HO FUNG COLLEGE

(Sponsored by Sik Sik Yuen)

Annual School Plan (2013 - 14)

"To act benevolently and to teach benevolence"

普濟勸善

Our school is committed to providing our students with an all-round quality education so that they can make valuable contributions to the well-being of our community.

Following the guiding principle of Sik Sik Yuen, our school observes closely the teachings of Confucianism, Buddhism and Taoism in our moral training. In line with our School Motto: "To act benevolently and to teach benevolence", we aim to inculcate in our students a strong sense of probity and civic duty. We emphasize a balanced development through moral, intellectual, physical, social and aesthetic education which will help our students to become competent and responsible citizens.

Our school places great emphasis on helping our staff to develop professionally, acquiring ample teaching resources, promoting close links with parents and alumni, and collaborating with other social services organizations, so as to create a congenial environment for providing quality education for our students.

SCHOOL GOALS

A. <u>Character and Values</u>

1. To help our students develop sound moral character with the proper values and the right attitude towards life;

2. To help our students appreciate their own uniqueness, and become confident and conscientious individuals;

3. To encourage our students to develop independent thinking, analytical power, and the ability to distinguish between right and wrong, to solve problems, to shoulder responsibility, and to express their views explicitly;

4. To help our students develop harmonious relationship with others, and to learn to respect and understand other people; and

5. To teach our students to be adaptable to changes, and become versatile and well-balanced intellectuals.

B. <u>Learning and Growth</u>

1. To provide a happy and disciplined learning environment for our students and inculcate in them a strong sense of belonging;

2. To help our students master self-learning skills and arouse their intellectual curiosity;

3. To raise our students' level of proficiency in two languages (English language and Chinese language) and three dialects (English, Cantonese and Putonghua); to help them lay a solid foundation in their academic work, and to enhance their political, economic, cultural and technological awareness;

4. To help our students fully develop their potential so that they can excel in both academic work and extra-curricular activities;

5. To help our students understand the importance of physical fitness and adopt a healthy life-style;

6. To help our students develop their creative and aesthetic abilities and to teach them to take pride in their cultural heritage;

7. To help our students understand and show concern for the community they live in, and take on a much wider perspective of the world so that they can shoulder their fair share of responsibility towards their family, community, nation and the world.

MAJOR CONCERNS

Major Concern 1: To enhance students' efficacy and self-esteem in learning.

Targets	Strategies		Success Criteria	Methods of Evaluation	Time Scale	People in charge
1. To enhance students' study and examination skills	◆ To optimize grouping arrangements catering for learner diversity under the 'Cherish High-fliers and Upgrade Low-achievers' scheme	a. Adopt flexible grouping arrangements to cater for learner diversity.	◆ Split classes, elite classes and remedial classes reflect students' ability. ◆ Students show an improvement in results in internal and/or external tests/ exams.	◆ To monitor and evaluate the effectiveness of the grouping arrangements ◆ To monitor scores of internal and external tests and/or exams ◆ To collect evaluation reports from panel heads of related departments	Year round	◆ Academic Development and Affairs Section ◆ Panel heads of related departments
		b. Launch enhancement schemes to cater for education needs of high-fliers and low-achievers.	◆ Students show an improvement in results in internal and/or external tests/ exams.	◆ To monitor scores of internal and external tests and/or exams ◆ To collect evaluation reports from panel heads	Year round	◆ Panel heads
		c. Launch multiple courses/ programs to cater for student diversity. - School-based After-school Learning and Support Programs (Appendix I) - DLG (Appendix II) - REES (Appendix III) - VA Drama Course (Appendix IV) - Interschool Chinese Speaking Skills Workshop jointly organized by SSY & EDB	◆ Students show an improvement in results in internal and/ or external tests/ exams.	◆ To monitor students' performance in internal and external tests and/or exams ◆ To collect evaluation reports from panel heads and teachers-in-charge of the courses/programs stated in c	Year round	◆ Panel heads ◆ Teachers-in-charge of the courses/ programs stated in c
		d. Encourage students to participate in public examinations of professional bodies and mock examinations other than HKDSE.	◆ Students' show active participation and engagement.	◆ To monitor students' performance in exams ◆ To collect exam results from panel heads of related departments	Year round	◆ Panel heads of related departments

		e. Nominate talented students to take part in external competitions.	◆ Students' interest in learning can be raised and they are given the opportunity to excel in some specific areas and develop different potentials.	◆ To monitor students' performance in competitions ◆ To collect students' performance results in competitions	Year round	◆ All teachers
	◆ To optimize the library and 'Form-teacher Period' reading schemes	a. Promote extensive reading using school library materials and class library materials when available.	◆ Students' interest in reading is encouraged and students are proactive towards reading.	◆ To monitor the annual lending rate of the school library (and class library rate if applicable)	Year round	◆ Panel heads
		b. Monitor students during form teacher period while reading Chinese texts / English newspapers.	◆ Students can develop and demonstrate decent understanding of current issues and can appreciate Chinese and English and the journalistic style of writing.	◆ To monitor the quality of students' performance in the follow up activities organized by the Chinese Department and the English Department ◆ To monitor students' output on texts (e.g. presentation, discussion, essay writing)	Year round	◆ Chinese Department ◆ English Department ◆ Form teachers
	◆ To equip students with subject-based learning strategies focusing on various study skills in junior forms and examination skills in senior forms	a. Provide pre-lesson guidance and promote pre-lesson preparation in junior forms.	◆ Students display a proactive approach in learning.	◆ To assess pre-lesson assignments	Year round	◆ All teachers
		b. Encourage revision and constant practice of examination-oriented materials and past examination papers in senior forms.	◆ Students show an improvement in results in internal and external tests/ exams.	◆ To monitor students' performance in internal and external tests and/or exams ◆ To keep a record of students' progress	Year round	◆ All teachers
	◆ To promote the 'student-centred' learning and teaching mode in classrooms	a. Encourage teachers to include more pair work, group work and tasks in lessons.	◆ Students show an increased performance and involvement in pair work, group work and tasks in lessons.	◆ To collect teachers' feedback on frequency and quality of pair work, group work and tasks in lessons	Year round	◆ Panel heads

		b. Establish study groups, arrange collaborative learning in lessons where possible to improve the effectiveness of classroom learning.	◆ Students show an improvement in learning efficacy, and display increased interaction with their peers.	◆ To monitor students' performance in assignments and other tasks	Year round	◆ All teachers
		c. Provide pre-lesson guidance and promote pre-lesson preparation.	◆ Students display a proactive approach in learning.	◆ To assess pre-lesson assignments	Year round	◆ All teachers
	◆ To foster students' classroom participation, nurturing them to take responsibility for their own learning	◆ Provide pre-lesson guidance and promote pre-lesson preparation. Encourage students to ask and answer questions in lessons.	◆ Students display a proactive approach in learning.	◆ To assess pre-lesson assignments and students' performance during lessons	Year round	◆ All teachers
	◆ To establish study groups so as to facilitate collaborative learning among students	a. Form study groups to carry out learning tasks like project work and discussion.	◆ Students show an increased performance and involvement in pair work, group work and tasks in lessons.	◆ To collect teachers' feedback on frequency and quality of pair work, group work and tasks in lessons	Year round	◆ All teachers
		b. Arrange collaborative learning in lessons where possible to improve the effectiveness of classroom learning.	◆ Students show an improvement in learning efficacy, and display increased interaction with their peers.	◆ To monitor students' performance in assignments and other tasks	Year round	◆ All teachers
	◆ To optimize students' assessment policy	a. Encourage students to practice peer assessment, and implement assessment for learning.	◆ Students fulfil the requirements.	◆ To collect teachers' feedback on frequency and quality of peer assessment, and implementation of assessment for learning	Year round	◆ Panel heads
		b. Continually assess the frequency, quantity and quality of assignments.	◆ The frequency and the quantity are appropriate, and quality of assignments reflects the curriculum appropriately.	◆ To collect teachers' feedback regarding test and examination marks ◆ To review meeting minutes of subject departments	Year round	◆ Panel heads

