Annex XII

Primary School Art Education

Requirements of Basic Academic Attainments

The requirements of basic academic attainments for primary school art education include Visual Arts and Music; the specific contents are as follows:

I. Visual Arts

1. Basic rationale

   Art is an important component of human culture and life. As a form of humanistic education, Visual Art's basic function is to inspire students' artistic potential, to nurture their creativity, to enhance their taste for life, to promote the sound development of their personality and to improve their art literacy. Hence, the requirements of basic academic attainments for primary school Visual Arts shall comply with the following basic rationale:

   (1) Developing students' interest and passion in Visual Arts

   Interest is the fundamental driving force of visual arts learning. Primary school Visual Arts education should be coordinated with the characteristics of students' mental and aesthetic development, inspire students' interest and imagination in learning Visual Arts, create a relaxed, lively and encouraging learning environment for students, enable them to actively participate in Visual Arts learning activities and experience the joy of creation. Basically, lower primary students, who are mentally and psychologically still in an egocentric stage, are especially interested in visual art creation; as they gradually study in the upper primary classes, their cognitive development and rational analysis ability will also grow. Students' interest in Visual

Arts learning should be nurtured and maintained. On one hand, it is necessary to enable students to master the artistic expression methods; on the other hand, it is necessary to provide them with opportunities to showcase their works from time to time.

(2) Stimulating students' creative potentials

Cultivating students' innovation capacity is an important function and objective of Visual Arts Education. Teachers of this subject should take advantage of lower primary students' innate characteristics of self-expression, create a free creative environment, encourage them to create confidently and enable their creative potentials and desire to be continued in upper primary. In accordance with students' pursuit of beauty, Visual Arts teachers should gradually develop their basic knowledge of and creative skills in Visual Arts through progressive approach to curriculum design; and encourage students to confidently carry out activities related to artistic expression or materials exploration, nurturing students' innovative thinking and creative expression in an open and artistic learning environment.

(3) Developing students' capacities in perception, understanding, evaluation and appreciation of visual arts

Diversification in the forms of learning activities is conducive to cultivating students' perception and understanding abilities, enabling them to acquire rich art learning experience. Primary school Visual Arts education should not focus on imparting knowledge and skill training. In the face of global education reform, the teaching concepts and methods have become the core of curriculum and education reform. Visual Arts teachers should provide students with basic art and creative

knowledge, so that students can, through autonomous research and cooperative learning model, feel and experience art as well as join art creation, art appreciation and art reflection together; develop their capabilities of perception, understanding, evaluation and appreciation of Visual Arts in rich artistic learning and practice activities.

(4) Expanding students' artistic vision and guiding them to respect diverse cultures

"Visual arts" is an important part of human culture. It is closely related to the social life of human beings and with a very strong humanistic colour. Therefore, the primary school Visual Arts curriculum must avoid mechanical simulation and pure technical trainings; but rather should guide students to learn visual arts in the context of culture and life, for instance, understanding the history and culture of mankind from the artworks and articles for daily use of different countries and regions; in association with the individual development environment, exploring the people, issues and objects in their living, then responding to diverse aesthetic experience with visual art creation; developing their respect to and caring affection of diverse cultures.

(5) Giving attention to the characteristics of teaching and learning, constantly improving the school-based curriculum

Every student has his/her own life context and differences in the growth process. Every school has its own education philosophy and characteristics; every teacher has his/her own belief in education and style of teaching as well. Therefore, in accordance

with the actual situation of the school, different primary schools should plan, design, implement and evaluate the school-based Visual Arts curriculum. Schools must clearly differentiate the roles and responsibilities of the school and teachers. School-based Visual Arts curriculum should not be considered as the work of individual teachers, but rather the cooperative work of the whole school, making policy for the Visual Arts Education of the school and cultivating students' art literacy

2. Curriculum Goals

(1)   Nurture students' interest in and passion for visual arts through a rich variety of interesting visual arts learning activities; enrich students' learning experience in Visual Arts.

