

**For discussion  
on 2 February 2024**

## **Legislative Council Panel on Education**

### **Physical Education and Arts Education in Primary and Secondary Schools**

#### **Purpose**

This paper aims to brief Members on the strategies of the Education Bureau (EDB) in implementing primary and secondary Physical Education (PE) and Arts Education (AE) and the progress in recent years.

#### **Background**

2. Hong Kong primary and secondary education curriculum features a broad and balanced curriculum with an open and flexible framework, highlighting seven learning goals<sup>1</sup> and five essential learning experiences<sup>2</sup>. The learning content mainly covers eight Key Learning Areas (KLAs)<sup>3</sup>, comprising three interconnected components, namely knowledge (subjects from KLAs), generic skills<sup>4</sup>, and values and attitudes. PE and AE, which

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<sup>1</sup> The learning goals of primary education cover: national identity, proper values and attitudes, knowledge of Key Learning Areas, language skills, generic skills, reading and information literacy, and healthy lifestyle; while the learning goals of secondary education cover: national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

<sup>2</sup> The five essential learning experiences are: values education, intellectual development, community service, physical and aesthetic development, and career-related experiences.

<sup>3</sup> The eight KLAs are: Chinese Language Education; English Language Education; Mathematics Education; Science Education; Technology Education; Personal, Social and Humanities Education; Arts Education; and Physical Education.

<sup>4</sup> The nine generic skills are: communication skills, mathematical skills, information technology skills, critical thinking skills, creativity, problem solving skills, self-

are particularly relevant to healthy lifestyle among the seven learning goals, are integral to Hong Kong primary and secondary curriculum and complement other KLAs. These two KLAs provide diverse learning experiences for students to achieve the aims of education, i.e. fostering whole-person development in the five domains of ethics, intellect, physique, social skills and aesthetics.

3. The EDB has all along been committed to supporting schools in the promotion of PE and AE through ongoing renewal of curriculum guides, developing learning and teaching resources and providing teacher training<sup>5</sup>, so as to ensure the provision of quality PE and AE for students. Schools are also encouraged to provide students with related learning experiences within and beyond the classroom in a diversified manner, and support students' active participation in various kinds of physical and aesthetic activities, so that they can develop an interest in and the ability to appreciate sports and arts, thereby contributing to their physical and mental health and balanced development.

4. Every year, the EDB subsidises the Schools Sports Federation of Hong Kong, China (HKSSF) and the Hong Kong Schools Music and Speech Association (HKSMSA) to organise various primary and secondary inter-school sports competitions in Hong Kong, the Hong Kong Schools Music Festival and the Hong Kong Schools Speech Festival<sup>6</sup>. In recent years, we have organised major activities relating to PE and AE to encourage students with different aptitudes and interests to fully unleash

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management skills, self-learning skills and collaboration skills.

<sup>5</sup> In the 2022/23 school year, the EDB has organised over 100 teacher professional development programmes related to PE and AE, covering different kinds of sports, visual arts media, professional knowledge of music, Chinese traditional dance, martial arts, Chinese instrumental playing, Chinese calligraphy and ink painting appreciation, training for newly-appointed subject panel heads and teachers, sports-related safety measures, and also there is a series of sharing sessions on enhancing the effectiveness of learning and teaching, school sporting atmosphere, students' performance in physical fitness, etc.

<sup>6</sup> Every year, the HKSSF and the HKSMSA organise primary and secondary inter-school sports competitions in Hong Kong, as well as the Hong Kong Schools Music Festival and the Hong Kong Schools Speech Festival respectively, attracting participation from more than 1 000 schools and 400 000 students. In the 2019/20 school year, the total amount of subsidy provided by the EDB for the two organisations exceeded \$20 million.

their potential.

5. Schools can generally make good use of in-house and external resources to arrange different kinds of physical and aesthetic activities with and beyond the classroom for their students according to their interests and abilities, providing enriched learning experience for students in physical and aesthetic development. In order to further develop students' potential, many schools have set up after-school interest groups or advanced training for school teams, and arrange for students to participate in various kinds of competitions, sports and cultural appreciation activities as far as possible, with a view to enabling students to develop their different abilities for attaining the goal of whole-person education. The strategies for implementing PE and AE as well as their respective situations are summarised in the ensuing paragraphs.

### **PE at primary and secondary levels**

6. The Government has been strengthening the learning and teaching of PE at the school level through school curriculum and extra-curricular activities to develop students' motor and sports skills, enhance their physical fitness and raise their awareness of physical activities and safety. This can help students nurture positive values and attitudes, maintain physical health and develop a healthy lifestyle.

### **Enrich PE curriculum guide**

7. In line with the World Health Organisation's recommendation that children and adolescents aged 5-17 should accumulate at least an average of 60 minutes daily of moderate- to vigorous-intensity physical activities (MVPA60) across the week, the Curriculum Development Council revised the *Physical Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6)* in 2017 to incorporate the recommendation into one of the directions of the PE curriculum. Under the revised curriculum guide, schools should arrange diversified physical activities to develop students' motor and sports skills and enhance their physical fitness so as to help them acquire the knowledge of related activities, as well as cultivate positive values and attitudes for developing a habit of engaging regularly in physical activities.

8. The EDB requires schools to provide PE lessons for students according to the curriculum guide and assign teachers with relevant teacher qualifications to take up the teaching of the PE curriculum. Currently, at least two PE lessons per week (i.e. approximately 80 minutes per week) should be arranged for students at primary and secondary levels, while students taking the PE elective subject for the Hong Kong Diploma of Secondary Education (HKDSE) have the opportunity to learn about sports theory and engage in sports training for around 250 hours in total. The arrangement of lesson time is based on thorough consideration of balancing the learning needs of various KLAs, catering for the needs of students in whole-person development in five aspects, i.e. moral, intellectual, physical, social and aesthetic development, with due regard to different school contexts. The present arrangement is widely supported across the education sector.

9. The curriculum guide emphasises that the promotion of students' physical development in schools is not confined to PE lessons. In general, schools strengthen students' physical development through a life-wide learning approach, which includes:

- introducing “physical activity session” such as morning exercise;
- increasing the ratio of physical activities in multiple intelligences lessons;
- arranging students to take part in physical activities before morning assemblies, during recess or lunch break, and after school;
- organising sports days, swimming galas, school team training, inter-class/house sports competitions, sports badges award schemes and physical fitness charts;
- collaborating with various organisations to organise activities and programmes, including the School Physical Fitness Award Scheme, the Inter-school Sports Competitions, the Schools Dance Festival and the Jump Rope for Heart Programme, and engaging professional coaches or instructors with existing resources to hold new sports activities in schools such as rope skipping and sport climbing, with a view to

providing students with more opportunities to participate in physical activities; and

- some schools adopt different strategies such as optimising the design of school uniforms to facilitate students' participation in physical activities, and incorporating teacher-student and parent-child elements into school sports competitions, in order to extend the sports atmosphere from school to home.

