

Project Details**1. Goals and Objectives**

Our school, Concordia Lutheran School – North Point (CLSNP) has ‘holistic education’ as its philosophy and ‘to serve, not to be served’ as its motto. We are committed to providing a comprehensive range of quality education aiming at the moral, intellectual, physical, social, aesthetic and spiritual development of our students. Based on Christian principles, every individual is unique and precious. We believe all of our children have their diverse talents and they would uncover their potential and shine if they are given ample opportunities. We believe our anniversary musical can provide an opportunity for all-round development of our students. This growth will be fostered in an atmosphere which is non-competitive, cooperative, supportive, and joyful yet challenging.

Over 90% of our intakes are Band 3 students and more than 50% of them come from underprivileged family. Most parents have not received high education and they rely on government subsidies for living. The self-esteem as well as English proficiency of our students are very low. In addition, their exposure to arts and cultures of the English speaking world is limited. They cannot afford to enter the theatre to have a taste of the beauty of performing arts. In fact, they desperately need opportunities to be immersed in the target language in an authentic way. In view of these, our school would like to stage an English musical aiming at:

1. enriching students’ life experience by playing a role in the school musical;
2. improving the proficiency in spoken and written English of our students;
3. promoting multiple intelligences so that students (including SEN students) can fully maximize their diverse talents;
4. arousing students’ interest and develop their creativity by producing a multi-arts performance;
5. enhancing students’ interpersonal skills through cooperation with others;
6. promoting the appreciation and participation of both teachers and students and even the community in the performing arts.
7. providing a form of staff development.

2. Needs Assessment and Applicant’s Capability**(a) Background****School Profile:**

1. Concordia Lutheran School – North Point (CLSNP) was sponsored by The Lutheran Church Hong Kong Synod in 1968. It is a non-profit making co-educational school (full-time) which provides quality education based on Christian principles. In 1982, it was registered as a government-aided EMI school. It has become a CMI school since 1998.
2. Our school has run 19 classes: 3 classes each for Form 1 to Form 5, and 4 classes for Form 6. There are 450 students in total.
3. Over 90% of our intakes are Band 3 students
4. Over 50% of our students come from government-subsidized families.

School Mission:

1. The mission of the school is to provide a liberal education based on Christian principles.
2. To promote multiple intelligences so that students can fully maximize their diverse talents.
3. To equip our students to become life-long learners with a solid foundation of knowledge, essential qualities of good character and proper social and technical skills to achieve success in future challenges.

Medium of Instruction:

Our school has adopted Chinese as the major medium of instruction. To help students acquire high proficiency in English, we have provided a rich English learning environment for students such as inviting native English-speaking missionaries from The Lutheran Church Hong Kong Synod to pay regular visits to our school.

(b) School's Strategic Development:**Present situations**

Responding to the growing demands for language proficiency and education reform, especially the idea of life-wide learning and learning English through different genres (e.g. drama), our school has focused on the following developments:

Developing Students' Competence in English

In order to enhance students' interest and ability in English, supporting strategies have been adopted. Students are also encouraged to join English day camps and competitions organized by different institutions. This year, our students took part in various competitions about drama and multimedia production. They participated in the Speak Out – Act Up: Improvised Drama Competition and SHORTS: Short Story Writing Competition organized by the NET section, EDB. In addition, they took part in three different English short film making competitions. To gain more exposure and solid training in script writing and acting, workshops on short film making and drama were organized. Visits to international schools for watching musical performances were paid so as to boost student exchange and widen the understanding of drama production of our students. In summer, our students took part in Poetry, Karaoke Drama, Songs with Live Music co-organized by SCOLAR and Shakespeare 4 All to acquire skills in reading lines with rhythm and emotions. They also took part in a workshop called Theatre Olympics which prepared them for the upcoming drama competition organized by SCOLAR in October 2012. All these activities were well-received and boosted our students' interests as well as confidence in using the target language. In September 2012, all Form 2 students, our target students for the proposed school musical, would take part in One Day in Theatre organized by SCOLAR. They would pay visit to Sai Wan Ho Civic Centre Theatre for the whole day to experience acting activities, backstage work and how to stage a musical.

Furthermore, the English Panel has organized different activities. Apart from activities for holidays or special occasions like Sweet Blessing and Easter Party, students are encouraged to deliver short talks in English (English One Minute) to the whole school during morning assemblies.