		c. Review the weighting of marks in tests and examinations.	◆ A balance in weighting in tests and examinations can be achieved.	◆ To collect teachers' feedback regarding the weighting of test and examination marks	Year round	◆ Panel heads
	◆ To launch academic award schemes	◆ Give out commendation gifts to students who have either an outstanding performance in the academic area or those who need encouragement in this area.	◆ Students can get prizes and enhance their learning efficacy.	◆ To monitor scores in academic competitions and involvement in academic activities ◆ To keep track of winners for future reference	Year round	◆ All teachers
2. To cultivate good learning attitudes	◆ To promote the 'student-centred' learning and teaching mode in classrooms	a. Collaborate with school library to promote extensive reading. Make use of the reading schemes in different subjects to help students cultivate good learning attitudes and develop a good reading habit.	◆ Students' interest in reading is raised, which enhances their self-learning.	◆ To monitor school library loan rate	Year round	◆ All teachers
		b. Expose students to on-line programs to boost students' self-learning capacity.	◆ Students complete online tasks satisfactorily and are compliant with teachers' requirements.	◆ To monitor students' completion rate and scores	Year round	◆ Panel heads of related departments
		c. Prescribe students to read texts on self-learning and good learning attitudes.	◆ Students show enhanced awareness of the issues of self-learning and good learning attitudes.	◆ To monitor students' output on texts (e.g. presentation, discussion, essay writing)	Year round	◆ Chinese Department ◆ English Department ◆ Library
	◆ To foster students' classroom participation, nurturing them to take responsibility for their own learning	◆ Provide positive acknowledge to help build up students' confidence and thus enhance self-directed learning.	◆ Students show enthusiasm in learning and a more inviting ambience is seen in the classroom.	◆ To assess students' performance during lessons	Year round	◆ All teachers

Major Concern 2: To train students in perseverance; develop self-directed and introspective ability.

Targets	Strategies		Success Criteria	Methods of Evaluation	Time Scale	People in charge
1. To sharpen self-management and problem-solving skills	◆ To train students in perseverance through co-curricular activities	a. Encourage students to take part in different kinds of co-curricular activities.	◆ Students show continued interest in participating in activities.	◆ To monitor students' participation /performance /scores in competitions and activities	Year round	◆ Panel heads of related departments ◆ Advisors of Clubs/Societies/ Units/Sections
		b. Organize educational visits/ workshops/seminars/courses for students and require students to complete assigned tasks within the set time limit where applicable.	◆ Students are compliant with the requirements and complete the tasks.	◆ To assess students' performance and monitor students' task completion rate and scores where applicable	Year round	◆ Panel heads of related departments ◆ Advisors of Clubs/Societies/ Units/Sections
		c. Develop students' sense of commitment and responsibility through competitions and voluntary service. - Encourage students to take part in social service. - Organize environmental protection programs such as the Food Wise Campaign in Ho Fung, Student Environmental Protection Ambassador Scheme etc. - Widen students' horizons and world vision by exchange tours to mainland China and other regions in Asia.	◆ Students are active in participating in, and involved in, the concerned activities. ◆ Students are able to present and share their reflections in school assemblies.	◆ Number of enrolment ◆ Criteria set by the organizing committee ◆ Students' performance in sharing and students' feedback in questionnaires	Year Round	◆ CCA & OLE Section ◆ Student Counseling Section ◆ Moral and Civic Education Section
		d. Prescribe students to read texts on self-management and problem-solving skills.	◆ Students show enhanced awareness of issues of self-reflection, self-management and problem solving.	◆ To monitor students' output on texts (e.g. presentation, discussion, essay writing)	Year round	◆ Chinese Department ◆ English Department ◆ Library

	◆ To empower students to manage their own learning	◆ Promote students' good habits to submit assignments punctually.	◆ Students are compliant with teachers' requirements.	◆ To monitor students' performance	Year round	◆ All teachers
	◆ To optimise the 'class management' scheme	◆ Organize inter-class competitions on Discipline, Cleanliness and Design of Class Rules.	◆ Students show an improvement in class discipline.	◆ To monitor students' performance in competitions	Year Round	◆ Discipline Section
	◆ To make the best use of the 'Merit-Demerit' system to promote students' self-management	◆ Implement the 'Merit-Demerit' system in different subjects and clubs/societies/units/ sections.	◆ Students are compliant with the requirements.	◆ To monitor students' performance and evaluate the total marks deducted	Year round	◆ Discipline Section ◆ All teachers
2. To gear up students for challenges and problems	◆ To train students in perseverance through co-curricular activities	◆ Encourage students to take part in inter-school competitions.	◆ Students show continued interest in participating in activities and are able to face challenges.	◆ To monitor students' participation /performance /scores in competitions and activities	Year round	◆ Panel heads of related departments
	◆ To empower students to manage their own learning	a. Require students to do pre-lesson work and submit assignments punctually.	◆ Students are compliant with teachers' requirements.	◆ To monitor students' performance	Year round	◆ All teachers
		b. Motivate students to strive for excellency throughout positive reinforcement, such as organizing award programs and scholarships to honor students with outstanding academic and non-academic performance.	◆ Students show increased motivation in learning.	◆ Respective committee responsible for their own awards schemes	Year Round	◆ CCA & OLE Section ◆ Student Counseling Section ◆ Moral and Civic Education Section
		c. Prescribe students to read texts on adversity management, self-improvement and problem solving skills.	◆ Students show enhanced awareness of issues of adversity management, self-improvement and problem solving.	◆ To monitor students' output on texts (e.g. presentation, discussion, essay writing)	Year round	◆ Chinese Department ◆ English Department ◆ Library

	To reinforce students' skills in managing their lives and emotions	a. Encourage an ongoing focus on self-evaluation in their daily life.	Students are compliant with teachers' requirements.	Teacher observation	Year round	All teachers
		b. Upgrade and well-equip students' skills on good life planning. - Organize workshops, talks, visits and seminars in life planning. - Conduct interviews and aptitude tests in careers development. - Conduct goal-setting activities e.g. Adventureship.	Extent of participation by the students concerned and involved is significant.	Number of enrolment Summary report prepared by institutions jointly organized the workshops	Sept. 2013 to April, 2014	Careers Section Student Counseling Section
		c. Organize Stress Management talks and activities for senior form students in handling the public examination.	Students show enhanced confidence in academic pursuit.	Students' feedback in APASO Questionnaire	Nov., 2013 to Feb.,2014	Student Counseling Section
		d. Bridge S1 students to adapt themselves to secondary school life through peer support. - S1 Orientation Days - S2 Big Brothers and Big Sisters Scheme	Participants find the activities serve the purposes.	Students' feedback in questionnaires	(S1 Orientation Days) August 2013 (S2 Big Brothers and Big Sisters Scheme) Year Round	Student Counseling Section
		e. Prescribe students to read texts on adversity management, self-improvement and problem solving skills.	Students show enhanced awareness of self-improvement, adversity management and problem-solving.	Teacher observation	Year round	Chinese Department English Department Library