(2) Through providing students with different Visual Arts learning activities, guide students to master the basic knowledge of and skills in Visual Arts by using creative teaching strategies, and stimulate students' creative thinking and imaginations with the corresponding visual art teaching materials in the process of their creation;

(3) Through various visual arts evaluation and appreciation activities, inspire students' cognition, understanding and exploratory spirit of visual arts language and creation context; develop students' abilities in perception, understanding, evaluation and appreciation of visual arts; improve students' aesthetic literacy;

(4) Through everyday life things or issues, guide students to explore the origin of culture and its development context, broaden their artistic horizons, enrich the contents of their creation, guide them to respect and tolerate diverse cultures;

2.5 Through various individual or group art activities, nurture students' good character of respect, tolerance, friendship, cooperation and sharing; cultivate their sentiment, enhance their art literacy and promote their sound personality.

3. Requirements of the Basic Academic Attainments in Various Domains

Explanation of coding:

（1）The English capital letters refer to the domains of the requirements of basic academic attainments: IA – "Perception and Cognition", IB – "Creation and Expression", IC – "Reflection and Evaluation".

（2）The first number after the English letter refers to the serial number of the learning stages: 1 – Stage 1 (P1 to P3), 2 – Stage 2 (P4 to P6);

（3）The second number after the English letter refers to the serial number of the requirements of basic academic attainments in that learning scope.

Learning Scope IA: Perception and Cognition

IA－1－1　　Perceive that visual elements and organisational principles are the basic elements for forming the visual aesthetic world;

IA－1－2　　Perceive that such visual elements as colours and lines can convey feelings;

IA－1－3　　Realise the existence of space;

IA－1－4　　Realise the visual phenomena in the nature;

IA－1－5　　Pay attention to cultural issues in everyday life;

IA－1－6　　Understand the cultural messages conveyed by art works

IA－1－7   Know the characteristics of graphic and three dimensional creative media;

IA－1－8   Experience the characteristics of different tools and the plasticity of different materials;

IA－2－1   Know that the visual elements and organisational principles are the visual language of the aesthetic world;

IA－2－2   Understand that colour, line, shape, form and texture are visual elements;

IA－2－3   Know the principles of spatial composition;

IA－2－4   Discover the visual culture in everyday life;

IA－2－5   Know the relationship between visual arts and life;

IA－2－6   Know the characteristics of creative expression of Chinese and foreign art;

IA－2－7   Distinguish the characteristics of graphic and three dimensional creative media;

IA－2－8   Know the characteristics of different creation tools as well as the plasticity and expressiveness of different materials;

IA－2－9   Perceive the forms of expression and effects of digital art, multimedia art and integrated art.

Learning Scope IB: Creation and Expression

IB－1－1   Use such simple visual elements as colours, lines to express feelings;

IB－1－2   Use the organisational principles of "objects appear bigger when

they are near and smaller when they are at a distance", repetition and overlapping to express the space;

IB－1－3   Collect images of the nature and everyday life to inspire personal creations;

IB－1－4   Know artists' creation stories and try to apply their creation methods;

IB－1－5   Use various tools and materials to create graphic and three-dimensional works

IB－1－6   Discover the creative effects of various tools and materials

IB－2－1   Use colour, line, shape, form and texture to express personal feelings or information.

IB－2－2   Use the methods of lightness and weight, abstraction and concreteness, concentration and dispersion, balance, focus and proportion to constitute the space

IB－2－3   Use diverse methods of data collection to enrich the creative content and cultural connotation

IB－2－4   Apply artists' creative ideas or expression methods in their own creations;

IB－2－5   Use, with technique, various types of tools and materials to create graphic and three-dimensional works;

IB－2－6   Discover new techniques to express their creative ideas;

IB－2－7   Know the basic concepts and methods of creation of different media or integrated art creations.

Learning Scope IC: Reflection and Evaluation

IC－1－1   Use visual elements and organisational principles to describe the

feelings conveyed by art works;

IC－1－2 Listen to the comments of others on their works and change the methods of using visual elements and organisational principles;

IC－1－3 Share personal feelings of the visual phenomena in nature and everyday life;

IC－1－4 Describe the artistic connotation and cultural messages;

IC－1－5 Describe the expressive effects of media in their creative works or those of their peers;

IC－2－1 Use visual elements and organisational principles to analyse, evaluate and appreciate artistic works;

IC－2－2 Listen to the comments of others on their works, think and change the visual effects of the visual elements and organisational principles used;

IC－2－3 Express, with reasons, their viewpoints on visual phenomena, visual culture or artworks;

IC－2－4 Respect and appreciate the creative expression of their peers' works and provide feedback;

IC－2－5 Reflect and change their creative ideas and effects of expression.