

Application with Grant Sought Not Exceeding \$150,000

Application Form --- Part II: Project Proposal

Project Title FLSS Symphonic Band 'Island, the Resonance of Wind! Jeju International Wind Ensemble Festival 2017'	Project Number 2016/0237 (revised)
---	--

Basic InformationName of School: Fanling Lutheran Secondary School**Beneficiaries**

- (a) Sector: Secondary
- (b) Students: 40 (in number) and S1 – S6 (class level/age)
- (c) Teachers: 4 (including the school band conductor) (in number)
- (e) Participating School (excluding applicant school): 1 secondary school (in number and types)
Hwasun Middle School, Korea

Proposal**(I) Project Needs**(a) *Please state the aims of the project in clear and concise terms.*

- To foster team spirit and promote cross-cultural understanding between Korean students and Hong Kong students through a series of in-depth sharing sessions and active participation in JIWEF, inter-school concerts, session training, public performance and connecting the world with appreciation of diverse values and cultures.
- To broaden students' horizons in terms of music competence and interpretation of music performance by a quality study trip that increases students' international exposure and broadens their horizons.
- To transform the spiritual richness that the music tour provides into the inner strength of students which enables them to strive for excellence in their life-long learning.
- To instil a more humane perception of their roles within the community they serve.

(b) (i) *What are the areas of the needs and priorities of the school?*

- Enhance learning and teaching to facilitate students' knowledge on generic skills development
- Promote students' social and emotional development
- Enhance school management / leadership and teachers' professional development / wellness
- Others (please specify): Foster students' whole-person development, equip them with the ability to meet the challenges in life-long planning, improve the quality of learning and teaching by developing multi-dimensional and cross-subject pedagogies.

(ii) *Please give background information to justify the demonstrated needs as mentioned in (b)(i).*

- School development plan: The proposed project is aligned with the school mission which aims at providing a vibrant whole-person education by preparing students well for local and global contextual change through the construction of a vivid cross-cultural experience which widen their horizons.
- Survey findings: From the ESR 2012 (External School Report) of the school, p.10., the school's effort on nurturing students by 'An Art for Life' programme is highly appraised. It is well-received by the ESR examiners that this programme has positively contributed to explore students horizons and improve students' motivation in better self-fulfillment through music exchange tour and public performances held in foreign countries.
- Literature review summary: An extended music curriculum has a positive effect on the quality of schooling, as recently founded by the research on the comparison amongst Finnish Schools. Students who actively engage in performing, teaching and mentoring in their communities would become their own resources and tools. The extended contact, participation and critical engagement

based on a common goal of advancing and improvement of the large group (i.e. the orchestra) where the students belong to, would inevitably enable them to possess a positive self-transformation at an individual level in their social behavior and prosocial attitude toward others, and even catalyze changes on a social and community level. High quality music education is a powerful tool for meeting the social and cultural challenges, as well as meeting the need for a creative and adaptive workforce in the 21st century economies. Lastly, Jeju, the beautiful island of heritage and environmental-friendly development, the first and only special self-governing province of Korea, is a city which hosts many international forums and conventions. Since 1995, Jeju has organized the International Wind Band Festival and is well known in the international band music sector.

1. Paivi-Sisko & Tumomas Eerola. (2013) *Extended Music Education Enhances the Quality of School Life*. Music Education Research Vol.16, Issue 1, 2014.
2. Uy, M Sy. (2012). *Venezuela's National Music Education Program El Sistema: Its Interactions with Society and Its Participants' Engagement in Praxis*. Music and arts in action 4 (1) 5-21 Tunstall, T. (2012). *Changing Lives: Gustavo Dudamel, El Sistema, and the Transformative Power of Music*. New York: W. W. Norton & Company.
3. UNESCO Seoul Agenda and the Bonn Declaration (2011). *Goals for the Development of Arts Education*.
4. Hong Kong EDB Curriculum Development Council, Consultation Brief (2015). *Ongoing Renewal of the School Curriculum - Focusing, Deepening and Sustaining 'Updating of the Arts Education Key Learning Area Curriculum, Primary 1 to Secondary 6'*.
5. *Jeju Weekly*, vol.VI, no. 122 (2015)

Assessments on students' performance: Students of the school symphonic band are making satisfactory progress. The ordinary practice which has been strengthened by teachers and students includes: an intensive 3-hour full rehearsal every Saturday morning, weekday's session practice held by student-leaders, and a 1.5-hour training of junior students every Monday. As the band has attained good comments from the overseas jury board of Winter Band Festival 2016, the students show solidarity to widen their musical horizons and work out to improve on their own.

Relevant experiences: Students' outreach-based music performance (local care concerts for special schools, overseas music performance) provides a profound experience on how they should interpret their role as a responsible citizen with their acquired musical skills. The students' self-reflective reports of Japan Music Tour 2015 and Taiwan Chiayi's International Band Festival 2013 also show that most participants have discovered a significant differentiation between Hong Kong students and the hosts' students in learning attitudes and the cultural value of society. Such self-evaluation derives an intrinsic motivation to strive for excellence in performance and of as a Hong Kong citizen with decent Chinese heritage.