Arts Education

In order to provide students with a different experience at school, we organized four English musicals within three years. All of them were remarkable events and very well received by audiences. Students found it a fruitful experience and it fostered a sense of belonging to the school. We hope a pleasant and productive school

We have a school choir, gospel choir and school band. Students have been actively involved in performances at school and outside school. Based on previous production as well as competition experience, students have achieved a high level of proficiency in skills like film editing, lighting, props making and backdrop setting. Our students are well-equipped for working collaboratively in a theatre production.

Looking Ahead

Following the established foundations and the suggestions in Basic Education Curriculum Guide 2002, we plan to develop students' multiple intelligences and their potential in order to meet the demands of our dynamic world. Above all, language proficiency and arts education are our main focus. The idea of life-wide learning and preparation for NSS is of paramount importance as well. We encourage students to enjoy learning, and in particular to enhance their ability to communicate effectively in English. This is important in maintaining the English environment in the school and raising the students' level of achievement in English. We also anticipate that organizing an English musical will develop their creative thinking, and promote a sense of commitment to society.

To actualize the above aims, we are now proposing to organize an English musical with relevant training beforehand.

(c) School's Readiness for the Proposed Project

1. Past experience in staging musicals

With the fund of EES (2008), our school staged two well-received musicals in 2009 and 2010 respectively. To strive for excellence, we launched two public performances at Sai Wan Ho Civic Theatre Center in 2010. Over 300 students and teachers were involved. Not only did students show improvement in their English proficiency, self-discipline, confidence as well as performing, we also received applause and recognition from parents and the community. Through staging the musicals, we gained valuable experience in organising musicals and theatre techniques like lighting, sound, props and acting, etc.

2. A vast variety of co-curricular activities

- i) In the aspect of music: choir, gospel choir and school band have been formed; karaoke singing interest class, musical instrument interest classes and singing contest are organized to develop students' interest in music.
- ii) In the aspect of dance: hire professional dancers to provide dance training to members of the Dance Club; our dance team has won numerous awards in Schools Dance Festival and they are experienced in performing for the school musicals.
- iii) In the aspect of drama: students are given drama training from school's Drama Club; they have rich theatre experience and perform for fellow students and teachers.

3. Theatre-in-Education Curriculum:

Since receiving the fund of EES (2008), our school has integrated drama into our English language curriculum. Apart from hiring professional drama practitioners for providing quality drama training for both teachers and students, we have developed a drama curriculum for our Form 1 to 2 students. Leading by school teachers, students participated in drama lessons every week. Form 1 and 2 students studied two different classic plays. And each class was responsible for playing a particular scene of the play. In the school showcase run in March 2011,

all the classes performed scene-by-scene and provided the audience with a wonderful experience of the whole play. Throughout the process, teachers led different groups of students from reading script to performing. In addition to it, our school invited professionals to tailor-make costumes for each performer which helped mark the great success of the show.

4. Other support/facilities:

The new wing of our school was launched in 2010. The building was equipped with a spacious (over 1000 sq. feet.) activity room of high quality sound system for drama and dance rehearsals. And our new English Corner (also over 1000 sq. feet) in the new wing can also be used for drama training.

(d) Targets and expected number of Beneficiaries

Activities and number of students involved:

Phase I: Preparation		Phase II & III: Production & Extension	
Script writing workshops	80	Main actors/actresses	50
Newsletter writing workshop	15	Dancers	20
Elementary drama skills workshop	20	Sound, lighting and special effects	15
Intensive drama skills workshops	60	Set design, construction and props	15
Dance workshops	50	Stagehands	15
Set and costume workshop	20	Make-up and wardrobe	25
Lighting and sound workshop	20	Newsletter Team	15
Stage management workshop	20	Programme booklet cover design, layout and photography	10
Total number of students	285	Publicity	10
		House management and ushers	8
		Choir	50
		Total number of students	243

Number of teachers involved: 10 and others who would like to take part

Size of audience: 3, 000 (a preview, an anniversary and 2 public performances)

(e) Conceptual Framework

As educators, we believe every child is unique. He/she possesses different talents and has his/her own learning needs. It is commonly recognized that developing students' multiple intelligence (H. Gardner, 1982) and providing students with multi-sensory learning opportunities would help enhance the learning effectiveness. In view of these, drama is regarded as one of the most effective education tools to facilitate students' learning linguistically, musically, kinetically as well as interpersonally.