10. To further engage students in developing an active and healthy lifestyle, the EDB launched the “Active Students, Active People” Campaign (the ASAP Campaign) in October 2021 to rally the concerted efforts of schools, parents and other stakeholders in society to promote an optimised sports atmosphere in schools, so as to encourage students to develop a habit of engaging regularly in physical activities as soon as possible. Since the launch of the campaign, more than 100 000 students have participated, and the response has been encouraging. The EDB will inject new elements into the campaign in a timely manner so as to meet the needs of schools.

### **Provide grants and resource support relating to sports**

11. The EDB provides schools with various grants for organising more different school-based activities and training to fully enhance students' participation and school atmosphere. For example:

- the recurrent Life-wide Learning Grant, which is provided for public sector and Direct Subsidy Scheme (DSS) schools starting from the 2019/20 school year, subsidises students' activity fees and transportation expenses required for participation in life-wide learning activities including sports competitions;
- the Student Activities Support Grant subsidises students with financial needs to participate in life-wide learning activities organised or recognised by schools, including activities relating to physical development so that students will not be deprived of the opportunities to participate in related activities or competitions due to financial difficulties;
- the Diversity Learning Grant supports schools in offering a

diversified senior secondary curriculum such as arranging external professional organisations to provide joint-school programmes of senior secondary PE curriculum to cater for students' diverse learning needs;

- the Quality Education Fund, under which schools can apply for funding for alteration or addition of different sports facilities in schools such as climbing walls, archery ranges, physical activity rooms, indoor rowing machines and dragon boat machines, increases students' opportunities and interests in participating in sports activities; and
- the School-based After-school Learning and Support Programmes has been implemented by the EDB since the 2005/06 school year to provide public sector schools (including special schools), DSS schools and non-governmental organisations (NGOs) with grants to organise after-school learning activities for eligible students<sup>7</sup>, with a view to facilitating their whole-person development and personal growth. The programmes aim to help disadvantaged students enhance their learning effectiveness, broaden their learning experiences outside the classroom, as well as increase their understanding of and sense of belonging to our society. A wide spectrum of activities are organised under the programmes, including homework guidance, art and cultural activities, sports activities, visits, leadership training and voluntary services.

12. The EDB also encourages schools to collaborate with various organisations and make good use of existing resources to engage professional coaches or instructors, including retired athletes, of different sports as qualified coaches to hold various interest classes and featured sports activities for their students with a view to facilitating the promotion of sporting culture in schools.

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<sup>7</sup> They refer to Primary 1 to Secondary 6 students receiving Comprehensive Social Security Assistance and full grant under the Student Financial Assistance Scheme.

### **Enrich the learning and teaching resources relating to PE**

13. Under the ASAP Campaign, the EDB has newly launched diversified learning and teaching resources<sup>8</sup>, including the production of a series of educational videos, infographics, presentation slides and “Physical Activity Logbook”, to support schools in further enabling students to develop a habit of engaging regularly in physical activities (**Annex 1**). The resources produced include:

- videos for inspirational sharing by elite athletes to encourage students to develop positive values and attitudes, such as perseverance and willingness to accept challenges;
- infographics on different sports (such as fencing, track cycling and 3-on-3 basketball) as well as major sports events (such as the 2022 Winter Olympic Games and the 19th Asian Games Hangzhou) to deepen students’ knowledge of major sports events and specific sports, as well as enhance their sense of national identity and ability to appreciate the characteristics of different sports;
- presentation slides for teaching topics such as rope skipping, “Parent-child Fitness Walking/Running - Benefits of Walking and Running”, physical fitness and using resistance band for muscle training to enhance students’ interest in sports and physical activities and nurture their self-directed learning capabilities;
- Chinese culture-related educational videos on Wushu and Chinese folk dances to enhance students’ understanding of the country’s traditional sports; and
- “Physical Activity Logbook” to facilitate the recording of the daily physical activities level by students themselves, enabling them to review their time spent on physical activities and reflect on how to improve their physical fitness, with a view to meeting the recommended level of MVPA60. The Physical Activity Logbook also contains information and

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<sup>8</sup> The information is based on <https://www.edb.gov.hk/en/curriculum-development/kla/pe/asap/index.html#4>

suggestions of different physical activities with inspiring quotes for students' reference.

14. Amidst the epidemic, the EDB has provided the “Guidelines on Conducting Physical Activities for the Prevention of Coronavirus Disease (COVID-19)” for schools and teachers to support online learning and teaching arrangements. We have also collaborated with different stakeholders to develop diversified learning and teaching resources (including online video clips of sports activities<sup>9</sup>) to teach students how to keep exercising after class or at home. In addition, the EDB has invited elite athletes, including cycling athletes WONG Kam-po and LEE Wai-sze, windsurfing athlete CHAN Hei-man and tennis athlete WONG Chak-lam, to produce video clips to cheer for students during the epidemic, share the ways of healthy lifestyle and demonstrate simple fitness exercises at home, so as to encourage students to take precautionary measures against the epidemic and stay positive and healthy.

#### **Organise sport-related student activities**

15. Under the ASAP Campaign, the EDB has newly designed and organised a number of well-received activities for students, including the Sharing Sessions by Elite Athletes cum Experience Activity, the Dance for Health, the Virtual Basketball Shooting Contest, the Vitality Fitness Walking/Running Challenge, the Rope Skipping Fun Day and the 3-on-3 Basketball Exchange Demonstration. (**Annex 2**)

16. In support of the hosting of the 19th Asian Games Hangzhou 2022 by our country, the EDB has also launched the “Exciting Asian Games-Vitality Fitness Walking/Running/Skipping Challenge<sup>10</sup>” to enhance students' knowledge of the Asian Games and their sense of national identity as well as to help them develop a habit of engaging regularly in physical activities through activities like walking, running and rope skipping. The Challenge was well received with the participation of over 30 000 students. The EDB has also launched the “MVPA60 Award

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<sup>9</sup> Information source: [https://www.edb.gov.hk/en/curriculum-development/kla/pe/doing\\_physical\\_activities\\_at\\_home/index.html](https://www.edb.gov.hk/en/curriculum-development/kla/pe/doing_physical_activities_at_home/index.html)

<sup>10</sup> Please refer to <https://www.edb.gov.hk/en/curriculum-development/kla/pe/asap/index.html#3>.



