schools. Graduates of these programmes who wish to pursue a profession in education are advised to obtain an additional teacher qualification, i.e. post-graduate diploma/certificate, by studying programmes offered by relevant institutions such as HKU, CUHK, HKBU and HKIEd.

GROOMING THE GIFTED

36. The EDB advocates the nurturing of arts talents through a "three-tier model", for which students are nurtured in the arts at the "classroom", "pull-out" and "exceptionally gifted" levels.

Classroom Level

37. Students are provided with opportunities for discovering and nurturing their arts talents through exposure to different art forms. Coupled with the introduction of the integrated learning mode in teacher training programmes as well as experience-sharing series with professional artists in the field through Dialogue with Celebrities Series, front-line teachers are equipped with the necessary knowledge and skills to enhance students' learning in the regular classroom with a view to fostering students' interest and nurturing their talents.

Pull-out Level

38. To pull out arts talents for further development, schools could provide additional programmes and accelerated programmes within schools for their more talented students. These pull-out programmes apply to the learning of various art forms such as music, visual arts, drama and dance, and are effectively implemented in schools by tapping community resources. For instance, many schools offer music learning opportunities for selected and more able students in activities such as master classes, choirs, ensembles, brass bands, orchestras, folk and pop groups and musicals. Professional artists are hired to help develop these students' music abilities in pull-out programmes. At the same time, the EDB organises and supports many arts programmes for students to display their talents and strive for excellence, including various territory-wide competitions in music, dance, drama and creative visual arts. Through the advocacy in the competitions and relevant teacher training programmes, professional advice and support are provided by the EDB to empower schools and teachers to stretch arts talents further.

39. Some schools have been networked to form clusters to share their experiences in organising pull-out programmes in arts education such as the schools under the support from Quality Education Fund (QEF). The QEF Thematic Network on Gifted Education, with professional advice from the Gifted Education Section comprises about 80 primary schools with one core school leading six partner schools. Some other schools may make optimum use of their alumni to give master classes in instruments, composing, music appreciation and critique, etc. to outstanding students identified with musical talents.

40. Apart from degree and community programmes, the HKAPA also offers junior programmes, which play an important role in identifying students with potential for the Academy. The HKAPA has also proposed to the West Kowloon Cultural District Authority to set up a purpose-built Arts Education Centre, which would target at developing young artists at primary and secondary school levels.

41. The nurturing of talents by individual visual arts, music and dance teachers is common in the private sector with successful cases seen from time to time.

Exceptionally gifted

42. For those exceptionally gifted identified through different platforms such as various territory-wide competitions and artwork exhibitions, extended learning opportunities are arranged by the EDB to help them set their personal development plan and further advance their

aspiration for higher achievements.

43. Each year, two winners of the Hong Kong Schools Music Festival are recommended to participate in the international music contest Llangollen International Musical Eisteddfod held in the United Kingdom, so as to broaden their music and cultural horizons and widen their scope of music learning. Indeed, Hong Kong students have won numerous prizes in the competition over the past years.

44. The Schools Creative Music Showcase and the Schools Speech Choir Showcase provide opportunities for music talents to express themselves through music and multi-media. To further explore the music potential of these talents, one of the winners of the Prize for Individual Composition in the Showcase will be recommended by the EDB to attend a series of composition tutorials provided by the Hong Kong Composers' Guild. Not only can the music talented young people acquire a better understanding of their potential in creating, a good foundation is also provided for their future development in music.

45. The EDB and the Po Leung Kuk jointly organised the first International Students' Visual Arts Contest cum Exhibition of Hong Kong in mid 2010, which invited entries from students all over the world. The event served as a valuable opportunity for art talents to showcase their outstanding accomplishments in the visual arts in an international arena. About 3 200 pieces of high quality artwork from countries and regions of the five continents were received. A judging panel comprising internationally renowned artists, art critics and art educators, selected 12 excellent artworks from all entries. Excellent art works were awarded Grand Prizes, whereas six of them were created by art talents from Hong Kong.