According to the Curriculum and Assessment Guide (2006), the subject target of English language is for learners to develop an ever-improving capability to use English 'to think and communicate; to respond and give expression to experience through oral, written and performative means'. In addition, teachers should 'adopt a learner-centred approach focusing on the four language skills of listening, speaking, reading and writing; make greater use of literary or imaginative texts to promote critical thinking and encourage free expression and creativity'. Also, they should 'promote new developments conducive to broadening and enriching students' learning experiences beyond the

Following the suggestions of the Education Bureau, our school believes that the integration of drama into English language learning is powerful. English drama is a learner-centered approach in teaching and learning. It enables students to be fully immersed in the target language and freely express themselves. Being involved in drama production, students would have positive gains in English oral proficiency, increased awareness of language use, and more positive attitudes to English learning. These would particularly benefit our students who have low learning motivation and English proficiency and those who are deprived of the opportunities to be exposed to cultural activities because of financial difficulties of their families.

Hence, the above beliefs are also supported by studies from *The Journal of Drama and Theatre Education in Asia*. According to the studies, full-scale productions used for L2 learning have been successful because product-oriented theatre activities allow students to use the target language in meaningful communicative situations (Ryan-Scheutz & Colangelo, 2004; Smith, 1984; Via, 1987). Activities within a theatre production such as studying the script, memorising lines, learning characterisation, rehearsal, collaborative work, and finally performance immerses learners in the target language in two learning contexts – the text (script) and the production environment – which allows students to acquire and learn the target language implicitly (Wessels, 1987).

More exposure to English can only be beneficial. With all the proposed activities, we hope our students will be able to improve their language skills in a meaningful and an enjoyable way.

(f) Innovation

Through staging an English musical, students would be fully immersed in the use of the language. With the joint-effort of students and teachers, all participants are able to display their talents and learn to work collaboratively which will help build a positive attitudes towards learning. In addition,

1. the project is student-centered. Students are responsible for writing script, designing dance moves, sets, props, etc. Students' creativity would be immensely enhanced;
2. each participating student plays a role in the production uncovering their unique potentials;
3. students are exposed to different professional drama shows and able to acquire target techniques after each demonstration drama show (e.g. how rhythm and intonation make a difference, how the use of lighting affects the mood and setting, etc.)
4. under the guidance of professionals, students acquire knowledge in working for the front stage and backstage which helps widen their horizons and deepen their understanding of musicals;
5. this is a production of the collaboration of senior form students and junior form students. Senior form students are responsible for the script writing while junior form students help act it out. A strong sense of belonging to the school would be cultivated;
6. students across the forms learn collaboratively and build up an ethos of English learning in the school

(g) Extent of principal and teachers' involvement in the project

- i. Teachers of different subjects including English, Music, Visual Arts, etc. will be involved in different aspects of the musical. We will adopt a student-centered approach supporting students to develop their knowledge and skills. Teachers are expected to be the coaches and facilitators involved in programme formulation, collaborative preparation and organization of the whole musical.

- ii. The Principal will also be an advisor for the musical.

(h) Implementation plan with time-line

Phase I (Preparation)	1	Meeting with service provider	1/2013
	2	Creation of works (scripts, music, dance, costumes, sets and props)	1/2013 – 3/2013
	3	Training courses/workshops	1/2013 – 5/2013
	4	English Musical Appreciation (OLE & lunchtime activity)	1/2013 – 5/2013
	5	Life-wide Learning Day	2/2013 – 4/2013
	6	<i>Theatre in Education (TriE) Curriculum</i>	1/2013 – 1/2014
Phase II (Production)	1	Completion of works	3/2013
	2	Audition (actors, actresses and all crew members)	1/2013 – 1/2013
	3	Part practice and overall practice	1/2013 – 6/2013
	4	Other Learning Experience (OLE) Day	1/2013
	5	School-based Theatre-in-Education in English lessons	1/2013 – 1/2014
	6	Development of independent projects	3/2013– 4/2013
	7	Making of posters, promotional leaflets etc. for promotion	3/2013– 5/2013
	8	Performance (1 anniversary, 1 preview and 2 musical performances)	6/2013 – 8/2013
	9	Production of DVD for promotion	6/2013 – 1/2014
Phase III (Extension)	1	Re-run of the musical to other schools	7/2013—8/2013
	2	Student ambassadors in performing arts	8/2013 – 1/2014