Scheme” in order to further encourage students to develop a habit of engaging regularly in physical activities. Besides, to enhance students’ understanding of the Chinese culture, the EDB has included the category of Chinese dance in the annual Schools Dance Festival, which has attracted more than 590 teams to participate, involving about 6 500 primary and secondary students.

17. The EDB has been supporting schools in participating in different types of sports exchange programmes among Guangdong, Hong Kong and Macao, such as the Guangdong-Hong Kong-Macao Greater Bay Area Student Sports Festival, the friendly football tournament for senior secondary school students in Zhuhai, Hong Kong and Macao and the activities of the 4th Youth Dance Competition Series. Representatives of the EDB have attended meetings and ceremonies to share the planning and teaching strategies in sports promotion.

### **Promote professional development of teachers and establish learning communities**

18. The EDB organises a variety of professional development programmes every year, including workshops on PE curriculum development, learning and teaching and specific sports, seminars on new educational development trends and sports safety, as well as experience sharing sessions on school-based curriculum development to enable teachers to keep abreast of the latest development trends and enhance the effectiveness of learning and teaching. (**Annex 3**)

19. The EDB collaborates with local universities to organise the annual Hong Kong Physical Education Teachers Conference, which adopts different themes every year and brings together experts in PE teaching to share on various topics. Teaching workshops on different kinds of sports, including urban sports (such as 3-on-3 basketball and sport climbing) as well as new sports (such as Wushu, shuttlecock, dodgebee and dodgeball), are held to enrich teachers’ professional knowledge. In the recent three years, the EDB has organised about 150 professional training activities for PE teachers, with an attendance of over 9 300 recorded. We will also reserve places in appropriate activities for in-service PE teachers from Guangzhou and Macao, in order to strengthen the exchange among

teachers from the Greater Bay Area on PE.

20. The EDB has established a PE teachers' professional network on "Developing an Active and Healthy School Campus" for primary and secondary schools since the 2017/18 school year, coupled with a series of support measures to help schools formulate the school-based policy for developing an active and healthy school campus, facilitate the sharing of good practices on the promotion of physical activities by participating teachers, and encourage them to explore together effective and interesting learning and teaching strategies as well as ways to promote whole-school participation, with a view to enabling students to extend the sports skills learned in PE lessons and increasing their level of physical activity during their spare time. Over the past three years, the EDB has conducted more than 10 sharing sessions and workshops for the above professional network, receiving positive responses from over 790 participants. Besides, the EDB has formed the "Fundamental Movement Learning Community" and the "Senior Secondary Physical Education Elective – Learning Cycle" to create, through professional sharing activities such as workshops, sharing sessions, lesson observation and evaluation, different sharing platforms for teachers to promote teachers' professional growth and enhance the effectiveness of learning and teaching.

### **Pool the strengths and resources of stakeholders in PE**

21. It takes the concerted efforts of schools, families and society to enhance students' interest in sports and further encourage them to participate in physical activities. The "Smart Parent Net" website of the EDB provides diversified information for parents, which includes articles or videos on encouraging parents to do exercise with their children and help their children develop a healthy lifestyle. The EDB has also been collaborating with different government departments, bodies and organisations to provide various physical activities or sports programmes, such as the "Fun to Move@JC" project and the "Active School Programme" funded by the Hong Kong Jockey Club Charities Trust, the School Physical Fitness Award Scheme, the Pandemic Challenge - Fitness Challenges at Home Scheme and the Outdoor Education Camp Scheme.

22. The EDB continues to collaborate with school sports

organisations, such as the Schools Sports Federation of Hong Kong, China (HKSSF)<sup>11</sup> and the Hong Kong Schools Dance Association, to organise various inter-school sports and dance competitions so as to provide students with opportunities of participation in sports activities. According to the information provided by the HKSSF, about 110 000 local students have taken part in various inter-school sports competitions over the past year, with the participation of over 1 000 primary and secondary schools each year, accounting for about 96% of the total number of schools in Hong Kong.

23. Moreover, the EDB has been working with the Leisure and Cultural Services Department (LCSD) and various tertiary institutions to promote the School Sports Programme and the iSmart Fitness Scheme, which enable students of primary, secondary and special schools in Hong Kong to participate regularly in diverse sports activities during leisure time, so as to foster a sporting culture on school campuses. The programme and the scheme also help students develop an active and healthy lifestyle, enhance the standard of sports performance among students, and identify student athletes with potential for further training.

### **Way forward for future directions of primary and secondary PE in Hong Kong**

24. It takes the concerted efforts of schools, families and society to enhance students' interests in sports and further encourage them to participate in physical activities. The EDB will continue to enhance PE and assist schools in strengthening PE development with a life-wide learning approach through different efforts ranging from curriculum development, teacher training, learning and teaching resources, professional networks to the ASAP Campaign launched in recent years. In parallel, we will also co-ordinate with different government departments and organisations to create an atmosphere conducive to the development of a healthy lifestyle for students so as to achieve the target of MVPA60.

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<sup>11</sup> The HKSSF is responsible for overseeing all primary and secondary inter-school sports competitions in Hong Kong. It lays down rules and regulations for different inter-school sports competitions and ensures their compliance by all member schools.

## **AE in primary and secondary levels**

25. The Government attaches great importance to the implementation of AE and has been strengthening AE at the school level through school curriculum and extra-curricular activities so as to develop students' arts skills, aesthetic sensitivity and cultural awareness, foster their awareness of arts, cultural literacy and creativity, and cultivate positive values and attitudes. Students can gain delight, enjoyment and satisfaction through participating in aesthetic activities and develop a healthy lifestyle.

### **Enrich AE curriculum guides**

26. Updated in 2017, the *Arts Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6)* provides schools with flexibility to plan and implement their school-based AE curriculum and, through arts learning experiences, achieve the curriculum aims<sup>12</sup> and learning targets of the AE KLA. Primary and secondary schools in Hong Kong are required to allocate lesson time/learning time to visual arts lessons and music lessons in accordance with the recommendations set out in the Primary Education Curriculum Guide and the Secondary Education Curriculum Guide.

27. At the subject-based level, both the *Arts Education Key Learning Area Music Curriculum Guide (Primary 1 - Secondary 3)* and the *Arts Education Key Learning Area Visual Arts Curriculum Guide (Primary 1 - Secondary 3)* provide guidelines on the directions, aims and frameworks of the Music and Visual Arts curricula to facilitate the selection of teaching materials, planning of learning activities and assessment by schools according to their learning and teaching needs, enabling schools to develop

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<sup>12</sup> The AE curriculum aims to help students: (1) develop creativity, critical thinking and communication skills, and nurture aesthetic sensitivity and cultural awareness; (2) develop arts skills, construct knowledge, and cultivate positive values and attitudes; (3) gain delight, enjoyment and satisfaction through participating in arts activities; and (4) pursue a lifelong interest in arts. The four learning targets of AE are developing creativity and imagination, developing skills and processes, cultivating critical responses and understanding arts in context.

students' knowledge, skills, values and attitudes, as well as nurture their aesthetic sensitivity and lifelong interest in the arts. The curriculum guides of the two subjects specify that schools must arrange for students no less than 9% of the lesson time (primary level), 8% to 10% of the lesson time (junior secondary level), 250 hours (senior secondary elective subject) and no less than 10% of the lesson time (Other Learning Experiences at the senior secondary level that includes Aesthetic Development) under the AE curriculum.