46. A Scheme for Early Identification-cum-Enhancement for Art Talents (Art Talent Scheme) was organised to award 20 secondary students with Grand Prizes in the EDB annual art exhibitions to join an art tour in early 2010. This Art Talent Scheme has helped the young artists to further explore their capability in the visual arts, acquire a better understanding of their potential, and set the direction for their personal development plans.

47. The establishment of the Hong Kong Academy for Gifted Education (HKAGE) provides structured educational services for exceptionally gifted students as well as to support teachers and parents in nurturing creative thinking among gifted and talented students. The HKAGE broadens current gifted programmes to all the key knowledge

domains, including the arts, technology and sports.

48. The newly formulated three-year Strategic Plan of the HKAGE has included the proposal of developing more programmes in the arts, especially programmes in media art such as Creative Visual Imaging and competitions in drama. Music programmes will be also developed in subsequent years. The HKAGE will extend these programmes and services to upper primary level in the coming years. It is also open to collaborate with stakeholders in the arts and creative industries, for the development of arts education in connection with the West Kowloon Cultural District Project.

PROMOTION OF THE ARTS AT COMMUNITY LEVEL AND AUDIENCE BUILDING

49. In addition to programmes and schemes targeting at students, we have been bringing the arts and culture to the community through various initiatives and promotional activities at district level.

Leisure and Cultural Services Department

50. LCSD has set up the Audience Building Office, the Art Promotion Office and the Music Office to promote knowledge and appreciation of various art forms. They work to raise cultural literacy at community and school levels, making arts a lifelong pursuit especially for the young generation and benefiting the entire community of Hong Kong.

Audience Building Office

51. The Audience Building Office promotes knowledge and appreciation of performing arts at community and school levels through organising a wide spectrum of audience building schemes and arts educational activities such as –

- (a) “School Culture Day Scheme” – Student visits are arranged to LCSD’s performing arts venues, museums and public libraries during school days to take part in tailor-made cultural programmes. In the 2010/11 school year, 13 programmes comprising 109 arts education/arts appreciation activities specially designed for student are organised (**Annex D**). Apart from the above mentioned tailor-made programmes, a diverse range of some 650 arts education activities are also organised in LCSD cultural venues in the 2010/11 school year.

- (b) “School Arts Animateur Scheme” – LCSD joins hands with local professional performing arts groups experienced in arts education to implement various arts education projects for schools including introductory performances, workshop series lasting for a few months to an entire school year, student finale performances / exhibitions and students’ performances for the community. In the 2010/11 school year, 12 projects are conducted under the Scheme (**Annex E**).
- (c) “Let’s Enjoy Cantonese Opera in Bamboo Theatre” – LCSD and district groups co-organise free Cantonese opera excerpt performance cum interactive educational activities specially designed for students at bamboo theatres at various districts. In the 2010/11 school year, 12 performances in three districts are offered under the Scheme (**Annex F**).

52. The Office also carries out a spectrum of projects in cooperation with district and non-government cultural organisations to introduce the arts to the community, including –

- (a) “Community Cultural Ambassador Scheme” – LCSD supports local performing arts practitioners in conducting outreach/promotional arts activities at indoor and outdoor venues for the public and specific populations. The activities include performances, workshops, lectures, demonstrations, exhibitions, etc. 22 arts groups/artists (**Annex G**) were selected as Cultural Ambassadors for the 2011 Scheme through open invitation for proposals.
- (b) “District Cantonese Opera Parade” – The Project provides performance opportunities for budding and amateur Cantonese opera troupes (**Annex H**) to perform at the district level. 18 Cantonese opera troupes were selected through open invitation for proposals for the 2010/11 Scheme.
- (c) “Community Oral History Theatre Project” – LCSD collaborates with the Chung Ying Theatre Company and community voluntary agencies to pilot the “Community Oral History Theatre Project – Sham Shui Po District” in 2010/11, with an aim to promote arts development in the community and encourage the elderly to participate in arts and cultural activities. The project comprises workshop series aiming at providing the elderly participants with drama training and gathering oral history for script formation and finale performances for the elderly to perform their own stories on

stage. In view of the satisfactory results, the project will be extended to other districts in the coming year.