School-based After-school Learning and Support Programmes 2013/14 s.y.
School-based Grant - Programme Plan

Name of School: **Ho Fung College (Sponsored by Sik Sik Yuen)**

Project Coordinator: **Li Yuen Wa, Chan Chi Ming**   **Contact Telephone No.: 24253563**

A. The estimated number of benefitting students (count by heads) under this Programme is 245 (including 221 A. CSSA recipients & B. SFAS full-grant recipients and C. 24 under school's discretionary quota)

B. Information on Activities to be subsidized/complemented by the grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure ($)	Name of partner/service provider (if applicable)
					A	B	C		
1. *F1 Homework Tutorials*	To help Form 1 students adapt to secondary school curriculum (including Chinese, English, Mathematics and Science)	More than 50% of participants indicated a positive feedback on the programme.	Questionnaire	10/2013 - 4/2014	A+B: 54 students		6 students	$23,040	Alumni
2. *F2 English Homework Tutorials*	To help students enhance their learning efficacy on English	More than 50% of participants indicated a positive feedback on the programme.	Questionnaire	10/2013 - 4/2014	A+B: 27 students		3 students	$10,240	Alumni
3. *F3 Mathematics Tutorials*	To help F3 students consolidate their knowledge of Mathematics	More than 50% of participants indicated a positive feedback on the programme.	Questionnaire	9/2013 - 5/2014	A+B: 27 students		3 students	$15,360	Alumni
4. *F4 & F5 Chinese Tutorials*	To help F4 & F5 students enhance Chinese learning ability	More than 50% of participants indicated a positive feedback on the programme.	Questionnaire	10/2013 - 4/2014	A+B: 27 students		3 students	$10,240	Alumni
5. *Campus Resident Chinese Author Programme*	To enrich F4 & F5 students' interests in Chinese writing, so as to cherish highfliers	More than 50% of participants indicated a positive feedback on the programme.	Questionnaire	2/2014 - 5/2014	A+B: 45 students		5 students	$16,200	Writer
6. *F5 Science Tutorials*	To help F4 students who choose Physics, Chemistry and Biology to adapt to the New Senior Secondary School Curriculum	More than 50% of participants indicated a positive feedback on the programme.	Questionnaire	10/2013 - 4/2014	A+B: 41 students		4 students	$15,360	Alumni
Total no. of activities: ___6___			@**No. of participation counts**		221		24	$90.440	
			**Total no. of participation counts			245			

Note:

* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation counts: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of participation count: the aggregate of (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C) .

嗇色園主辦 可風中學
2013/14 – 2015/16 學年新高中學生
運用『多元學習津貼』計劃書

課程名稱	多元學習津貼資助的課程	策略及預期效益	修業期	目標學生	預計每學年涉及的學生人數			學生學習的評估／成功指標	負責教師	所需撥款
					13/14	14/15	15/16			
1. 思辨能力及應對技巧提升課程	其他課程	透過導師在課堂上講解辯論模式、經驗分享、課堂實戰、影片分享等活動，讓學生們不單了解辯論，更提升他們面對問題時如何從不同持份者角度分析的能力，更推動了他們關心社會，了解民生。當他們在心理及技術層面都準備充分時，便會參與坊間各個比賽，學以致用。	一年(上下學期各開一班，每班20人)	中四至中六的學生 (由辯論組老師根據學生在辯論比賽中的優秀表現提名)	/	/	40	透過教師一同上課，從旁協助導師，以提升教學效能，並可對課程作出客觀評價。另外也會發問卷了解學生的學習成效。我們也會比對學生在參與課程前後的說話成績的變化和參賽表現。	聘請大學辯論隊成員作導師	於 15/16 年度運用撥款，一個學期為一個階段，每個階段 5000 元，其中包括聘請教師授課（十節課）及同學參與比賽之費用等。 **1 年共$10,000**

2. 體育教育課程	其他課程	資優教育課程 ◆ 提升學生在田徑、排球及籃球的個人技術及團隊戰術運用；藉著提供有系統的訓練，讓他們有機會將有關的體育理論與技能實踐融會貫通。	三年	中四至中六的學生（報考體育選修科的田徑、排球及籃球校隊成員）	50-60	50-60	50-60	學生參加香港中學文憑體育科考試。	朱加俊老師、李詠怡老師、專業田徑、排球及籃球教練	每星期 1 節；時間 1600-1800；一個月約 2 節；5 個月(11,12/13, 2,3,4/14)共 10 節；每次$300；共$3,000。 **3 項共 $9,000** **3 年共$27,000**
3. 高階思維能力訓練課程	其他課程	資優教育課程 ◆ 訓練學生多角度及高階思維能力。	二年	中四至中六的學生 (由通識教育科老師根據特定準則提名)	/	25	25	學生參加中學文憑試有進階表現。	教育服務機構	於 14/15 至 15/16 兩個年度,上下學期各舉辦一個課程,每個課程$4000,全年共$8000 **2 年共$16,000**

4. 新高中音樂課程	其他課程	聯校課程 ◆ 由於只有少部份學生選擇高中音樂科，與香港高中音樂學院合辦聯校課程，以照顧學生的不同需要。	三年	2013/14 至 15/16 年度中四至中六級的學生	1	1	1	學生參加中學文憑音樂科考試。	羅可欣老師香港高中音樂學院	**3 年共$19000**
5. English Speaking Course	Other programs	Gifted program 1. To sharpen the English public speaking skills of those linguistically gifted 2. To enhance the critical thinking skills of selected students	Year round (20 two-hour sessions)	S.4 and S.5 students	15			1. Students would compile their own scripts applying the tactics and strategies learnt in the course 2. Students would take part in the public speaking contest	1. English teachers 2. Tutors	**HKD $30,000** (hire service)
6. 其他		購買有關資優教育及高中音樂課程的參考書。		高中學生						**3 年共$3000**
									三年合共：	**$105,000**

Refined English Enhancement Scheme
School-based Plan A

Name of School: Sik Sik Yuen Ho Fung College

Categories of English Enhancement Measures

(A) School-based curriculum development: For example, cross-curricular English enhancement programmes, programmes for English learning in different key stages, programmes for strengthening teaching in the English medium in non-language subjects, programmes for implementing the Extended Learning Activities in English in non-language subjects, etc.

(B) Enhancing the professional capability of teachers: For example, organising professional development courses for teachers on the learning and teaching of the English language / on teaching non-language subjects in the English medium, hiring professional service to promote teacher collaboration, conducting English learning activities and workshops for teachers, etc.

(C) Providing English learning activities for students: For example, organising courses on listening, speaking, reading and writing, conducting activities inside and outside the classroom, including exchange programmes, etc.