Phase I Preparation

1	Meeting - to work out a detailed schedule concerning the workshops in phase I.	1/2013
2	Creation of works: Students work with the service provider writing scripts, designing dance moves, sets, props, costumes, etc.)	1/2013 – 3/2013
3	<p>Training courses</p> <p>Training courses will be provided for the preparation of the coming musical. The training courses will be mostly conducted in English by professionals with relevant skills. All students are welcome.</p> <p>Teachers will be assigned to each group to ensure the smooth progress of the workshops. Course evaluations will be conducted at the end of each course or workshop.</p> <ul style="list-style-type: none"> a. 4 script writing workshops (6 lessons each) b. Elementary drama skills workshop (10 lessons) c. 3 intensive drama skills workshops (18 lessons each) d. 2 Dance workshops (10 lessons each) e. Set and costume workshop (8 lessons) f. Stage management workshop (8 lessons) g. Lighting and sound workshop (8 lessons) 	1/2013 – 5/2013
4	<p>English Musical Appreciation</p> <p>Famous musicals will be played at OLE (other learning experience) lessons, lunchtime or after school to help students understand the nature of the genre and to motivate them to participate.</p>	1/2013 – 5/2013
5	<p>Life-wide Learning Day</p> <p>Organise excursions about art/musical appreciation so as to expose students and teachers to a variety of performing arts. Special techniques would be specified in each show (e.g. how rhythm and intonation make a difference, how the use of lighting affects mood and setting, etc.)</p>	2/2013 – 4/2013
6	Design *school-based curriculum on <i>Theatre in Education (TiE)</i>	1/2013 – 1/2014

*For our existing practice, junior form students receive drama exposure during their speaking lessons. Drama-related activities include script reading, character analysis, role-playing as well as dramatization. Some elite students would receive more intensive and advanced drama training conducted both by school teachers and external organisations. Students are also encouraged to take part in English drama competitions so as to enhance their drama techniques and enrich their acting experience. With the support of QEF, more emphasis would be put on script writing. Also, use of theatre games and backstage training would be incorporated into our practice. Students' would acquire solid knowledge on mass drama production and their confidence in public speaking would be boosted.

Phase II Production

1	Completion of works (scripts, dance moves, sets, props, costumes, etc.)	3/2013
2	Audition Main actors and actresses will be selected and the production team will be formed.	1/2013
3	Part Practice and overall practice Instructors from service provider will come and give us advice.	1/2013 – 5/2013
4	Other Learning Experience (OLE) Day Introduce elements of a musical to all students in the school hall by staging a mini musical show from the service provider	1/2013
5	School-based Theatre-in-Education (TiE) in English lessons	1/2013 – 1/2014
6	Development of independent projects 2 independent projects will be held to encourage students to create their own work to demonstrate their understanding of writing a script and creating a newsletter. The competition and creation of newsletters can also draw students' attention to the school musical. a. Script writing competition b. Musical Newsletter	3/2013-4/2013
7	Making of posters, promotional leaflets etc. for promotion	3/2013 – 5/2013
8	Performance <ul style="list-style-type: none"> ● Anniversary performance x 1 ● Preview x 1 ● Musical x 2 ● Exhibitions on costumes ● Sharing of experience 	6/2013 6/2013 6/2013 – 8/2013 6/2013 6/2013
9	Making of DVDs for promoting Theatre-in-Education (TiE) at schools	6/2013 – 1/2014

Phase III Extension

1	Re-run the musical for other secondary school as well as primary school students at school hall	7/2013 – 8/2013
2	Invite trained students and teachers to organize and take part in activities related to performing arts (e.g. OLE, Variety Show, Christmas Celebration, etc.)	8/2013 – 1/2014
3	Improvement of the Theatre-in-Education (TiE) Curriculum	8/2013 – 1/2014
4	Continuation of adopting TiE in teaching and learning	9/2013 – 1/2014

Calendar of Events (1/2013 – 1/2014)