Art Promotion Office

53. The Art Promotion Office organises territory-wide activities in community art and public art, as well as provides wide-ranging visual arts activities and services of high quality for the public such as –

- (a) The “Artist in the Neighbourhood Scheme” – Launched with an aim to bring visual art into the communities, the Scheme is an attempt to introduce art into the everyday lives of the public by displaying the latest works of talented artists in districts throughout Hong Kong. Through partnerships with various organisations, such as the MTR Corporation and shopping malls, we constantly explore new exhibition venues and expand the audience base of local art activities.
- (b) A variety of arts education and extension programmes including exhibitions, symposiums, thematic seminars/talks, interactive workshops, demonstrations, in-house video shows, outreach activities, public art projects and community art projects have been provided to school students and other audience groups so as to broaden the audience base, to nurture creativity and to address the needs of students. A list of major education / promotion activities on visual arts is at **Annex I**.

54. In addition, LCSD has embarked on a number of public and community arts projects, including “Park Deco” and “Art @ Government Buildings”, to present art works in ordinary settings and public space such as parks and Government buildings. The opportunity is also taken to bring together professional artists, aspiring artists and students to create and display public art work. LCSD will strengthen co-operation with different organisations to continue organising more creative public art activities, including guided tours, seminars and outdoor sculpture exhibitions, and enhance the publicity and promotion of public art such as setting up websites and publishing guide maps to promote Hong Kong’s public art.

Music Office

55. The Music Office provides instrumental and ensemble music training classes and music appreciation programmes for the youth at an affordable price. It offers orchestral training, touring exchange and outreach programmes to promote general music education among the

public. Training in more than 30 Western and Chinese musical instruments is provided for young people between the ages of 6 and 23, recruited through open audition, from beginners up to grade 8 level at its five music centres in Wan Chai, Mong Kok, Kwun Tong, Sha Tin and Tsuen Wan. As ensemble training is an integral part of music learning, the Music Office also runs 16 youth orchestras / bands (i.e. one symphony orchestra, four string orchestras, one junior chamber ensemble, five Chinese orchestras, one children's Chinese orchestra, three youth bands, one children's band) and two choirs (i.e. one youth choir and one children's choir). In 2010/11, about 8 400 trainees received musical instruments training provided by the Music Office.

56. In addition, the Music Office arranges concerts and outreach interest courses to promote music in the community, including "Music for the Millions" concerts in primary and secondary schools, international youth music exchange programmes, annual music camp and annual contests for youth orchestras and bands. Over 165 000 people participated in these activities in 2010/11. The Office also organises arts education activities in support of the "School Culture Day Scheme" (**Annex J**).

57. Moreover, to promote student participation in arts and cultural activities, it is LCSD's policy to offer 50% discount tickets to full-time students for the arts programmes sponsored by the Department. Its museums also offer a 50% discount in admission fee for full-time students, and school group visits may apply for free admission.

Hong Kong Arts Development Council

58. HKADC initiates arts education activities in partnership with different government bureaux and departments and arts groups, as well as organises an array of activities on an on-going basis to bring the arts closer to the public, and to expand the audience base for arts activities including those run by its one-year/two-year grantees. Such projects include –

- (a) "Arts Ambassadors-in-School Scheme" – This Scheme, supported by the EDB, seeks to inspire primary and secondary students with a flair for the arts to become arts ambassadors and to take their passion for the arts beyond campuses into the community. Each ambassador has the opportunity to take part in an array of workshops, free performances and shows, volunteer services and competitions. Entering into the third year in 2010-11, the number of participating schools increased from 500 to 656.

- (b) “Community Arts Activities Enhancement Scheme” – The Scheme provides arts and cultural activities e.g. training courses, public performances and multi-media exhibitions, for participation and appreciation by the public in various local communities throughout the territory. In 2010/11, the HKADC supported 17 community-based art groups and district organisations in organising such arts and cultural activities.
- (c) “Artwork on Loan Scheme” – Jointly organised with LCS D, a total of 60 artists have been invited to take part in the Scheme to provide over 280 pieces of artwork. Reproductions of the artworks have been made available for loan by the public. Since the launch of the second phase of the Scheme in 2008, there have been over 8 000 loan records and some 160 schools borrowed these artworks for different on-campus arts activities.
- (d) “Hong Kong Dance Festival” – The Festival aims to showcase the originality and diversity of local dance artists and to encourage public participation in and appreciation of the fun of dance in Hong Kong. In 2010, LCS D, HKAPA and eight local dance companies were invited to be strategic partners, and programmes included stage performances, competitions, symposium and flash dance performances.
- (e) “Hong Kong Arts Development Awards” – This annual flagship event in the local arts scene aims to give formal recognition to distinguished arts practitioners, groups and organisations that have made significant contributions to the local arts development. It encourages the community to support, sponsor and participate in local arts activities.