28. In addition, the curriculum guides encourage schools to provide students with different learning activities within and beyond the classroom to broaden their experiences in other arts forms. In fact, most schools arrange arts learning activities for students in accordance with the curriculum guides, having regard to their actual circumstances as well as learning and teaching needs, and the activities designed are integrated organically in and connected naturally with the curriculum. The curriculum guides also list examples of implementing values education through AE, e.g. appreciating Chinese painting and calligraphy, traditional Chinese music and Cantonese opera, which enables students to understand Chinese culture and arts from an early age and develop their sense of national identity. In the curriculum of the senior secondary elective subject of Music, Cantonese opera, local popular music, etc. are included as compulsory elements, while Visual Arts also requires students to learn the arts in the Chinese and Western cultures.

29. To accommodate curriculum development and future needs, ad hoc committees were set up for Music and Visual Arts in 2022 to revise the curriculum guides. The updated curriculum will consist of four learning stages (Primary 1 - Secondary 6), with the aim of helping students develop a healthy lifestyle and their ability and attitude for lifelong learning through arts. The updated curriculum will emphasise the cultivation of proper values and attitudes, especially appreciation of Chinese culture, a sense of national identity, diligence, etc., and enhance promotion of the roles played by arts technology and Arts in STEAM Education, so as to develop students' information literacy and help them use information reasonably and ethically. Relevant examples of teaching plans and learning and teaching resources will also be updated correspondingly to support the implementation of the curriculum. The updated curriculum

guides are expected to be launched in 2024.

### **Provide AE-related grants and resource support**

30. As mentioned in paragraph 11 above, the EDB provides schools with various grants, including the Life-wide Learning Grant, Student Activities Support Grant, Diversity Learning Grant, Quality Education Fund and various grants under the School-based After-school Learning and Support Programmes, to organise different school-based activities and training, with a view to holistically increasing students' opportunities of participation, enhancing the atmosphere in schools and enriching students' arts learning experiences within and beyond the classroom. Examples of promoting AE include:

- organising choirs, orchestras, musical instrument classes, calligraphy classes, ink painting classes and art exhibition events;
- appreciating the performances of different art forms such as music, drama and multi-media, as well as learning to create ceramics, ink paintings and calligraphy under the guidance of professional instructors;
- learning to create music using Western and Chinese musical instruments with integration of multi-media elements, so as to develop students' creativity and expression skills;
- visiting matshed theatres and attending performances of Cantonese opera as well as exhibitions of Chinese calligraphy and ink painting, etc., to enable students to understand Chinese culture and nurture a sense of belonging;
- studying the relationships among the playing and production of musical instruments as well as science, and learning to apply relevant knowledge and using different materials to make musical instruments in order to deepen students' understanding of the structures and acoustic principles of different musical instruments; and
- for some schools, using the EDB's grants to arrange for students to participate in music training camps as well as students arts exchanges, study tours, competitions, etc., in the Mainland and overseas.

31. In addition, some schools have also applied for the Diversity Learning Grant to form networks with other schools to offer the elective subjects of Visual Arts and Music at the senior secondary level to increase subject choices for students. Besides, all network schools can apply for the Diversity Learning Grant, ranging from \$7,000 to \$7,800 per senior secondary class per year, for employing teachers or teaching assistants to share out the additional teaching load arising from offering these programmes directly or indirectly. In the 2022/23 school year, there are about 11 network programmes under the senior secondary Music elective subject, with nearly 70 participating schools. As for the senior secondary elective subject of Visual Arts, over 80% of secondary schools provide programmes on their own, while about 10 secondary schools jointly offer network programmes by using the Diversity Learning Grant.

32. Many schools have also applied for the Quality Education Fund to implement innovative projects for enhancing the effectiveness of learning and teaching. For example, the fund may be used for procuring tablet computers to conduct various learning and teaching activities, including computer graphics, animation design and music creating activities. The fund may also be used for improving school lighting and sound equipment (e.g. in assembly halls, music rooms) for teachers and students to organise appropriate learning and performing arts activities, thereby providing more opportunities for students to participate in arts activities, so as to enhance their interest, enrich their arts learning experiences, as well as foster among them a life-long interest in and habit of participating in arts activities.

### **Enrich AE-related learning and teaching resources**

33. The EDB has been inviting various academics and organisations to jointly develop learning and teaching resources of different contents and forms (**Annex 4**). Examples include:

- the nine-volume Art Appreciation and Criticism in Context Series, covering Chinese, Western and local arts and designs, which have been published and distributed to over 1 000 primary and secondary schools in Hong Kong to enhance the learning and teaching of art appreciation and criticism from

multiple perspectives, such as culture, history, science and technology;

- the Fostering Assessment for Learning in Visual Arts – Visual Arts Portfolio, which supports learning and teaching as well as assessment in senior secondary Visual Arts;
- the teaching kits on Cantonese Opera and Cantonese Opera *Banghuang* for promotion of Cantonese opera learning;
- the learning and teaching materials on Guangdong Music and *Jiangnan Sizhu* to encourage the inheritance of Chinese culture; and
- the analyses of Western and Hong Kong pop songs for learning about popular culture, which provide arts subject teachers with suitable teaching content for further strengthening students’ knowledge and capabilities in the field of arts.

34. The EDB is developing a package of multi-media learning and teaching materials on AE (EMM), including “Colours” which explains the learning of arts knowledge from multi-level perspectives. The package can enhance teachers’ capabilities in planning a progressive Visual Arts curriculum, thereby helping students study arts in depth.

35. During the epidemic, the EDB produced a number of self-learning resources on arts for students, including “Learning and Teaching of Drawing: Hong Kong Architecture”, “Introduction to Animation”, “Visual Diary – 10-day Challenges” and “Self-learning Music Appreciation”, to facilitate students’ home learning and encourage them to submit their self-learning outcomes to the EDB. We received overwhelming response from students, with a total of over 2 000 visual arts artworks submitted.