(D) Other support measures: For example, hiring teaching assistants, etc.

(E) Measures enriching the English language environment.

Refined English Enhancement Scheme

(I) School-based Plan

Measures	Category	Description of Measures	Levels and No. of Students Involved	No. of Teachers Involved	Estimated Expenditure	School-based Monitoring and Evaluation Mechanism
1	A	**School-based cross-curricular teaching resources and learning platform between English Language and Integrated Science (IS)** **Objectives:** • To develop a school-based cross-curricular teaching resource and learning platform for English and IS, which aims at facilitating students' fundamental English language skills on subject knowledge and effective communication • To produce a teaching and learning resource kit for teachers in the involved subject on self-access learning • To nurture students' learning diversity through individualised learning paths that make use of topics, scenarios and multiple means of presentation **Collaboration model**: Teachers will co-plan with the service provider on the development direction, scopes, and implementation schedule. The service provider should have a team of expertise to assist us in this project. We expect a project manager with a master degree or above and with experience serving school-based projects. For the content development part, we expect the expertise to have a degree or a master degree in Science and experience in designing and implementing education projects. There will be common topics sharing between the two subjects: • English Language lessons will aim at facilitating students' language skills on expressing opinions and participating in classroom discussion; • IS lessons will focus on developing students' fundamental science knowledge and inspiring them to interpret the content through multiple perspectives; and • Teachers will assign learning materials and exercises that are aligned with their scheme of work and provide the resources to students either in class or at home.	S1-S2: 340	IS teachers: 5 (including panel head) S1-S2 English teachers	Sep 2011 - Aug 2012: $60,000 Sep 2012 - Aug 2013: $60,000 Total: **$120,000** (6 modules per form x 2 forms, each module has 3 chapters)	• Nominate a REES monitoring co-ordinator • a) Try out material developed b) Peer observation c) Evaluation report • Teacher survey on their perception of the cross-curricular approach in classroom teaching • Teachers' observation on students' learning performance • Data analysis extracted from the platform to evaluate students' participation and performance • Pre- and Post-assessment conducted to evaluate the learning progress and the effectiveness of the teaching

		Implementation plan: • All the modules should be aligned with our school-based curriculum and teaching schedule. This connection will allow us to connect the programme with our formal IS curriculum. The topics will be focused on energy, living things, electricity and sensing the environment. • Teachers will attend an orientation workshop given by the service provider. Students will be taken to the school MMLC to learn about the programme under teachers' supervision. • English teachers will supervise the students using the software for the first few times. We want to create a serious atmosphere of self-study. After these sessions we want students to complete these activities either in class or at home. Follow-up discussion will be conducted at regular intervals. • The programme developed will be graded. The follow-up exercise of each module will have different questions. The programme should come with different learning entries, such as video or audio. • Each follow-up exercise should start from easy questions (such as vocabulary questions and factual questions) to challenging questions (such as thematic, inference and reference questions). Mainstream students can take both while slow learners can focus on the easy questions. **Sustainability:** • With teachers involving in the development of the curricula, we will enhance the content, the deliverables, and the displays continuously in the future. • Teacher's successful experience will be shared and extended among the entire school. • The school should be able to use the programme during and after the project periods. Since the content for each module needs to be cleared from different sources, we will request the provider to provide us the right of use for all of our teachers and students. **Expected outcomes:** • Students' fundamental science knowledge will be consolidated. • Students will enhance their language skills on effective communication. • Students' self-access learning capability will be strengthened. • Teachers will monitor students' progress through the Progress				

			Report emailed to teachers. Data will be analyzed to find out students' strengths and weaknesses. Further drilling will be given to students. • Through the authentic teaching and learning resources with video or audio, students will have more exposure in English through the study of IS. Students should be able to improve their listening, vocabulary and reading skills through this programme. • English teachers and IS teachers involved will sharpen their awareness of the inter-disciplinary needs of students in English and IS and hone their skills in catering to these specific needs. • The course materials will be owned by the school and can be retained and re-used for future student training and teachers' reference. • Students should show a 10% increment in post – assessment.				

2	A	**School-based teaching and learning archive across curriculum (EPA, Geography and History)**
		
		Objectives:
		• To develop a school-based cross-curricular teaching resource and learning platform for English, EPA, Geography and History, which aims at facilitating students' fundamental English language skills on subject knowledge and effective communication
		• To nurture students' balanced exposure in reading and listening on various subject knowledge
		• To promote collaborative learning experience during classroom teaching
		• To give students an opportunity to share, exchange, and inspire each other during and after classroom periods
		
		Collaboration model:
		• The archive will provide rich texts, videos, and audios as sources of inspiration for learning. It will cover the suggested topics and content of the following KLAs in English:
		    • Geography
		    • History
		    • Economics and Public Affairs (EPA)
		• Teachers will co-plan with the service provider on the development direction, scopes, and implementation schedule. The service provider should have a team of expertise to assist us in this project. We expect a project manager with a master
			S1-S3: 500	Geography teachers: 2
				
				History teachers: 2
				
				EPA teachers: 2
				
				S1 – S3 English teachers
					Sep 2011 - Aug 2012: $140,000
					
					Sep 2012 - Aug 2013: $140,000
					
					Total:
					$280,000
					(2 modules per form x 3 forms, each module has 3 chapters, total 3 subjects)
						• Nominate a REES monitoring co-ordinator
						• a) Try out material developed
						  b) Peer observation
						  c) Evaluation report
						• Teachers' observation of learning output
						• School monitoring of establishment and implementation of the programme
						• Teacher survey on their perception of cross-curricular approach in classroom teaching
						• Pre- and Post-assessment conducted to evaluate the learning progress and the effectiveness of the teaching

degree or above and with experience serving school-based projects. For the content development part, we expect the expertise to have a degree or a master degree in Geography/ History/ EPA and experiencing in designing and implementing education projects.

Implementation plan:
- Teachers will attend an orientation workshop given by the service provider. Students will be taken to the school MMLC to learn about the programme under teachers' supervision.
- English teachers will supervise the students using the software for the first few times. We want to create a serious atmosphere of self-study. After these sessions we want students to complete these activities either in class or at home.
- For Geography, topics will be focused on urban environment and natural environment.
- For History, topics will be focused on the growth and development of Hong Kong, the international co-operation and efforts towards peace and also the scientific and technological development.
- For EPA, topics will be focused on local issues and the living in Hong Kong.

Sustainability:
- Teachers will review the progress and feasibility of each class on a regular basis.
- Teachers will have hands-on experience of the collaborative learning approach, which can be useful for future practice.
- All resources developed will be owned by the school and can be retained and re-used for future student training and teachers' reference.
- The school should be able to use the programme during and after the project periods. Since the content for each module needs to be cleared from different sources, we will request the provider to provide us the right of use for all of our teachers and students.