59. Further to the above proactive projects, HKADC administers a variety of grant schemes that help small and medium-sized arts groups and emerging artists realise their artistic, creative and developmental endeavours and promote arts education. In 2009/10, among the grants projects, over 30 projects were dedicated to arts education solely. The one-year / two-year grantees are also active in their outreach pursuit. In 2010/11, the audience outreach by HKADC’s one-year / two-year grant projects was over 1.6 million.

Major Performing Arts Groups

60. The nine major performing arts groups¹ devote much effort to organising educational programmes and audience building activities. On top of the baseline subvention of \$224 million for furthering artistic excellence and nurturing professional talents, additional annual provisions of \$40.5 million for the five years from 2010/11 are allocated to these major performing arts groups to provide outreach activities such as school performances, community performances, ensemble visits, talks, seminars, workshops, classes, camps, open rehearsals, meet-the-artists. To broaden their audience base beyond the conventional target, these groups from time to time put forth creative arts education and outreach activities such as drum festivals as well as concerts for young kids and babies.

61. As a measure to support student participation in their fee-charging performances, concessionary tickets are offered by the major performing arts groups. In 2009/10, over 87 700 student concessionary tickets (accounting for over 25% of the total number of tickets sold) were sold by the groups, in addition to their various tailor-made outreach programmes for students in the preceding paragraph.

Hong Kong Arts Festival

62. Additional resources amounting to \$80 million from 2010/11 to 2014/15 are provided to the Hong Kong Arts Festival for, inter alia, staging quality performances in various districts including the New Territories, enhancing the arts education and audience building elements of the programmes and supporting the production by local arts groups and artists. These initiatives seek to arouse the public's interest in the arts and make the enriched programmes of the Arts Festival as our cultural brand more accessible to the potential audience.

Further Enhancement Measures

63. Established in November 2010, the Advisory Committee on Arts Development (ACAD) is tasked to advise the Government on matters relating to local arts development, including the strengthening of the cultural software. The promotion of arts education is a priority area of ACAD's work on the cultural software, as it runs parallel to audience building and capacity building of arts groups in the long term. To

¹ The nine major performing arts groups include Chung Ying Theatre, City Contemporary Dance Company, Hong Kong Ballet, Hong Kong Chinese Orchestra, Hong Kong Dance Company, Hong Kong Philharmonic Orchestra, Hong Kong Repertory Theatre, Hong Kong Sinfonietta and Zuni Icosahedron.

strengthen coordination and create synergy between different stakeholders, a Subcommittee on Arts Education has been set up under the ACAD to advise Government on the strategies in the provision of arts education, including the coordination of work in the public sector. The Subcommittee will also advise and assist the Government to engage stakeholders and to promote community support and partnership with different sectors in arts education and related matters.

64. To further enhance our arts education, a consultant has been commissioned to study and analyse the public arts education currently provided to children and adults, both in and outside schools, in Hong Kong, and to give recommendations to nurture a greater appreciation of culture and the arts among students and the local populace. Having considered the findings and recommendations of the study as contained in its executive summary at **Annex K**, the ACAD Subcommittee on Arts Education has identified the following enhancement measures as its priority –

- (a) to proactively promote the value of the arts in the community through a coordinated promulgation campaign in collaboration with stakeholders; and
- (b) to enhance the coordination mechanism on the provision of arts education in the public sector involving HAB, EDB, LCSD, HKADC, the West Kowloon Cultural District Authority, HKAPA and relevant local experts.

