



# Artistic horizons are yet to be explored

## Awardee

Ms. KWONG Mei-ching  
(Years of Teaching: 17 years)

## School

Jockey Club Ti-I College

## Teaching Targets

Secondary 1 to Secondary 7  
(Visual Arts)

## Beliefs of Teaching

"Arts education serves as the goal of lifelong learning for students' balanced development, while branching out through various art forms leads to a better understanding of their talents."



# Interview<sup>with the Teacher</sup>

The Arts Education KLA consists of art forms such as Music, Visual Arts, Drama, Dance, Media Arts and other emerging art forms - each with its own body of knowledge and skills. By combining and blending these disciplines, Ms. KWONG believes it would benefit both students and society.

"It helps developing intuition, sensitivity, reasoning, imagination, and dexterity. Arts education helps students perceive and think in new ways. The arts also help to provide and to extend the meaning of life for students." Ms. KWONG added.

Her ideas are regarded as contemporary and trendy. As a proactive and self-motivated teacher, Ms. KWONG always keeps herself abreast of the latest trends of curriculum development, and adjusts her curriculum design accordingly.

For instance, she has added elements of critical art appreciation and art history for her students to gear up for the ongoing curriculum changes. She has also arranged cross-curricular learning activities for her students, depending upon their varied capabilities and interests.

Accordingly, Ms. KWONG has designed five sets of visionary directions, namely Cross-curricular Integrative Learning, Social Situational Learning, Interactive Learning in Visual Arts and

Technology, Learning through Exchange and Outside the Classroom, and Learning through Creative Visual Arts Activities, all aiming at broadening students' artistic vision.

## The charm of multi-media art

"In gearing towards these goals," Ms. KWONG said, "I've encouraged activities such as multi-media art performance combining Visual Arts, Music, Drama and wrapping art for my classes." Countries in Europe and America as well as Japan have long been emphasizing the education of integrating technology and art, seeing it as a major trend in the 21st century. Ms. KWONG has well understood this too.

"By integrating diversified arts applications into activities, I give students more comprehensive experiences about the exhibitions and the beauty of the arts." Ms. KWONG said.

Regarding wrapping art, Ms. KWONG led her students in wrapping human figures, cars and other objects to create new artistic meaning. She explained, "It is one of those designed activities based on the concept of cultural diversity and cross-disciplinary teaching to produce inspiring, creative and interactive educational activities."

On the other hand, keeping herself abreast of the art trend brings Ms. KWONG to a better understanding of her students' individualities and talent. "We've come to an age of digital art, when many art forms can be digitized."

Ms. KWONG claimed herself as a trendsetter in this form of teaching, "I knew nothing about digital art like seven or eight years ago. Nobody was doing it in school but I took a digital photography and video recording course well in advance, just to equip myself and so I could meet the need of my students when the time was right." She said. "Moreover, developing digital channels of multi-media and interactive distance learning for education at different levels are also my goals."



Ms. KWONG shared a memorable experience of face painting art with her students in a TV show.

## Branching out fosters better education

Ms. KWONG even took a dance course a few years ago, that's the reason why she could intertwine with different art forms to create an unforgettable performance as recalled by teachers and students of the school.

She has participated in various workshops to share her knowledge and experience with many fellow



primary and secondary school teachers.

Her innovative teaching has earned her numerous opportunities in widening her students' learning horizons. As a result, she has been frequently invited to be guest speaker in seminars organized by the Curriculum Development Institute, the Hong Kong Institute of Education and the Hong Kong Examinations and Assessment Authority.

She has also been a part-time lecturer at the Hong Kong Institute of Education and the Faculty of Education of The Chinese University of Hong Kong. "I'm more than happy to have shared my experience and thoughts with other teachers who are devoted to arts education." Ms. KWONG said.

Remarkably, she is often a self-starter in promoting the arts to the society by sharing what she has experienced with her students. She is keen on talking openly with the media, as well as publishing a booklet of her students' work inspired by Arts Education. She said, "After the first booklet back in 1999, I am hoping to publish another one in the near future, so as to spread the concept of Arts Education to the community."

### The best is yet to come

Recently she has even stepped into the glittering world of jewellery design. "I am an amateur jewellery designer since I have a strong interest in it." Her students are therefore inspired to come up with their unique designs, which they

wore for a catwalk show at the Hong Kong Cultural Centre, and received applauses from the audience.

"My next plan about jewellery design is to host an exhibition later this year or early next. I am always eager to look for such opportunities." She added with excitement.

Hence, it is through continuous exploration that students' artistic potential could be taken to a new height. Meanwhile, Ms. KWONG introduced students' self-assessment as an unconventional assessment mode, in which they can openly express their views and improve their critical thinking skills.

Arts Education nurtures active engagement, disciplined and sustained attention, persistence, and risk-taking in learning. Arts education, according to Ms. KWONG, also increases attendance and educational aspirations. It's her role as an art teacher in catering comprehensively for her students' needs.

Her satisfaction in teaching comes from witnessing her students accomplishing artworks that help them understand better about their thoughts and lives.