Expected outcomes:
- Students' fundamental subject knowledge will be consolidated.
- Students' exposure to subject vocabulary, listening skills and reading skills will be enhanced.
- Students' self-access learning capability will be strengthened.
- Teachers will monitor students' progress through the Progress

		Report emailed to teachers. Data will be analyzed to find out students' strengths and weaknesses. Further drilling will be given to students. • English teachers, Geography teachers, History teachers and EPA teachers involved will sharpen their awareness of the inter-disciplinary needs of students in these subjects and hone their skills in catering to these specific needs. • The course materials will be owned by the school and can be retained and re-used for future student training and teachers' reference. • Students should show a 10% increment in post-assessment.				
3	A	**English online course on integrated skills** **Objectives:** • To develop students' integrated skills in authentic English with up-to-date content every year • To nurture students' self-access learning habit and culture with guided and balanced exposure to NSS core and elective topics • To integrate tailored multimedia teaching resources for classroom teaching covering the subjects of English Language, Liberal Studies, Science, Humanity subjects etc. **Implementation plan:** • Well-designed curriculum mapping should be developed as the backbone of the interactive learning programme. • Structured thematic topics and cross-theme approach should be adopted at all levels of the programme so that students can learn from different perspectives and learn how to connect different factors to build up their own opinion. • Lesson plan should be delivered for each single lesson so that teachers can preview it in PDF format. • Updated content should be covered. • Assessment of learning and for learning elements should be integrated and clearly structured throughout the whole year programme. • Class English teachers will review the progress with the weekly Excel progress report. Teachers will supervise students to finish uncovered units in the language lab. • A clear school-based policy will be set and inform both parents and students at the beginning of the school year. • Catch-up period will be allowed each term so that slow learners or lazy learners can meet the expected standard.	S1-S7	S1 – S7 English teachers	Sep 2011 - Aug 2012: $49,000 Sep 2012 - Aug 2013: $49,000 Sep 2013 - Aug 2014: $49,000 Total: **$147,000**	• Pre- and post-assessment conducted to evaluate the learning progress and the effectiveness of the teaching • Annual progress report showing usage of each class, each form and whole school • Teacher survey to collect teachers' feedback • Students' survey to be conducted each year to collect their feedback

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- Award scheme will be launched to the whole school and inter-class competitions will be held.

Sustainability
- All the lesson plans (both self-access learning and classroom teaching resources) should be downloadable for us to store at our school intranet.
- The classroom teaching resources delivered during the service period should be accessible to our school after the service period.
- The self-learning culture and practice developed brings a solid foundation for us to go forward in the future years.

Expected outcomes:
- Multi-media classroom teaching resources related to NSS electives and core themes are integrated into our classroom teaching.
- Our teachers can access the classroom teaching resources either through the service provider's server or in CDs.
- All the lesson plans will be stored at our school intranet as our NSS teaching and learning resources.
- Students' integrated skills and analytical thinking are sharpened.
- Teachers can make use of up-to-date current issues presented in multimedia for teaching to arouse learning interest.
- School's self-learning culture is nurtured.
- Students should show a 10% increment in post-assessment.

| 4 | C | **Creative writing course**

Objectives:
• To introduce the basic concepts/ elements of short stories, which include time, characters, setting, characterization, point of view, figure of speech, plot and theme
• To teach students how to read and appreciate short stories including the following skills: predicting, accessing prior knowledge, making connection, questioning, visualizing, inferring, determining importance, synthesizing and monitoring comprehension
• To guide students to write a story/ make a portfolio of short stories
• To get students to think creatively and to put those creative ideas down on paper in the form of free writing and writing | S2: 180 | S2 English teachers | Sep 2011 – Aug 2012: $750 per hour 10 groups of S2 students, and each group will have 25 hours of creative writing lessons for 1 year

Total:
$187,500
(10 groups X 25hours X $750) | • Teachers will try out some lessons to get hands-on teaching experience.
• Feedback will be collected from service provider on students' performance and suitability of material developed.
• Teacher survey on their perception of the teaching approach in classroom teaching |

| | | with different stimuli, for example, music, images etc.
• To teach students the story telling and presentation skills like voice projection, articulation, tone, emphasis, emotion expression, body movement, eye contact and gesture
• To produce a school-based teaching and learning resource kit for the school that can sustain
• To nurture students' learning diversity through individualized learning paths that make use of topics, scenarios and multiple means of presentation

Collaboration model:
Teachers will co-plan with the service provider on the development direction, scopes, and implementation schedule. The service provider should have a team of expertise to assist us in this project. We expect a project manager with a master degree or above and with experience serving school-based projects. For the content development part, we expect the expertise to have a degree or a master degree in English Studies, English Literature or related subjects in designing and implementing education projects. We expect teachers to have a degree in related areas in English.

Implementation plan:
• There will be 10 groups of S2 students, and each group (maximum 18 students per group) will have a 25-hour creative writing course in timetabled lessons for 1 year. All junior form teachers will be invited to sit in the workshops to observe and learn.
• All the modules should be aligned with our school-based curriculum and teaching schedule. This connection will allow us to connect the programme with our formal English curriculum. Teachers will attend an orientation workshop given by the service provider.
• Teachers will co-teach the class with the NEDT. We want to create a funny and interesting atmosphere to encourage students' participation.
• Through the authentic teaching and learning resources with video or audio, students will have more exposure in English through creative writing. Students should be able to improve their writing skills and creativity through this programme.

Sustainability:
• With teachers involving in the development of the curricula, we will enhance the content, the deliverables, and the displays | | | | • Teachers' observation on students' learning performance
• Data analysis extracted from the platform to evaluate students' participation and performance
• Pre- and Post-assessment conducted to evaluate the learning progress and the effectiveness of the teaching |

			continuously in the future. • Teacher's successful experience will be shared and extended among the entire school. • The school should be able to use the programme during and after the project periods. We will request the provider to provide us the right of use for all of our teachers and students. **Expected outcomes:** • Students' fundamental knowledge of the basic elements of short story will be consolidated. • Students' creativity will be enhanced. • Students' interest in learning English will be increased. • Students' confidence in using and writing language will increase. • Students' vocabulary bank, ability to generate ideas and form different sentence structures will be improved. • Students' presentation and story telling skills will be strengthened. • Teachers involved will sharpen their awareness of the needs and benefits of teaching English through creative methods and multiple intelligence. • The course materials will be owned by the school and can be retained and re-used for future student training and teachers' reference. • Students should show a 5% increment in post-assessment.				
5	C	**Drama workshops** **Objectives:** • To hire consultants to conduct drama workshops to boost students' language skills and learning interests through dramatic activities • To provide an opportunity for our teachers to co-teach and acquire the related skills with hands-on experience on teaching drama **Collaboration model:** Teachers will co-plan with the service provider on the development direction, scopes, and implementation schedule. **Implementation plan:** • There will be 8 groups of S1 students, and each group (maximum 18 students per group) will have a 20-hour drama course in timetabled lessons for 1 year. S1 teachers will be	S1: 140	S1 – S3 English teachers	**Sep 2012 - Aug 2013:** Professional development training for teachers: $15,000 (10 hours x $1,500/hour) 8 groups of S1 students, and each group will have 20 hours of drama lessons for 1 year: $128,000 (8 x 20 x $800/hour)	• Teachers will try out some lessons. • Feedback will be provided by service provider. • Peer lesson observation • Students' formative assessment results in English • Class performance or school performance by the students • Student and teacher interviews, questionnaires • Review meetings