RESOURCES FOR ARTS EDUCATION

At the School Level

65. All schools have arts teachers teaching Music and Visual Arts. In addition to teaching posts provided on the basis of well-established formulae and policies, the Government also provides recurrent resources for the promotion of arts and culture education in schools. For instance, the Operating Expenses Block Grant and Extended Operating Expenses Block Grant give schools a greater control over their operating expenses in achieving their school-based educational objectives. Schools can use the block grants flexibly to purchase resource materials for arts-related subjects as well as organise various activities such as conducting artist-in-school programmes and inviting arts groups to provide training and performances to broaden their students' horizons in the arts and enhance their arts ability.

66. Schools can also utilise the Capacity Enhancement Grant (CEG) in accordance with the schools' development priorities for curriculum development, catering for learners' diversity as well as enhancing students'

language proficiency. For instance, schools can use CEG to subsidise their senior secondary students to attend arts-related Applied Learning courses, and employ artists, part-time teachers or teaching assistants to assist in preparing teaching materials and conducting learning activities in supporting the school-based arts curriculum.

67. In addition to the above operating expenses, various financial resources have been continuously devoted through different channels to supporting the implementation of arts education in schools. In the 2009/10 school year, an amount of about \$47.4 million was used for conducting professional development programmes, producing arts-related resource materials and organising various arts programmes and activities for teachers and students, as well as financing schools offer arts elective subjects and arts-related Applied Learning courses in the NSS curriculum.

68. Schools can apply for the Diversity Learning Grant to support students taking arts-related Applied Learning courses provided by approved course providers. Schools can also make use of DLG to organise Music and Visual Arts network programmes with other schools, as well as arts-related gifted education programmes. DLG enables schools to procure services or employ teachers/teaching assistants, and purchase learning and teaching materials necessary for the programmes. In the 2009/10 school year, about \$5.8 million was allocated for schools to support students to take part in the arts-related Applied Learning courses and arts-related network programmes.

In-service Professional Development

69. The EDB regularly organises many professional development programmes (PDPs) to help in-service teachers keep abreast of the latest arts curriculum development and enhance their capability of teaching the arts and culture as well as for the development of students' creativity. The PDPs are well-organised with a variety of themes and focuses in series, and provided in the form of seminars, workshops and sharing sessions to cater for teachers' professional needs. All school teachers are well-informed of these PDPs through the Training Calendar System of the EDB. In the 2009/10 school year, about \$12.7 million was spent by various KLA sections on offering over 20 000 training places for enhancing the capacity of teachers involved in teaching the arts and culture.

Learning and Teaching Resources

70. The EDB provides abundant resources and collaborates with tertiary institutes and experts for developing learning and teaching

materials for teachers' reference to support the implementation of the arts and culture education in schools. In the 2009/10 school year, expenditure on developing relevant materials was about 6.7 million. These materials covering a wide range of themes have been disseminated to schools in the form of booklets, DVDs and downloadable versions on the Internet. Examples of the materials that have been completed since 2002 are at **Annex L**.

Quality Education Fund

71. QEF has been supporting schools through funding to organise a wide range of arts and cultural programmes and projects for students since its establishment in 1998. In the 2009/10 school year, it financed projects on the arts and culture amounting to \$6.2 million, covering a wide range of art forms and media such as music, drama, dance, visual arts, Chinese operas, multimedia production, traditional and contemporary Chinese culture, as well as local arts. Moreover, over \$2 million has also been used to support two QEF Thematic Networks (QTNs), namely, QTN on Drama in Education and QTN on Film Art to enhance collaboration and sharing of good practices among schools on teaching and learning of drama and film respectively. Creative Arts Education has been introduced as a priority theme for application since 2008 to strengthen learning and teaching strategies and resources exploration for fostering students' creativity and arts abilities, as well as enhancing their understanding and appreciation of the arts and cultural heritage.