		Month												
		1	2	3	4	5	6	7	8	9	10	11	12	1
1	Meeting with service provider	✓												
2	Creation of works	✓	✓	✓										
3	Audition	✓												
4	4 Script writing workshops (6 lessons each)	✓	✓	✓										
5	Newsletter writing workshop (6 lessons)	✓	✓	✓	✓									
6	Elementary drama skills workshop (10 lessons)	✓	✓											
7	3 intensive drama skills workshops (18 lessons each)	✓	✓	✓	✓	✓								
8	2 Dance workshops (10 lessons each)	✓	✓	✓	✓	✓								
9	Set and costume workshop (8 lessons)			✓	✓	✓								
10	Stage management workshop (8 lessons)			✓	✓	✓								
11	Lighting and sound workshop (8 lessons)			✓	✓	✓								
12	English Musical Appreciation (OLE & lunchtime activity)		✓	✓	✓									
13	Life-wide Learning Day		✓		✓									
14	Other Learning Experience (OLE) Day	✓												
15	Theatre-in-Education (TiE) Curriculum	✓	✓	✓	✓	✓	✓							
16	Promotion of TiE in teaching and learning	✓	✓	✓	✓	✓	✓							
17	Development of independent projects			✓	✓									
18	Making of posters, promotional leaflets etc. for promotion			✓	✓	✓								
19	Performance (1 anniversary, 1 preview and 2 musical performances)						✓	✓	✓					
20	Production of DVD for promotion						✓	✓	✓	✓	✓	✓	✓	✓
21	Re-run of the musical to other schools							✓	✓					
22	Student ambassadors in performing arts								✓	✓	✓	✓	✓	✓
23	Improvement of the Theatre-in-Education (TiE) Curriculum								✓	✓	✓	✓	✓	✓
24	Continuation of adopting TiE in teaching and learning									✓	✓	✓	✓	✓

How will the students and teachers benefit?**Students**

The musical can provide an opportunity for all-round development of the students. This growth will be fostered in an atmosphere which is non-competitive, cooperative, supportive, and joyful yet challenging.

a. Language training

The English musical can strength the students' proficiency in English in an enjoyable environment.

- i. The organizing committee of the musical will be composed of teachers and students. Most of the relevant courses will be conducted in English. All meetings and circulars will be in English. Students' listening, comprehension and oral skills and fluency will therefore be improved and they are expected to learn more specialized musical vocabulary as well. In preparing the musical, on-going practices can provide opportunities for performers to further develop their oral skills, too.
- ii. Script-writing courses will be provided. All Form 4 students and other interested senior form students are welcome to join the courses so students can benefit from this project even if they are not involved in the musical. They will learn to write a plan involving the components of structure, scenario, scene and also the appreciation of various kinds of scripts.
- iii. Regular musical reviews and discussions will be held in English musical appreciation workshops. This can further develop students' oral skills.
- iv. Showings of musicals in English will be held in English Corner and/or the hall regularly. All students are welcome and famous musicals including Lion King and Cats, etc. will be played. Students' listening will be improved.
- v. By the provision of different training courses, we can arouse students' interest in learning and reading fiction, classical literature and drama-related books which are not included in the formal curriculum. This will further promote a good reading atmosphere in the school.

b. Performance

- i. Student will gain acquisition of the general knowledge in organizing a musical including script writing skills, dancing and drama skills, stage management, settings and props making, costume and set making skills. The experiences of having rehearsals and public performances in English will benefit them in the future as they will be more confident when speaking and presenting their ideas in public.
- ii. Students will develop better organization, communication and inter-personal skills through the preparation of the musical and their cooperation with professional instructors and team members.
- iii. Students who have taken part in the musical will be encouraged to join extra-curricular activities including English Drama Club, Dance Club, School Choir and outside school activities to enhance their knowledge and techniques in expertise and experience they have gained.
- iv. Students who do not take part in the musical but have attended the relevant workshops can also obtain the specific skills including script writing, performing music and dancing, etc. Students' creativity and interest in production will also be enhanced.

c. Teachers

- i. The experience of participating in the production of the musical can improve their management skills and their ability to organize similar large-scale functions in the future.
- ii. It can further enhance team building, communication and the sharing of good practice amongst teachers.
- iii. The professional knowledge the teachers have acquired will enable them to conduct training courses for students in the future.

d. Others

- i. The relationship between teachers and students will be improved. The school spirit and the students' sense of belonging will be cultivated.
- ii. As tickets are usually very expensive, not all of the students and their family members can afford to enjoy musicals staged in Hong Kong. Therefore, one of the aims of our projects is to make this type of production more accessible to students, their families and members of the public.
- iii. Parents will be invited to come. We hope to seek parental support for the development of students' interest in learning about the performing arts.
- iv. We can share with other schools our experience of staging a large-scale function, giving advice and recommendations about the techniques involved in holding such a large-scale activity.