					Hire consultancy to develop drama teaching and learning materials which integrate with our curriculum: $50,000	among English teachers
			invited to sit in the workshops to observe and learn. They will then co-teach with service provider to get hands-on experience. • S1 – S3 teachers will take part in the professional development training course. Teachers are expected to share their learning materials and insights gained in the course with other English teachers upon completion of their course. • Service provider will offer video clips to teach students' act-out skills. **Sustainability:** • All the teaching and learning materials developed will be incorporated into the curriculum for the next year. • All the key teaching and technical elements will be recorded and documented for future reference. • Teachers will sit in and observe the teaching process to learn the skills for their teaching for the following years. • Review and adjustment will be conducted at regular intervals to make the programme sustainable and more effective. **Expected outcomes:** • Students will enhance their language proficiency and increase their learning interests through dramatic activities. • Students will have confidence and skills in making presentations and will learn how to appreciate drama productions in terms of character reading and stage expression. • Teachers will acquire the related skills with hands-on experience on teaching drama. • Teachers will share their learning materials and insights gained in the course with other English teachers upon completion of their course. • Students should show a 5% increment in formative speaking assessments in English.			Total: **$193,000**	
6	E	**Live English language drama** **Objectives:** • To arouse students' interest and motivation to learn English through drama • To enhance students' confidence in role playing speaking tasks by further boosting their drama interests • To benefit the maximum number of students through a whole-school performance	S1–S7	S1– S7 English teachers	Sep 2011 - Aug 2012: $20,000 Total: **$20,000**	• Teacher and student questionnaires provided for evaluation • Teachers' observation of students' involvement during the performance • Teachers' monitoring

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					of students' performance on pre and post-performance educational aids
		• To enhance teachers' ability in conducting drama-related learning activities **Collaboration model**: • Teachers have the opportunity to participate in an orientation workshop to enhance their skills of drama teaching. **Implementation plan:** • Pre-performance education aids involving reading and writing tasks will be delivered to students. • Students will watch a live interactive drama followed by a question and answer session which will enhance their listening skills and interest in watching English drama. • Post-performance education aids involving speaking and analytical tasks will be delivered to the students. **Sustainability:** • Teachers will participate in a drama workshop which will provide useful and practical teaching techniques that can be incorporated into their lessons. • Teachers will gain valuable insight into how they can make their classroom lessons more interesting, productive and meaningful with drama activities. **Expected outcomes:** • Students will be able to understand and appreciate scripts of a theatre production. • Students will develop greater interest in English drama. • Teachers will learn valuable techniques that can be incorporated into their daily lessons. • The taped-video of the drama shows can be recycled for future students' learning and teachers' reference.				
				Total: $947,500	

(II) Expected output targets to be attained:

Measures	Expected Learning Targets to be Attained
1	• Students' fundamental science knowledge will be consolidated. • Students will enhance their language skills on effective communication. • Students' self-access learning capability will be strengthened. • Teachers will monitor students' progress through the Progress Report emailed to teachers. Data will be analyzed to find out students' strengths and weaknesses. Further drilling will be given to students. • Through the authentic teaching and learning resources with video or audio, students will have more exposure in English through the study of IS. Students should be able to improve their listening, vocabulary and reading skills through this programme. • English teachers and IS teachers involved will sharpen their awareness of the inter-disciplinary needs of students in English and IS and hone their skills in catering to these specific needs. • The course materials will be owned by the school and can be retained and re-used for future student training and teachers' reference. • Students should show a 10% increment in post-assessment.
2	• Students' fundamental subject knowledge will be consolidated. • Students' exposure to subject vocabulary, listening skills and reading skills will be enhanced. • Students' self-access learning capability will be strengthened. • Teachers will monitor students' progress through the Progress Report emailed to teachers. Data will be analyzed to find out students' strengths and weaknesses. Further drilling will be given to students. • English teachers, Geography teachers, History teachers and EPA teachers involved will sharpen their awareness of the inter-disciplinary needs of students in these subjects and hone their skills in catering to these specific needs. • The course materials will be owned by the school and can be retained and re-used for future student training and teachers' reference. • Students should show a 10% increment in post-assessment.
3	• Multi-media classroom teaching resources related to NSS electives and core themes are integrated into our classroom teaching. • Our teachers can access the classroom teaching resources either through the service provider's server or in CDs. • All the lesson plans will be stored at our school intranet as our NSS teaching and learning resources. • Students' integrated skills and analytical thinking are sharpened. • Teachers can make use of up-to-date current issues presented in multimedia for teaching to arouse learning interest. • School's self-learning culture is nurtured. • Students should show a 10% increment in post-assessment.
4	• Students' fundamental knowledge of the basic elements of short story will be consolidated. • Students' creativity will be enhanced. • Students' interest in learning English will be increased. • Students' confidence in using and writing language will increase. • Students' vocabulary bank, ability to generate ideas and form different sentence structures will be improved. • Students' presentation and story telling skills will be strengthened. • Teachers involved will sharpen their awareness of the needs and benefits of teaching English through creative methods and multiple intelligence. • The course materials will be owned by the school and can be retained and re-used for future student training and teachers' reference. • Students should show a 5% increment in post-assessment.

5	- Students will enhance their language proficiency and increase their learning interests through dramatic activities. - Students will have confidence and skills in making presentations and will learn how to appreciate drama productions in terms of character reading and stage expression. - Teachers will acquire the related skills with hands-on experience on teaching drama. - Teachers will share their learning materials and insights gained in the course with other English teachers upon completion of their course. - Students should show a 5% increment in formative speaking assessments in English.
6	- Students will be able to understand and appreciate scripts of a theatre production. - Students will develop greater interest in English drama. - Teachers will learn valuable techniques that can be incorporated into their daily lessons. - The taped-video of the drama shows can be recycled for future students' learning and teachers' reference.

(III) **A succinct explanation of implementing Refined EES measures and their integration with school language policy**

Our school has been an EMI institute adopting English as the medium of instruction for all academic and non-academic subjects (with the exception of Chinese Language, Chinese Literature, Chinese History, Chinese Language and Culture as well as Mandarin classes of S1-S3). The newly introduced NSS core subject – Liberal Studies is taught bilingually, though. It is against this background that we drafted up our Refined English Enhancement Scheme proposal, paying attention to key factors like student diversity, school-based curriculum development, sustainability of measures, cross-curricular perspectives and teachers' professional growth.

In our English Enhancement Scheme completed in 2008-2009, we included an online program – English Builder operated by Wiseman Education. Feedback from the program indicates that e-learning is an effective tool in enhancing students' self-access learning capability and addressing the issue of student diversity. It is also an appealing learning channel to students growing up in the digital age with constant exposure to multi-media data. In the Refined English Enhancement Scheme, we propose incorporating school-based e-learning input for our students. We wish to address the issue of language-across-the-curriculum.   Our IS teachers will discuss with our English teachers to identify the linguistic and cognitive needs of students in these two subjects. Consensus reached will then impact on the design and production of school-based cross-curricular teaching resources and learning platform between English Language and Integrated Science (proposed measure 1). Similar concepts will be applied to other key subjects in junior forms – Geography, History and EPA as witnessed in proposed measure 2 – school-based teaching and learning archive across curriculum (EPA, Geography and History). Teachers of the three non-language subjects will collaborate with English teachers in the process of design, production and fine-tuning of the archive materials. English and non-language teachers involved will sharpen their awareness of the inter-disciplinary needs of students in these subjects and hone their skills in catering to these specific needs. Materials developed will be owned by the school for future learning tasks and teachers' reference. Materials developed should be frequently referred to in respective lessons while the corpus will serve as regular home assignments. Performance on these assignments will be reckoned as daily marks of students in their yearly report. Parents will be notified of the programs and requested to help monitor the progress of their children. Awards and prizes will be granted to students with outstanding performance in these assignments. Inter-class competitions can be conducted on these assignments with winners complimented.