Support for Students with Financial Difficulties

72. The School-based After-school Learning and Support Programme (the Programme) has been established by the EDB to provide School-based Grant for students in receipt of Comprehensive Social Security Assistance and full-grant under the Student Financial Assistance Schemes, so as to let them participate in activities for broadening their learning experiences outside the classroom, such as arts and cultural activities, sports, leadership training, voluntary service, visits and tutorial service. SBG has been increased from \$200 to \$400 per target student per annum starting from the 2010/11 school year. In addition, the Programme provides the Community-based Project Grant for non-government organisations (NGOs) to conduct community-based projects for youths and students. While all projects related to the arts and culture are supported, around \$2.9 million was allocated for them in the 2009/10 school year. In 2010/11, the total sum allocated for NGOs to organise projects related to the arts and culture is about \$6.3 million.

73. To help students with financial difficulties, the Hong Kong Jockey Club Life-wide Learning Fund has been set up to provide financial support for needy students in primary and secondary schools to participate in life-wide learning activities, including those related to the arts and culture, thereby helping to ensure that these students have opportunities to acquire balanced learning experiences. In the 2009/10 school year, over \$40 million has been disbursed to support the needy students.

Community Arts Promotion and Audience Building

74. Government recurrent subvention for HKAPA amounts to \$197.2 million and \$201.7 million in 2010/11 and 2011/12 respectively.

75. The total budget for LCSD's Audience Building Office, Art Promotion Office and Music Office in organising arts education related programmes costs is \$73.2 million and \$73.8 million in 2010/11 and 2011/12 respectively.

76. HKADC receives a recurrent Government subvention of \$80.6 million and a funding of \$30 million from the arts portion of the Arts and Sport Development Fund. In 2009/10, it initiated a total of 18 projects on arts promotion and arts education with a total budget of about \$13 million. In 2009/10, the funding for the 30 projects under HKADC's grant schemes dedicated to arts education exceeds \$2.9 million.

77. From 2010/11 to 2014/15, an additional \$486 million will be provided to strengthen our cultural software. Excluding the funding to support the development of Cantonese opera and the arts administrators' internship programme, a total of \$385 million will be allocated to enhance outreach and arts education activities of key players (e.g. LCSD, the major performing groups and the Hong Kong Arts Festival), to step up the promotion of public art and to facilitate student participation in arts and cultural activities as follows –

- (a) \$22 million (i.e. over \$4 million per year) to enhance the promotion of the arts education to develop young people's interest in visual arts and their appreciation skills and abilities in these areas, including curating extension activities such as guided tours, seminars and other activities outside the classroom for students;
- (b) \$80 million to step up the promotion of public art and organise popular arts activities in the community;
- (c) \$203 million for the nine major performing arts groups to step up their outreach efforts, among others; and

- (d) \$80 million for the Hong Kong Arts Festival to enhance the arts education and audience building elements of its programmes, among others.

78. With an injection of \$1.5 billion into the arts portion of the Arts and Sport Development Fund in July 2010, it is estimated that an annual provision of about \$60 million would be available for disbursement. Apart from the funding for HKADC to support projects under its purview, \$30 million will be disbursed under a new Arts Capacity Development Funding Scheme. This new Funding Scheme seeks to enhance the capacity of local artistic talents and to support applications that meet the four major objectives of arts development², with arts education being one of them.

CONCLUSION

79. The Government is committed to promoting arts education in schools for students' all-rounded development and training of arts talents, and nurturing a society that savours culture and the arts through appreciation and participation, inspiring creativity and promoting diversified cultural developments. Our effort to broaden the provision and enhance the quality of the arts and cultural learning in schools is most effective in nurturing of human resources for the future development of Hong Kong. The Government will continue to strengthen the support for the learning and teaching of the arts and culture in basic education and the NSS curriculum through the following measures:

- rendering support and resources including grants, learning and teaching materials and PDPs for schools and teachers;
- reviewing and refining the strategies on curriculum implementation to facilitate the development of the arts and culture in school curriculum;
- collaborating closely among Government departments and arts bodies in organising various activities and programmes for students held outside the classroom; and
- communicating with schools, parents and the public to further promote the importance of the arts and cultural learning in schools.

We believe that with the concerted efforts of various stakeholders and community members, our younger generation will benefit greatly from the learning of the arts and culture, and their potential in different aspects can

² The four major objectives include contents development, audience building, arts education and capacity building.

be more fully tapped.

**Education Bureau
Home Affairs Bureau
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