### **Continue to organise AE-related student activities**

36. The EDB has been organising a wide variety of arts activities to enrich students’ learning experiences. Examples include:

- The Exhibition of Student Visual Arts Work, which has a history of over 40 years and is held annually to provide a platform for primary and secondary students in Hong Kong to



- publicly showcase their talents in visual arts;
- the music creation event series “GalaMusica” (formerly known as the “Hong Kong Schools Creative Music Showcase”) which has a history of more than 30 years. The event series is co-organised by the EDB and the Hong Kong Composers’ Guild and its activities include chamber compositions and creative works competitions;
  - other students arts activities relating to Chinese culture and arts technology such as the “Costume through Chinese Arts” Design Competition, which aims to cultivate in primary and secondary students the appreciation of Chinese culture and a sense of national identity, as well as encourage students to integrate Chinese arts elements into fashionable costume design; and
  - “A Time to Remember” Digital Art Competition which encourages students to create digital artwork with the theme of “A Time to Remember”.

37. In addition, the EDB has been collaborating with various arts organisations and museums to organise arts learning activities relating to Chinese culture, in order to enhance students’ awareness and understanding of Chinese arts, pass on traditional Chinese culture and unleash their creativity. Among others, the EDB and the Hong Kong Palace Museum (HKPM) have co-organised three student activities featuring the blending of Chinese culture with creative arts. The HKPM has showcased the artworks created by some of the award-winning students, which earned high commendation from the Palace Museum (Beijing). (**Annex 5**)

38. In recent years, the EDB has also worked with different schools to produce music videos featuring Chinese culture to showcase the talents of students. For instance, *My Motherland and I* and *On the Young China* premiered on the EDB’s online channel in the 2021/22 school year have more than 220 000 views in total. In the 2022/23 school year, the EDB and three associations of school heads from Hong Kong, Kowloon and the New Territories jointly organised the music videos production activities for *The Pearl of the Orient* and *Warm Wishes*, in which 36 primary and secondary schools from 18 districts expressed an affection for our country and Hong

Kong through music and creativity.

39. In the 2022/23 school year, different sections in the EDB have co-organised various competitions such as the “Hologram” Digital Image Design Competition to encourage students to learn about arts technology and participate in STEAM education, and also the Creating • Appreciation • Performing Music Competition and the SOW Creative Singing Contest to enrich students’ learning experiences in Chinese Language, English Language and Music, especially pop music singing, through Language across the Curriculum. Arrangements were made for the winning students to receive professional guidance on singing and composing, so that they could write songs to cheer up candidates sitting for the coming HKDSE Examination, which was not only a demonstration of their learning outcomes, but also a manifestation of the element of values education.

40. To tie in with the promotion of AE in our country, since the 4th China National Arts Showcase for Primary and Secondary Students (2013), the EDB has been arranging prize-winning primary and secondary schools and students in visual arts competitions (Exhibition of Student Visual Arts Work) and performing arts competitions (Hong Kong Schools Music Festival and Schools Dance Festival) in Hong Kong to participate in the event, which is held every three years, under the categories of Instrumental, Vocal (Chorus), Dance and Artistic Works. (**Annex 6**)

41. In response to the 14th Five-Year Plan giving clear support to Hong Kong developing into an East-meets-West centre for international cultural exchange, the EDB has been actively arranging Chinese music and Chinese arts appreciating and creating activities for students, and assisting schools in providing a comprehensive and balanced arts education curriculum, with a view to nurturing talents in various fields of arts and broadening the audience base for local arts.

### **Promote professional development of AE teachers and develop learning communities**

42. The EDB organises a large number of teacher professional development programmes including workshops, seminars and experience

sharing sessions to help in-service teachers keep abreast of the latest development in related curriculum, enhance their professional knowledge, encourage them to adopt diversified and suitable learning and teaching strategies, and enable them to implement effective learning and teaching as well as assessment of students abilities. These programmes will also help schools learn more about how they can foster students' interest in arts through different learning activities as well as learning and teaching resources, and encourage schools to create an atmosphere conducive to the promotion of AE. (**Annex 7**)

43. The teacher learning community is a new paradigm of professional teacher development. An effective teacher learning community is conducive to the development of innovative curriculum. In the 2022/23 school year, the EDB has organised the teacher professional learning community for STEAM education in visual arts. A total of 134 teachers from 35 primary schools and 27 secondary schools joined the community. Furthermore, the professional learning community for primary and secondary school music teachers provides a collaborative learning platform for the sharing of teaching experiences, which helps enhance the professional capability of teachers and the effectiveness of learning and teaching. The themes in 2022/23 school year include the design of integrated music learning activities, interdisciplinary learning, curriculum planning and implementation, as well as learning and teaching strategies.

44. To support teachers in implementing the learning and teaching of arts and technology in schools, the EDB has organised various kinds of teacher professional development programmes including digital drawing, digital animation, digital audio recording technique, mixing and post-production. Besides, competitions and exhibitions have been held to provide opportunities for teachers and students to integrate technology in media arts creation. In addition, to assist schools in further implementing STEAM education, the EDB has specially organised a learning community on visual arts and STEAM education, bringing together teachers of visual arts and subjects relating to science/ mathematics/technology/general studies in primary and secondary schools in various workshops and seminars, so that they can work together to design learning plans on STEAM education and share the learning and teaching experiences with

teachers from other schools.

### **Pool the strengths and resources of stakeholders in AE**

45. The EDB has been working regularly with various government departments, government subvented organisations, professional arts groups and arts-related NGOs to provide teachers and students with a wide range of arts learning activities so as to enable primary and secondary school students to learn arts within and beyond the classroom. In February 2010, the EDB launched the scheme on “A Journey on Learning the Arts for Senior Secondary Students”. Supported by the LCSD<sup>13</sup> and various arts groups, the scheme aimed at encouraging secondary school students to go out of the classroom to participate in and watch arts programmes in authentic contexts, which include the performances of Chinese and Western music, Chinese operas, dramas and dances as well as visual arts exhibitions and film shows. Some of these programmes also included activities like guided tours or seminars. It was planned that the scheme would be extended to cover junior secondary students in the 2019/20 school year to enable more students to participate in arts activities, but was postponed due to the epidemic.