On the other hand, reviews on internal and external assessments reveal that our students are less competent in English writing. We wish to address this issue on two fronts – an online English supplementary programme comprising training in the four skills of reading, writing, listening and speaking (proposed measure 3) as well as a creative writing course for junior form students (proposed measure 4). It is believed that an online course giving students increased exposure to contemporary English on current issues and follow-up learning tasks will consolidate students' vocabulary, language sense and awareness of the community students live in, which are all conducive to improved writing competence. Students will also be challenged by built-in revision quizzes and regular assessments. Performance will be monitored by the built-in assessment mechanism which keeps English teachers updated of students' progress, strengths and weaknesses.

To ensure that proposed measure 3 is effectively implemented, there will be frequent interaction with the service provider regarding the pace and quality of materials created. With teachers' involvement, it is believed the programs worked out for proposed measure 3 will meet our students' needs. Methods suggested for proposed measures 1 and 2 i.e. lesson coverage, home assignments, reckoning of student performance in yearly report and awards will be adopted for proposed measure 3 as well.

With writing being the most demanding skill of language acquisition, it is believed that students should cultivate a strong inclination for it at an elementary stage which will blossom into solid proficiency at more advanced stages. Therefore, we suggest funding a creative writing course for S2 students which will challenge their imagination, develop their knowledge of structuring an essay and stimulate their interest in writing. There is the additional advantage of enhancing students' confidence and competence in speaking through oral presentation of their creative written work. To ensure maximum participation, we propose timetabling the course in school lesson hours. English teachers will sit in and hone their skills on teaching writing by observing the lessons.

In the English Enhancement Scheme completed in 2008-2009, we included a drama course run by Dramatic English for S2 students. The course received generally positive response from students and feedback indicates that the course is conducive to cultivating students' interest and confidence in speaking English. The course then was run on an extended learning activity mode outside school timetable. Some students were unable to turn up on schedule owing to various after-school engagements. To keep the merit of the drama course, we propose to include a drama course for S1 students in timetabled lessons (proposed measure 5). We target S1 students this round because we believe the course will serve as a bridge between Cantonese speaking primary lessons and English medium secondary lessons. The fun element of the course will drive away students' inherent fear for English, especially speaking English. They will then gain the confidence in speaking English. English teachers of junior forms will sit in the lessons and acquire the skills of conducting drama activities which are immensely helpful to developing students' oral skills. Teachers will learn more from the teacher workshops as well.

Complementing proposed measure 5 is proposed measure 6 which involves live drama shows in school. As drama is a strongly interactive medium of communication, all students will benefit in these live shows in terms of increased interest in drama appreciation and enhanced motivation on speaking English. Drama shows to be conducted in two consecutive years are expected to sustain the aforementioned benefits. Further knowledge on drama gained by teachers in the orientation teacher workshop will impact on their future teaching positively.

We believe our proposal carries huge potential in addressing the concerns of the Refined English Enhancement Scheme and we hope it will be considered positively by the vetting committee.

嗇色園主辦可風中學
新高中藝術發展計劃 2013-14

前言:

為了更有效善用新高中藝術教育的上課時間及應教育局所需的 5%學習時數,本校於中四推行戲劇教育。

學生透過排演戲劇劇目可以學到很多在正規課程（學科知識）中學不到的東西。戲劇活動使同學有多一個表現的渠道,讓學生明白自己的強弱點。戲劇活動也是一種愉快的學習,因為這些活動的競爭是良性的,可以有自訂目標和難度。每次排練後,大家可以提出評估和建議,做錯了可以重新嘗試。

戲劇教育的作品不必刻意要求完善,也不必要求演出效果的精巧。相反,為了有更多的學習機會,每個"演出"的效果不必介意是否粗糙的。反而"演後"的討論,資料的尋找和再用另一角度去演繹過程,在戲劇教育中佔據更重要的位置。通過多次的檢討和嘗試,學生能夠從不同角度來討論、判斷、和擴闊他們的思考,提出自己的價值觀。最重要是能夠使參與者在態度上有所改變,達到知識,技能和態度的結合。

戲劇教育的好處：

1. 透過台詞的創作和運用使學生學會表達感情,也能訓練他們的注意力和集中力,加強與人溝通的能力和技巧。

2. 戲劇內容的發展可以培養獨立思考（如何解決某一問題）和集體思考（如何去做好一個演出）的機會。

3. 戲劇是一種學習與別人協調和接受別人的活動。由於戲劇是集體活動,通過集體創作可以使學生減少以自我為中心的想法。

4. 通過角色的扮演和創造,學生學會體諒別人和獲得群體的接納。通過角色扮演,學生有機會對生活作出適應,使他們能有機會接近感同身受的層面,產生移情的作用。

5. 參與者在戲劇過程中需要作出很多決定,根據心理學的說法：愈多作決定的學習過程,愈能幫助個人的成長。

6. 戲劇素材是生活的反映,戲劇能給予更大的空間去討論和了解社會問題。對同一社會問題,戲劇能提供多方面的探索。戲劇是一種價值觀的學習過程,在不同的資料背景下,學生學會如何處理問題和提出解決問題的可能性。

7. 戲劇活動可以激發想像力和創造力。想像力比接受知識更重要,因為想像力是知識的泉源,戲劇活動從台詞到道具佈景和整體表達,都需要想像力和創造力,否則我們也不可能在舞台上看到這麼多具有創意的舞台效果。

工作安排**:**

中四 (視藝/編導演 /音樂)			
視覺藝藝			
認識劇場	不同的舞台大小，劇場大小對舞台劇的表演有明顯的影響。認識不同舞台的設計，背景幕的設計。 舞台應 ◆　表現劇中的時代背景 ◆　表現劇中的地點 ◆　表現劇中的季節 ◆　表現劇中人物的身份地位 ◆　現劇本的情緒和意旨	課堂 1	許金冠老師
認識舞台設計的階段 草圖>平面圖>工作模型	「草圖」跟據劇本，與導演及其他設計師討論後，便開始描繪出腦海中的舞台畫面，這雖是一張粗略的草圖，但卻是設計師將抽象的概念具體化的第一步。 課堂習作:學會以腦地圖(mind map) 作為創作意念的發展。	課堂 2	許金冠老師
	「平面圖/彩色場景圖」當草圖確定之後，舞台設計師須繪製舞台平面圖,所謂平面圖是舞台的鳥瞰圖，從圖面上可以很清楚的標示出牆、門、傢俱、樓梯、平台等景物及道具的關係位置。加上上了色的正視圖或透視圖，導演便可按這張平面圖去設計演員的走位及畫面的安排，燈光設計師也須按這平面圖去了解舞台空間的分配，進行光區的分割安排及分配燈具的位置。 課堂習作: 學會以一點透視的方法繪畫和表達場景圖。	課堂 3 課堂 4	許金冠老師
	「工作模型」，舞台設計師必須製作一個簡單且合比例的工作模型，這可協助導演及設計師本身能更清楚的由各個角度去觀察舞台的三度空間並加以充分的利用。 課堂習作: 學會創意思維，以創新的材料去制作舞台設計模型。 以合比例的大小，將平面的設計圖化成立體的模型。	課堂 5 課堂 6 課堂 7	許金冠老師