Ms. KWONG responded to the news of receiving the Award of Teaching Excellence, "it's like discovering an oasis in the desert to me," which signifies the importance of her contribution to education throughout the years.

Asked what kind of difficulties she had ever come across, Ms. KWONG answered, "There was a time when we had scarce resources and limited supports particularly in the area of

digital art, but we sorted it out with devoted cooperation and a great deal of voluntary work among students."

Her commitment and quest in art education has successfully influenced other novice teachers' teaching, and definitely heightened students' sense of belonging to the school. She concluded, "What I am doing, I believe they would nurture in the student a pair of observant eyes, a heart that is capable of nuances of feeling, a mind capable of analyzing the phenomena set before him, and a voice accustomed to articulating words of appreciation."



*Ms. KWONG has successfully integrated dance with digital video art as another learning tool for students.*



# Teacher's Sharing

Have you ever undertaken to guide a student to work on an art project, encouraging him to proceed from an aesthetically bland piece of initial draft to the point where the finished artwork won the top award for an open art competition? Have you ever given support to a student struggling with her new found talent and in the process bear witness to the blossoming of a renewed sense of self esteem? Have you ever had the exhilarating experience of monitoring the progressive aesthetic growth of a group of students from their bashful experimentations in the junior secondary class to the production of confident work in Secondary Seven? These are just a few of the remarkable incidents in art education that I have had the good fortune to come across, and like the award for “Chief Executive's Award for Teaching Excellence”, they are oases along the turbulent road embarked upon by the art teacher. At the same time, these singular incidents also taught me the deeply felt perception that teaching is a reciprocal action. When I reach out to my students with sincerity and encouragement, I receive in return a growing sense of personal enrichment in witnessing their continued development in mind and body.

I used to participate in workshops and seminars on school based curriculum design in Visual Arts, hoping to develop a wider range of instructional activities to cater for students' different interests as well as varying levels of capability. An award I received from the Hong

Kong Arts Development Council in 1999 was a token in affirming my work of initiating new and creative instructional art activities for students. In recent years, I also took an active part in contributing articles on art education as well as conducting classes and giving presentations related to Visual Arts education at tertiary institutions, interacting and sharing experience with co-workers in the field, hoping at the same time that it would bolster a spirit of cooperation. Through the generous sponsorship of the Hong Kong Arts Development Council, I published a collection of essays entitled “覓藝”. The essays, written with the intent of demonstrating the efficacy of art education, chronicle eight cases of how art became the inspiration for independent learning and quest for personal meaning for the students involved.

Visual Arts education ought to embrace myriad forms of contemporary work in the classroom to provide for divergent art activities that are creative, innovative and adaptable to changing circumstances. The art teacher must seek appropriate teaching strategy to accommodate a wide range of experiences to reflect relevant cultural values as well as the concerns of contemporary artists and designers. To this end I have set up five sets of learning plans and directions.

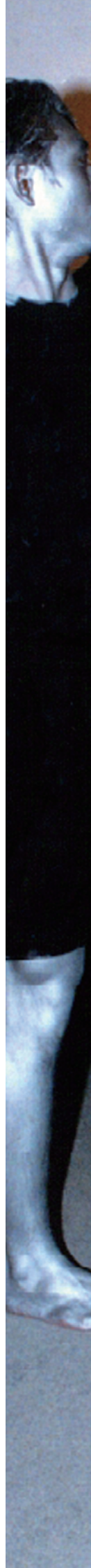
## 1. Cross-curricular Integrative Learning

The objective of the activities

designed for cross-curricular integrative learning is to provide students with the opportunities to integrate concepts, experience and skills in activities of the arts and academic disciplines in the creative process. Elements pertaining to the visual arts, music and drama are combined in the instructional process, and as a means of reiterating the broad cultural relevance of the visual arts. Attempts have also been made to introduce topics pertinent to other academic disciplines as a point of departure for creative activities. One such example is the *Cross-curricular Interactive Learning in Visual Arts and Chinese History Project*, funded by the Hong Kong Arts Development Council with the collaboration of the Chinese History panel of my school in which the project was conducted. Aside from a collection of artwork as the end product, the project also underlined for the students the notion that art references individual and group experiences of the world. Other activities in the category include performance art projects integrating wrapping, music and drama, as well as installation projects based on the theme of “Text and Communication.”

## 2. Social Situational Learning

To enliven interest in the visual arts, aside from the provision of a rich array of visual material, it is essential to include in the learning process elements that relate to the student's personal life experience, the cultural context within which he lives, and the impact of the



environment. This mode of learning contributes to the cultivation of an interest and appreciation of the social and cultural values inherent in his milieu as well as those of other people. An example is the multimedia based project on the theme of Hong Kong culture. Students were asked to identify and to explore the diversity of phenomena that add up to form the complex notion of Hong Kong culture. They were then asked to visualize their findings in a variety of visual media including photography, video and painting to express their personal conception of what constitutes the unique configuration of Hong Kong culture.