46. The EDB has launched the Arts Buddies scheme in collaboration with the Hong Kong Arts Development Council (HKADC) and the Hong Kong Heritage Museum to nurture students’ ability and interest in arts appreciation and criticism, broaden their knowledge of different cultures and arts, and provide opportunities for students to share arts experiences

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<sup>13</sup> For years, the Music Office under the LCSD provides instrumental music and ensemble music training as well as music appreciation programmes for the youth at affordable fees. It also sets up orchestras, organises touring exchanges and outreach programmes such as the Music for the Millions’ concerts at the primary and secondary schools, International Youth Music Exchange Programme, the annual music camps, and the annual competitions of youth orchestras and symphonic bands, which have attracted active participation from many schools. Furthermore, the EDB regularly issues circular memorandums to inform schools of the various AE activities planned by the LCSD for all schools in Hong Kong, including the “New to the Theatre: School Culture Day Scheme (for kindergarten to junior secondary students), the “Taking Centre Stage: School Performing Arts in Practice Scheme” (for primary to secondary school students) and the “Exploring the Theatre: Arts Experience Scheme for Senior Secondary Students” (for senior secondary students), for increasing students’ knowledge of arts, enhancing their ability on art appreciation and broadening their learning experiences.

with their friends so as to achieve the goal of learning through arts. More than 1 000 students have participated in the scheme since 2012. The EDB also regularly provides support and advice on student arts activities planned by professional arts groups with the funding from the HKADC.

47. The EDB has been organising professional training for teachers in collaboration with the Hong Kong Arts Festival<sup>14</sup> since 2015, inviting practitioners of different art media to brief teachers on the latest directions in the development of arts and pedagogy in AE. In 2021, we adopted arts technology as the theme of the programme, and had invited different artists to talk about the application of technology in AE and arts creation. This year we will explore effective strategies and pedagogies on arts learning through the integration of different arts forms such as language and theater arts and will arrange experts' sharing sessions for teachers.

48. The EDB continues to subsidise and support the HKSMSA to organise the annual Hong Kong Schools Speech Festival and the Hong Kong Schools Music Festival, which have nurtured many local arts talents. The total number of participants in these two festivals just before the outbreak of the Covid-19 epidemic was nearing 300 000. The 75th Speech Festival and the 76th Music Festival will be held on-site in the coming year.

49. The Hong Kong School Drama Festival, which is organised and produced by the EDB, aims to encourage primary and secondary schools to develop drama as a regular co-curricular activity in school. By participating in drama training and performance, students can gain enriched learning experiences for achieving balanced and whole-person development. In the Festival just before the outbreak of the Covid-19 epidemic, around 18 000 students from 499 primary and secondary schools participated in the festival.

### **Way forward for the future directions of Hong Kong's AE at primary and secondary levels**

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<sup>14</sup> The "Young Friends" is an ongoing project of the Hong Kong Arts Festival to provide opportunities for students to enjoy programmes of the Festival. In the 2021/22 school year, the Young Friends has recruited more than 3 500 student members from 81 secondary schools and 34 tertiary institutions.

50. Hong Kong has always been a metropolis where Chinese and Western cultures converge, which gives us a distinctive edge. The Government will continue to provide a wide range of AE activities for schools, teachers and students through various policy bureaux, departments and government subvented organisations. In October 2024, the EDB is going to host the 2024 Hong Kong International Music Education Symposium for the first time, in which international leading experts on music education will be invited to conduct teacher professional development activities, including interactive workshops and seminars, for 300 in-service teachers in Hong Kong and the Greater Bay Area. The activities have gained support from the LCSD and universities with a department of music/music education.

51. In line with the clear support expressed in the 14th Five-Year Plan for Hong Kong to develop into an East-meets-West centre for international cultural exchange, we hope that different stakeholders in society can work together to support schools in providing quality AE for the healthy physical and mental development of students and creation of more space for arts learning for students. The EDB will continue to provide teachers and students with more diversified teacher professional development programmes, student activities as well as learning and teaching resources, with special emphasis on promoting Chinese arts and culture as well as arts technology. Furthermore, we will update our curricula on an ongoing basis to keep abreast of the times and developing learning and teaching recourses for different fields of arts, so as to better cater for students' learning diversity.

## **Conclusion**

52. By adopting a “multi-pronged” approach and different proactive strategies, the EDB has been implementing various measures to support the implementation of PE and AE in schools on all fronts. These measures include updating curriculum guides, providing training for teachers, developing learning and teaching, as well as offering various grants and resources, with a view to enabling students to develop their potential and interests, cherish hope for the future and strive for continuous growth. While continuing to promote PE and AE, the EDB will follow up on and understand the performance of schools and students through different

channels (including daily communication, school visits, school inspections and professional support services) for providing feedback and suggestions to facilitate schools' continuous improvement, so that they can nurture sports and arts talents who have an affection for our country and Hong Kong, and are equipped with global perspectives, an aspiring mind-set and positive thinking. The EDB will continue to collaborate with other government departments and different stakeholders in the community, including professional organisations on PE and AE, as well as NGOs in related matters. It is hoped that with greater synergy, we can create a more enabling environment in schools and society, where teachers and students can have more, wider and broader space for learning sports and arts, so that students can develop a healthy lifestyle and become lifelong active participants of sports and arts activities

### **Advice sought**

53. Members are invited to note the present implementation of PE and AE by schools and the future development focuses as stated in paragraph 6 to 51.

**Education Bureau**  
**January 2024**



**Education Bureau  
Curriculum Development Institute  
Physical Education Section  
ASAP Campaign**



**Examples on Learning and Teaching Resources  
( 2021/22 and 2022/23 school year )**

Event Name	Category	Recommended Levels
Elite Athletes Cheer for Students - WONG Kam-po, Chan Hei-man, WONG Chak-lam	Video	Primary and Secondary schools
Beijing 2022 Winter Olympic Games – Figure Skating, Ice Hockey	Video	Primary and Secondary schools
Stretch Demonstration by Elite Athletes – LEE Wai-sze, WONG Chak-lam	Video	Primary and Secondary schools
Cultivating Positive Values through Sports - CHENG Ka-ho	Video	Primary and Secondary schools
Dance for Health	Video	Primary and Secondary schools
Presentation Slides for Teaching of Sharing Sessions by Elite Athletes – YU Chui-yee (Wheelchair fencing), CHAN Hei-man (Windsurfing), LEE Wai-sze (Cycling), YIU Kam-shing, SHAM Wai-sum, Brandon HUANG, Ricky CHEUK and Malcolm LAI (Rugby), HO Chu-ting, LAU Pan-hei and LEE Sum-yi (Rope Skipping), LEE Ki, HUI Huen-hang, WONG Yan-ling, WONG Ka-man, WONG Chun-wai, KOON Kin-ho and WONG Tsz-ching (basketball)	Video and Presentation slides for teaching	Primary and Secondary schools
Physical Fitness Powerpoint	Presentation slides for teaching	Primary and Secondary schools
Wushu and Chinese Culture	Presentation slides for teaching	Primary and Secondary schools