道具創作	由主題發展到道具創作(學生開始為 fun fun show 的表演製作道具) 學生需準備劇本大網,並以分組形式,四人一組,開始為 fun fun show 設計道具。 課堂習作: 道具設計(道具 1,2) 題目:環保道具創作 啟發學生從日常生活中找環保物料去創作道具,例如紙皮,膠樽等廢物。	課堂 8 課堂 9	許金冠老師
	課堂習作: 道具設計(道具 3,4) 題目:非常材料 啟發學生嘗試不用的創意材料去創作道具,例如以舊書包製作衣服,領帶,紙箱制作椅子等。	課堂 10 課堂 11 課堂 12	許金冠老師
	總結 中四同學,每 16 人一組,開始為 fun fun show 創作/排練/製作道具與音效。	課堂 13	許金冠老師

編導演

《編劇工作坊》

劇作即興工作坊	運用劇場遊戲(Theatre Games),導師帶領學生從劇場遊戲中釋放及認識自己(emotional release & self discovery),並引進於劇本創作中。令學生明白文字、形容詞等等與表演的關係。	課堂 1	鄧安廸老師 (校外導師)
概念構想練習	導師利用練習引導學員從一個簡單概念或故事,如圖畫、童話、報紙或雜誌內容、散文小說等,去發展自己的故事,從中讓學生掌握創作思維(creation)及擴闊其思想空間(imagination)。	課堂 2	鄧安廸老師 (校外導師)
編劇的選擇	編劇是一個「從無到有」的第一重創作。導師帶領學生從千萬種題材、人物、可能性及邏輯中,創作出屬於自己風格。	課堂 3	鄧安廸老師 (校外導師)
故事創作	導師引領學生搜集資料及題材,並利用練習,引導學員從一個簡單概念或故事,如圖畫、童話、報紙或雜誌內容、散文小說等,去發展自己的故事,從中讓學生掌握創作思維(creation)及擴闊其思想空間(imagination)。同學們將分成小組;在導師指引下,每組開始基本編作技巧的練習,並創作一個 5-10 分鐘的劇本。(同學需在課餘時間繼續創作)	課堂 4	鄧安廸老師 (校外導師)

《導演課程》			
介紹基本劇場觀念及導演的崗位	導師講解基本的劇場組織及觀念,闡述導演的角色、身份、責任、權力、排練時的控制、與設計師及後台人員的溝通。	課堂 1	黃玨基老師(校外導師)
導演的職責及工作步驟 1及導演的技巧概念 1	導師會概括地講解導演由選擇劇本、到演出前的綵排需擔綱的職責及注意的事項。並以選段練習讓同學實踐導演在排練時的工作,如:在設計方向、劇本/劇情處理、台位調度、技術性知識等。	課堂 2	黃玨基老師(校外導師)
導演的技巧概念 2	以選段練習讓同學實踐導演在排練時的工作,如:在設計方向、劇本/劇情處理、台位調度、技術性知識等。	課堂 3	黃玨基老師(校外導師)
導演的技巧概念 3	以選段練習讓同學實踐導演在排練時的工作,如:在設計方向、劇本/劇情處理、台位調度、技術性知識等。	課堂 4	黃玨基老師(校外導師)
《表演課程》			
介紹基本劇場觀念及互相認識	導師講解基本劇場觀念,給予學生正確演戲觀念。劇場遊戲(theatre games)中讓學生互相認識及熟絡,並藉此引領學生掌握劇場合作(ensemble)的重要性。 空間創造(A "Where" Creation) 導師以即興練習進行有關「Where」<包括地點、時間、背景等>的練習,從而令學生學習怎樣在舞台上創做角色的空間。	課堂 1	阮煒楹老師(校外導師)
身體語言	導師透過不同的形體練習令學生放鬆身心,繼而鍛鍊學生運用身體語言的信心和表達能力。	課堂 2	阮煒楹老師(校外導師)
感官練習	導師透過不同的練習加強同學對感官的敏銳能力:包括視覺、聽覺、味覺、嗅覺、觸覺(5 senses);並從劇場遊戲中讓學生進一步放開自己,令學生利用不同的感官能力,嘗試在群體中表演。 幻想力及集中力練習(Imagination and Concentration) 導師帶領學生從劇場遊戲中掌握創作思維(creation)及擴闊思想空間(imagination),發掘及培育個別學生的獨特性(individuality),從而學習基本的演戲技巧。	課堂 3	阮煒楹老師(校外導師)
人物創造	導師以即興練習進行有關「Who」的練習,並強調學生相信角色及觀察力的重要性。用以讓學生掌握角色扮演的第一步,發掘學生對不同人物和角色的仔細創作力,並嘗試以不同的身體形態及節奏去建立角色。	課堂 4	阮煒楹老師(校外導師)

音樂			
Introduce Major / Minor concept and simple chord: I, IV, V	Classwork assignment	Lesson 1-2	Ms. Law Ho Yan
Sing songs in tune and learn to listen to others when they are singing at the same time	Sing wide variety 4-part songs	Throughout the whole year	Ms. Law Ho Yan
Introduce different genres of music	Music appreciation: dance music, film music, pop music, Canto pop, Western pop, Stomp, etc.	Lesson 3-5	Ms. Law Ho Yan
Writing music for English lyrics	Classwork - Worksheet	Lesson 6	Ms. Law Ho Yan
Introduce A cappella-new styles of performances skills	Sing, listen and appreciate A cappella music	Lesson 7	Ms. Law Ho Yan
Compose music with computer software: Finale	Assignment on writing an accompaniment for melodies with Finale (Individual Work) Homework assignment: compose a 3 minute piece using Finale (Group Work: 4 members)	Lesson 8 Throughout the whole year	Ms. Law Ho Yan
Compose music:	Writing music and sound tracks for Fun Fun Show Production (Group Work: 4 members)	Lesson 9-12	Ms. Law Ho Yan

流程/時間表:

課程全年共 15 節,每節 1.5 小時,當中 12 節為上課時間,3 節為考試後排練時間。學期尾考試完結後,學生將於 fun fun show 中以 20 人小組形式表演和比賽。這次表演以英語進行,題材為「音樂劇」。

這次活動得到英語科支持,英語科將提供編寫英語劇本講座和批改共 9 份英語劇本。

各班上課次序如下 :

每循環週一節,每節 1.5 時,day 4 第 6,7 節。 全年共 12 堂

班別	上課內容		
視覺藝術班	視覺藝術 (1-12 堂)		
音樂班	音樂(1-12 堂)		
編導演班 1	編劇 (1-4 堂)	導演 (5-8 堂)	表演 (9-12 堂)
編導演班 2	表演 (1-4 堂)	編劇 (5-8 堂)	導演 (9-12 堂)
編導演班 3	導演 (1-4 堂)	表演 (5-8 堂)	編劇 (9-12 堂)