(j) Budget

	Item	Description					Sub-total
			No. of classes	No. of lessons (each class)	No. of students (each class)	Fee for workshops	
A	Training courses (Remarks: #1)	Scripting Writing Workshop	4	6	20	\$500 x 24 lessons	HK\$12,000
		Newsletter Writing Workshop	1	5	15	\$400 x 5 lessons	HK\$2,000
		Elementary Drama Skills Workshop	1	8	20	\$300 x 8 lesson	HK\$2,400
		Intensive Drama Skills Workshop	3	16	20	\$300 x 48 lessons	HK\$14,400
		Dance Workshop	2	10	25	\$300 x 20 lessons	HK\$6,000
		Set and Costume Workshop	1	8	20	\$300 x 8 lessons	HK\$2,400
		Stage Management Workshop	1	8	20	\$300 x 8 lessons	HK\$2,400
		Lighting and Sound Workshop	1	8	20	\$300 x 8 lessons	HK\$2,400
		English Musical Appreciation					HK\$1,500
		Life-wide Learning Day	2		40	\$80 x (80 students + 10 teachers)	HK\$7,200
		Promotion of TiE in teaching and learning					HK\$1,000
		Development of independent projects					HK\$1,000
		Creation and copyright fee of script and original soundtracks					HK\$20,000

B(i)	Program: Production of Musical (Remarks: #2)	Description		Amount	
		Making of sets and scenery			HK\$20,000
		Costumes and make-up			HK\$20,000
		Tape, film and batteries			HK\$3,500
		Publications, posters and booklets		(at least 4 showcases)	HK\$7,000
		Other Learning Experience (OLE) Day		(1 demonstration show from service provider)	HK\$10,000
		Transportation			HK\$3,000
		Production of DVDs for promotion (1200 pieces)			HK\$6,000
		Miscellaneous			HK\$3,000
		Description		Amount	
B(ii)	Program: Rental for Musical	Rental of equipment (lighting)	4 performances	\$5000 x 4	HK\$15,000
		Rental of Sound System	4 performances		HK\$10,000
C	Salary (Remarks: #3)	Hire of Project Assistant		Amount	
		Salary (1/2013 – 7/2013)		\$12,200 x 7	HK\$85,400
		MPF		\$85,400 x 5%	HK\$4270
D	General Expenses	e.g. USB, ink for printing, etc.			HK\$3,000
E	Miscellaneous	Audit fee			HK\$5,000
Grand total: A + B + C + D + E = HK\$269,870					
HK\$269,900					

Remarks:

- #1: The training courses and workshops are necessary for enhancing students' language skills, acting techniques as well as knowledge in musical production. Also, by receiving formal training and getting extensive exposure, students will learn how to and help organize programs of similar kinds in future. This definitely can help create an English language-rich environment of the school.
- #2: Our school will make use of the resources produced from previous musical productions if appropriate. And the new resources such as sets, props and costumes will also be kept in good condition for future use in implementing Theatre-in-Education (TiE) in our school.
- #3: To enhance the effectiveness of this project and relieve the heavy workload of teachers-in-charge, our school hopes that we can hire a project assistant from December 2012 to August 2013 with the support of QEF. The project assistant would be responsible for the administrative work involved in the project, such as liaising with service providers, arranging training courses and workshops, ensuring the smooth progress of the production, etc. With the support of the project assistant, teachers can concentrate on their teaching and training with the students.

Category (in alphabetical order)	Item / Description	No. of Unit s	Total Cost	Proposed Plan for Deployment (Note)
audio and video equipment	N/A	N/A	N/A	N/A
book & VCD	N/A	N/A	N/A	N/A
computer hardware	N/A	N/A	N/A	N/A
computer software	N/A	N/A	N/A	N/A
musical instrument	N/A	N/A	N/A	N/A
office equipment	N/A	N/A	N/A	N/A
office furniture	N/A	N/A	N/A	N/A
sports equipment	N/A	N/A	N/A	N/A
Others	N/A	N/A	N/A	N/A

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).