<b>Event Name</b>	<b>Category</b>	<b>Recommended Levels</b>
Benefits of Walking and Running	Presentation slides for teaching	Primary and Secondary schools
Using Resistance Band for Muscle Training (Upper Limb, Trunk)	Presentation slides for teaching	Primary and Secondary schools
Dance and Chinese Culture (Ethnic Groups in Western, Southwest, South and Southeast China)	Presentation slides for teaching	Primary and Secondary schools
Beijing 2022 Winter Olympic Games	Infographics	Primary and Secondary schools
Specific Sports – Cycling, Fencing, Rugby, “Urban Sports” 3-on3 Basketball	Infographics	Primary and Secondary schools
Physical Activity Logbook (MVPA60)	Logbook	Primary and Secondary schools
“Active Students, Active People” Campaign E-calendar (MVPA60)	E-calendar	Primary and Secondary schools

The above learning and teaching resources can be downloaded from the EDB website at <https://www.edb.gov.hk/en/pe/asap>



**Education Bureau  
Curriculum Development Institute  
Physical Education  
ASAP**



**Examples on Students' Activities  
(2021/22 and 2022/23 school year)**

Event Name	Target group
Sharing Sessions by Elite Athletes cum Experience Activity: <ul style="list-style-type: none"> <li>● The Power of Fencing - YU Chui-yee</li> <li>● Windsurf with Chan Hei-man</li> <li>● The Power of Pedal - LEE Wai-Size</li> <li>● No Boundaries for Rugby</li> <li>● Rope Skipping into an Active Lifestyle</li> <li>● 3-on-3 Basketball Exchange Demonstration</li> </ul>	Primary and Secondary schools
MVPA60 Virtual Shoot	Secondary schools
Schools Dance Festival - Competition on "Dance for Health"	Primary and Secondary schools
Vitality Fitness Walking / Running Challenge	Primary and Secondary schools
School Physical Fitness Award Scheme	Primary and Secondary schools
Pandemic Challenge – Fitness Challenges at Home Scheme	Primary and Secondary schools
Exciting Asian Games - Vitality Fitness Walking / Running / Skipping Challenge cum MVPA60 Award Scheme	Primary and Secondary schools

The above students' activities are available on the EDB website at <https://www.edb.gov.hk/en/curriculum-development/kla/pe/asap/index.html>



**Education Bureau**  
**Curriculum Development Institute**  
**Examples on Professional Development**  
**Programmes for Physical Education Teachers**  
**( 2021/22 and 2022/23 school year )**



Course Name
Seminar on “School Physical Fitness Award Scheme” cum Annual Prize Presentation Ceremony
“Active Students, Active People” Campaign - Behind the Medal Series: “Scientific Approach of Training to Enhance Students’ Sports Performance”, “The Relationship between Sports Psychology and Sports Performance” and “Mass Media and Sports”, Seminar or workshop on “Avoiding sports injuries”
“Active Students, Active People” Campaign : Seminar / Workshop on “Developing an Active and Healthy School Campus (MVPA60)”
STEAM and IT in Education Learning and Teaching Series: Using Information Technology for enhancing the learning and teaching effectiveness in PE, integration of PE and STEAM Education
Seminar on Fitness Assessment for Primary and Secondary Schools
Water Safety Workshop for Primary and Secondary Schools
Hong Kong Fire Services Department and Government Flying Service: Three Basic Skills on Emergency Preparedness and Aviation Rescue Workshop (Secondary)
Hong Kong Physical Education Teachers Conference : Conference, Workshops on Teaching of Physical Activities, Action Research Workshop
Fundamental Movement Learning Community Series: An Overview of the Fundamental Movement, Online Seminar on Learning and Teaching of Fundamental Movement, Symposium on Fundamental Movement Curriculum in Key Stage 1 cum 10th Anniversary of FMLC
Induction Course for New Senior Secondary PE Elective Teachers, Secondary and Primary School PE Teachers
Senior Secondary PE Elective Series: Enhancing the Assessment Literacy of Teachers, Using Information Technology on data analysis for enhancing the learning and teaching effectiveness, Learning and Teaching Strategies for PE Practical Examination Assessment Contents
PE Curriculum Leadership Series: Induction course for New Primary and Secondary School PE Panel Chairperson, Workshop on Physical Education Curriculum Planning for Primary and Secondary School
School Curriculum Design: Learning Topics in the Six Strands of Physical Education for Secondary and Primary Schools
Schools Dance Festival Series: Dance and Chinese Culture, Workshops on “Dance for Health”, Creative Dance and Folk Dance
Seminar on Outdoor Education Camps - Promoting Values and Environmental Education Through Outdoor Education Camps
Safety Seminar in the Physical Education Key Learning Area (PE KLA)

**Education Bureau**  
**Curriculum Development Institute**  
**Arts Education**  
**Examples on Learning and Teaching Resources**  
**( 2021/22 and 2022/23 school year )**

Learning and Teaching Resources	Category	Target Group
Art Education Key Learning Area Interdisciplinary Learning: Reading to Learn Music Appreciation / Music and Literature	PowerPoint	Secondary schools
“Art Appreciation and Criticism in Context Series: 5 Understanding Design from Different Perspectives”	Book	Primary and Secondary schools
Visual Arts Curriculum Support Resources: Guidelines on Safety	Leaflet	
Visual Arts Curriculum Support Resources: Hong Kong Architecture Series - Affection in the Grids/ Old Buildings, Come Alive!/ Seeing Architecture	Video	
Visual Arts Curriculum Support Resources: Values Education: Animal Protection Series Can You Give Me A Kiss? /Oh Here Are The Birds!/ Wander No More	Teaching PowerPoint	
Visual Arts Curriculum Support Resources: After the Rain Series Look! There is a rainbow/ A Rainbow Adventure/ Sunshine After the Epidemic	Teaching PowerPoint	
Self-learning Resources for Students: Introduction to Animation 1: Hand-drawn Animation: A Bouncing Dot/ 2: Hand-drawn Animation: A Dot Walking on a Pencil/ 3: Stop Motion: Paper Clips, Come Alive!	Video	Primary schools
Self-learning Resources for Students: Drawing Workshop 1: What is drawing/ 2: Blind Contour Drawing/ 3: Drawing through Observation/ 4: Depict/ 5: Imaginary Drawing/ 6: Visual Diary/ 7: Drawing Inspired by Poetry	Video	Secondary schools
Music Curriculum Support Resources: National Anthem Educational Video “The Symbols of our Nation and Hong Kong SAR: the National Flag, the National Anthem and the Regional Flag” / Audio Picture Book “Our National Flag, National Anthem and Regional Flag”	Video, Audio Picture Book	Primary and Secondary schools
Music Curriculum Support Resources: L&T Materials on Knowing our National Anthem <i>March of the Volunteers</i> / Examples of Learning Strategies and Learning Activities on the National Anthem (Music)	PowerPoint,	
Music Curriculum Support Resources: <i>My Mother Land and I</i> Music video / Examples of Learning Strategies and Learning Activities	Video, PowerPoint	
Music Curriculum Support Resources: Values Education – Animal Protection / About Guide Dog / Carnival of the Animals	PowerPoint	
Music Curriculum Support Resources: Educational Video – “Using Classroom Percussion Instruments”	Video	
Self-learning Resources for Students: Self-learning Music Appreciation Resource Toolkit / “Do you like animals? Let us listen to music related to animals together!” / “Chinese Folk Song Little Classroom”	Booklet, PowerPoint	