### 3. Interactive Learning in Visual Arts and Technology

By engaging students in the creative process made possible by the rapidly developing technologies in new media, we are in a way preparing our students to better function in this "age of information". As a consequence of the accelerated rate of absorption of digital technology into culture, it is imperative for students to be acquainted with the multidisciplinary way of thinking and to understand the dynamic relationships between technology and artistic production. To this end, workshops in digital photography and video editing have been organized for the students, accompanied by multimedia exhibitions of the students' work. A multimedia group was also formed in the school to allow the interested students to engage in the practical

experience of working with the school web site and other multimedia productions related to various school functions.

### 4. Learning through Exchange and Learning Outside the Classroom

There is no reason to limit the study of visual arts within the confines of the school campus. Rather the teacher should seek opportunities that allow students to go beyond the school campus to experience a multiplicity of environments within which art could be made that would forge a relationship with those environments. The activity would also allow for an exchange of views with the community outside of the school setting. Organizing inter-school art projects presents further opportunities for interaction and sharing of views between both students and teachers of visual arts. One of the activities in this category, a marathon painting event, involved over 600 students from more than 40 schools. They all came together to create a painting of almost 400 meters long based on the theme of current Hong Kong affairs and the '97 Handover. Two other out of classroom projects highlighting 3-dimensional works were also initiated.

### 5. Learning through Creative Visual Arts Activities

The range of curriculum content available to both teachers and students of visual arts appears

inexhaustible, making accessible an incredible array of media and styles.

Wrapping an automobile with canvas, coating one's body with silver paint and posing as a sculpture, or painting one's face or body with a particular design to enact a performance, these are a few of the unconventional activities I have incorporated into my art classes in giving the students a sampling of the boundless possibilities inherent in contemporary creative work, and with a little imagination, to recognize the aesthetic potentials inherent in the spaces surrounding them. Even when working with a traditional medium such as drawing, it is always possible to break through conventional limitations of the medium to explore new ground.

I do not believe that it is the business of secondary art education to train art professionals, but rather to nurture in the student a pair of observant eyes, a heart that is capable of nuances of feeling, a mind capable of analyzing the phenomena set before him, and a voice accustomed to articulating words of appreciation. This is the faith that I have in Arts Education. When I reflect on my past endeavours as an art teacher, and the many obstacles that I had to overcome, it is this faith that has sustained my efforts through the years, a faith that has kept me company in my quest for an imaginative and creative approach to the teaching of art.





## Summary of Assessment

### Continued development of a variety of creative Visual Arts activities to enrich students' experience



*Students' drawings have demonstrated their potential.*

#### Way of Access to the Information of the above Teaching Practice

Interested teachers may contact Ms. KWONG Mei-ching for further information.

#### Preferred Way of Dissemination

Articles, Seminar, Exhibition, Workshop

#### Contact

Ms. KWONG Mei-ching  
E-mail address: [cardan@i-cable.com](mailto:cardan@i-cable.com)  
or [tic-kmc@tic.edu.hk](mailto:tic-kmc@tic.edu.hk)  
Tel. No.: 2691 7150

Ms. KWONG has adopted a student-based teaching approach for her teaching. She designs teaching plans of different levels and themes based on her students' varied abilities and interests. She has opened the door of visual arts for her students through a variety of teaching modes and hence fully develops their interests and creativity. She has drawn up five sets of visionary learning plans and directions, namely: (i) Cross-curricular Integrative Learning, (ii) Social Situational Learning, (iii) Interactive Learning in Visual Arts and Technology, (iv) Learning through Exchange and Learning Outside the Classroom, and (v) Learning through Creative Visual Arts Activities. All these plans are proven to be effective, feasible and capable of effectively enhancing the quality of Visual Arts education. In implementing the above plans, she has continuously developed a variety of creative activities to enable students to experience the creative process in visual arts. These activities include (i) cross-curricular interactive learning in Visual Arts and Chinese History; (ii) multi-media art performance which integrates Visual Arts, Music, Drama and wrapping art; (iii) large-scale thematic painting activities on current events and landscapes of Hong Kong; (iv) publishing the "Hong Kong Cultural Collection" which explores the culture of Hong Kong through photography, video recording and painting as well as multi-media art exhibitions; (v) workshops on digital photography and video recording; (vi) installation art of words and human figure sculpture; (vii) jewellery design and catwalk show; (viii) wrapping art of human figures, cars and articles; and (ix) alternative drawing. She has incorporated alternative visual arts activities to facilitate students' balanced development and has creatively modified the traditional one-way teacher assessment mode by introducing students' self-assessment which enhances their ability of independent learning.

Ms. KWONG has actively organized various forms of visual arts activities to create a strong artistic atmosphere in the school which heightens students' sense of belonging. She has designed a web gallery where she uploaded students' video works for sharing. She is eager to look for opportunities for organizing exhibitions of students' work outside the school. Moreover, her active participation in activities such as media interviews has helped to make her school better known to the public.



*The degree of students' participation is raised through an exhibition.*