(l) Evaluation Parameters and method

Phase I

We are going to assess the effectiveness of the language and performing arts training by the ways of (I) Questionnaire, (II) Portfolio, (III) Assessment Test and (IV) Instructors' Review.

I. Questionnaire

Specified questionnaires will be completed individually by the students, teachers and service provider's instructors assessing the participants' competence in script writing.

II. Portfolio

Portfolios will be compiled by both students and instructors recording the content and progress of each lesson including vocabulary, linguistic expression and classical literature.

III. Assessment Tests

Regular assessment tests will be carried out to ascertain students' capability in writing and comprehension in the different sessions which come under this project. The marks will serve as the index of evaluation.

IV. Instructors' Review

The instructors' assessment of students' participation, cooperation and practical application will evaluate on-stage experimental practice. Their practical improvement will be recorded by means of oral and written reports.

Implementation of the schedule

We guarantee that the implementation of the schedule will be kept in step with each phase suggested under this proposal Chapter (h). The teachers-in-charge as well as our partner, the service provider, will monitor the implementation and progress of the program.

We are going to assess the effectiveness of the language and performing arts training by the ways of (I) Questionnaire, (II) Consultants' Review, (III) Self-assessment and (IV) Audience's Opinions.

I. Questionnaire

Questionnaires will be completed individually by the students, teachers and service provider's instructors assessing the participants' competence in English language.

II. Consultants' Review

Coaches and instructors from the service provider will come to see the on-stage practice and rehearsal of the musical, making an evaluation of the application of costumes, sound and light, stage set, make-up and dance, etc.

III. Self-assessment

During different phases of the procedure, the rehearsal will be recorded and broadcast in sharing seminars as invited.

IV. Audience's Opinion

The audiences' response to the performance can be ascertained by the use of a questionnaire, the results of which, after analysis, could be used to inform and improve future productions.

ii. Other skills

An individual evaluation based on their observations will be made by all instructors involved. Students will also participate in the evaluation process by means of self-assessment on the aspects of group-contribution, problem-solving, attitude, enthusiasm, communication and cooperation.

Generally speaking, 90% of our students lose interest in learning English due to their low English proficiency as well as their lack of confidence in using English. Over 80% of our students are very weak in English speaking and writing. They are shy to express themselves both verbally and non-verbally. It is expected that after both Phase I and Phase II, over 80% of our student participants would enjoy learning English through drama; over 70% of the participants have gained confidence in speaking and writing English; and over 80% of the participants are satisfied with their performance in the English musical.

iii. Implementation of the schedule

We guarantee that the implementation of the schedule will be kept in step with each phase suggested under this proposal Chapter (h). The teachers-in-charge as well as our partner, the service provider, will monitor the implementation and progress of the program.

iv. Report Submission Schedule

I / My school / My organization commit(s) to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/1/2013 - 31/12/2013	31/1/2014	Interim Financial Report 1/1/2013 - 31/12/2013	31/1/2014
Final Report 1/1/2013 - 31/1/2014	30/4/2014	Final Financial Report 1/1/2013 - 31/1/2014	30/4/2014

(m) The Benefits of the Project to the education sector as a whole

We will invite students, teachers and principals of other schools in Hong Kong to come to the public performance of the musical. It is hoped that the performance of English musicals and the educational benefits of such events and projects will be more widely appreciated. It is also hoped that more young people will develop an interest in the performing arts and in particular in the creation and performance of material in English. This in turn will develop a more positive attitude to the teaching, learning and use of English in Hong Kong schools.

The final products of this proposed musical such as the recorded DVDs and script will be provided free of charge to other schoolteachers upon request if they are interested in organizing similar activities. This will extend the benefit to schools of the musical and its available resources.

(n) Sustainability of the outcomes of the project

The training provided to teachers will be utilized in the form of new interest clubs such as English Drama Club which will be established to offer training classes or interest courses to all interested students. This will extend the positive impact of the original language training courses.

(o) Dissemination/Promotion

As we totally support the premise of enhancing students' proficiency in language through performing arts, we will be committed to cooperating with the Fund in any seminars, workshops or promotion activities organized by the Fund to extend the benefits of its projects and publicize their outcomes.