For details of Learning and Teaching Resources, please refer to the EDB webpage:

<https://www.edb.gov.hk/en/curriculum-development/kla/arts-edu/resources/index.html>

**Education Bureau**  
**Curriculum Development Institute**  
**Arts Education**  
**Examples on Students' Activities**  
**( 2021/22 and 2022/23 school year )**

**2021/22 School Year**

Activities	Target Group
“Costume through Chinese Arts” Design Competition 2021/22	Primary and Secondary schools
Exhibition of Student Visual Arts Work 2021/22	
Poetry Remake Competition 2021/22	Secondary schools
“We Learn · We Draw” Drawing Competition 2021/22	
GalaMusica · School Creative Works 2022	Primary and Secondary schools
Hong Kong Composers' Guild Mentorship Scheme 2022	Secondary schools
“Creating · Appreciation · Performing” Music Competition 2021/22 – 2022/23	Primary and Secondary schools

**2022/23 School Year**

Activities	Target Group
Stories of the Hong Kong Palace Museum Treasures – Picture Book Creating Competition 2022/23	Primary schools
From the Hong Kong Palace Museum to STEAM Education – “Ignite the Passion for the HKPM” Lighting Design Competition 2022/23	Secondary schools
Exhibition of Student Visual Arts Work 2022/23	Primary and Secondary schools
“A Time to Remember” Digital Art Competition 2022/23	Secondary schools
“Hologram” Digital Image Design Competition	
Poetry Remake Competition 2022/23	
GalaMusica · School Chamber Compositions 2023	
Hong Kong Composers' Guild Mentorship Scheme 2023	
“Relishing Creativeness in the Hong Kong Palace Museum” Music Composition Competition 2022/23	

For details of Students' Activities, please refer to the EDB webpage:

<https://www.edb.gov.hk/en/curriculum-development/kla/arts-edu/student-activities/index.html>

**Education Bureau**  
**Curriculum Development Institute**  
**Physical and Arts Education**

**Arranging students participating in the Second to Seventh editions of  
China National Arts Showcase for Primary and Secondary Students**

	Host city	Number of participating schools from Hong Kong	Number of participating students from Hong Kong	Number of awards won by Hong Kong students
The Fourth (2013)	Xiamen	Visual Arts: 20 pieces of artwork of 20 schools (and other schools participated by themselves)	Visual Arts: Artwork was posted to the organiser for selection	First Prize: 4 (Visual Arts) Second Prize: 6 (Visual Arts) 1 (Photography) 1 (Dance)
		Music: --	Music: --	Third Prize: 12 (Visual Arts)
		Dance: 1 secondary school	Dance: 17	
The Fifth (2016)	Qingdao	Visual Arts: 11 pieces of artwork of 11 schools	Visual Arts: Artwork was posted to the organiser for selection	First Prize: 4 (Music) Second Prize: 2 (Dance) Third Prize: -- (11 Visual Arts Works were exhibited publicly)
		Music: 5 secondary schools (Choir, Vocal ensemble, Ensemble)	Music: 64	
		Dance: 2 secondary schools	Dance: 50	
The Sixth (2019)	Suzhou	Visual Arts: 7 pieces of artwork of 6 schools (7 artworks)	Visual Arts: Artwork was posted to the organiser for selection	First Prize: 7 (Visual Arts) 4 (Music) 2 (Dance) Second Prize : -- Third Prize : -- (3 Visual Arts Works
		Music: 4 secondary schools (Choir, Ensemble)	Music: 119	

	<b>Host city</b>	<b>Number of participating schools from Hong Kong</b>	<b>Number of participating students from Hong Kong</b>	<b>Number of awards won by Hong Kong students</b>
		Dance: 2 secondary Schools	Dance: 43	were exhibited publicly, 2 awarded Outstanding Creation Award and Provincial Outstanding Organization Award )
The Seventh (2022)	Zhengzhou	Did not participate due to the epidemic		

**Education Bureau**  
**Curriculum Development Institute**  
**Arts Education**  
**Examples on Music and Visual Arts Teachers**  
**Professional Development Programmes**  
**( 2021/22 and 2022/23 school year )**

Professional Development Programmes	
Arts Education	
1	Film Appreciation and Post-screening Talk – <i>The Composer</i>
2	Hong Kong Arts Festival Arts Education Seminar: Learning across the Curriculum in Arts – “Encouraging Participation and Inspiring Creativity”
3	Workshop on Voice and Physical Movement Training in Musical Theatre
Visual Arts	
4	Understanding Fashion Design (Secondary)
5	Understanding Chinese Painting Series: (1) From Viewing to Appreciation/ (2) Museum Exhibition – A Different Kind of Viewing
6	Understanding Lighting Design
7	Curriculum Planning for Secondary and Primary School Visual Arts Series: (1) Designing Teaching Topic(s) of a Unit under a Theme/ (2) Designing a Theme-based Teaching Unit
8	Understanding Digital and New Media Art
9	“Teacher as Curator”: A Visual Arts Pedagogy Using Virtual Exhibitions
10	STEAM Education Enriching Knowledge Series: Workshop on the Design and Make of “Hologram” Model
11	Sketching Workshop – Visualisation of Ideas
12	Workshop on Introduction to Digital Drawing/ Animation
13	Workshop on Digital Drawing/ Animation
14	Pedagogy: From Art Appreciation and Criticism to Art Making
15	Professional Dialogue Series: Arts Learning and Development Opportunities (1) Arts Technology / (2) Expanded Opportunities in the Arts
Music	
16	Learning and Teaching in Music Lesson: The Learning of the National Anthem
17	Introduction to Local and Western Popular Music
18	Appreciation Workshop: Works for Cello and Erhu
19	Workshop on Using Classroom Percussion Instruments In Music Lesson
20	Introduction to Writing Song Lyrics
21	Pop-singing Vocal Workshop and Masterclass
22	Introduction to Percussion Instruments in Chinese Ensemble and Cantonese Opera
23	Workshop on Singing Shigonggunhua and Experience Sharing Session on the Learning and Teaching of Cantonese Operatic Music



Professional Development Programmes	
24	Workshop on e-Learning in Music
25	Workshop on film music and scoring
26	Music & Technology Series: Audio Recording & Post-production