(c) *Please elaborate on the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices of the school.*

- An educational musical tour which comprises of an in-depth music sharing and peer learning with overseas student musicians:

Based on our past experience of visiting Singapore, Japan, and Taiwan, the compulsory and extrinsic roles played by band students as the representatives of Hong Kong will naturally transform to be the inner strength of students which enables them to strive for excellence in their future life-planning.

- To experience the music education of Korea which combines traditional music pedagogy with moral education and features peer tutoring emphasizing on cooperation, competition and duty:

The comparison of how students learn music between different countries is effective to let students realize the shortness of oneself. The outcome of student improvement in the personal growth is beyond the in-class lecture could predict.

- A promotion of Hong Kong uniqueness in cultural heritage in the JIWEF and to develop a positive sense of national identity:

Although our students are trained as western wind orchestra musicians, they need to rearrange and practice a fusion of Chinese instruments in the repertoires. From the past experience of similar performance in Japan and in annual concert 2016, the student performers experience a genuine respect for the Chinese culture from the overseas audience.

- A learning journey to know the operation of an international cross-cultural mega event and the importance of acquiring adaptive workforce in the contemporary social-economic situations:

Being an observer and an active participant performer in the JIWEF enables them to

understand the complexity of work as well as the fine division of labour. Students are expected to learn how to treat people from various backgrounds and culture with courtesy and kind consideration.

In conclusion, the learning experiences of the JIWEF collaborates and signifies the major concerns of the school to nurture our students in the whole-person development.

(II) Project Feasibility

(a) Please describe the design of the project, including:

(i) Approach/Design/Activity

(a) Learning Objectives: To learn how to promote the positive image of Hong Kong as a place of multifarious cultural heritage and energetic international city via music performance and cultural exchange with the local people and students.

(b) Design of the Project:

- Visit Hwasun Middle School Band, which entered JIWEF last year. Korean and HK music students are grouped in accordance to their instruments and practice the set piece provided by either party. Then there would be a joint band tutti rehearsal and performance, followed by the exchange of souvenirs and gifts handmade by HK students.
- Give open performance in various sites and auditorium as assigned by the JIWEF organizer - to interact with tourists and audience from different countries, and to promote Hong Kong young people's music making.

(ii) Key Implementation Details

Project period: Jun 2017 to Aug 2017

Month / Year	Content / Activity / Event	Learning Objective	Target Beneficiary / Participants
6/2017 – 7/2017	Preparation for the trip (e.g. procurement of air tickets, liaison with the organising committee of the Jeju International Wind Orchestra Festival, etc.)	N/A	
8/2017	Jeju International Wind Orchestra Festival Music Tour (10-15/8):		40 Hong Kong students, 1 band conductor, 3 teachers
	Day 1 (9/8): Arrival	N/A	
	Day 2 (10/8): 2.1: Session practice 2.2: 1st open performance of whole school band at Seogwipo Cheonjiyeon Falls Outdoor Stage	2.1: To prepare performance and to tackle difficult passage(s) of repertoires. 2.2: To increase students' performance experience and to broaden their horizons.	
	Day 3 (11/8): 3.1: Session practice 3.2: 2nd open performance of whole school band at Jeju Art Centre	3.1: Same as 2.1 3.2: Same as 2.2	
	Day 4 (12/8): 4.1: Visit to Hwasun Middle School Band	4.1: A music and cultural exchange for students to foster cross-cultural understanding and appreciation. During the visit, joint session practice and band rehearsal of repertoires selected by each school would be conducted.	

	<p>Day 5 (13/8): 5.1: Session practice 5.2: Attending JIWEF Master Class Concert (in the audience)</p> <p>5.3: 3rd open performance of whole school band at Jeju Seaside Arts Centre</p>	<p>5.1: Same as 2.1 5.2: All the participating students will take part in the Master Class as audience members to learn and to observe the musical skills and performance directions of professional bands from different countries. 5.3: Same as 2.2</p>	
	<p>Day 6 (14/8): 6.1: Session practice 6.2: 4th open performance of whole school band at Kim Young gap Gallery</p>	<p>6.1: Same as 2.1 6.2: Same as 2.2</p>	
	<p>Day 7 (15/8): Departure</p>	<p>N/A</p>	
	<p>Project sharing, students' self-reflective records, evaluation meeting by school band committee, preparation of financial statement, evaluation of the project. Peer sharing and evaluation.</p> <p>Inter-school music sharing Queen Elizabeth School Old Students' Association Tong Kwok Wah Secondary School</p>	<p>Teachers will debrief students after the trip and guide them to reflect what they have learnt in terms of music, cultural understanding, etc. The music sharing will take the form of joint-school band sessions, group discussions on experiences in cross-cultural events. The proposed school is selected for we have organized a joint school music tour to Singapore in 2010.</p>	<p>40 Hong Kong students, 1 band conductor, 3 teachers, about 900 people as the audience.</p>

- (b) Please explain the extent of teachers' and/or principal's involvement and their roles in the project.
- (i) Number of teachers' involved and degree of input (time, types, etc.):
- 1 music teacher, 1 band conductor and 1 band assistant tutor will be responsible for designing and co-ordinating with the representative of Jeju organizer committee, setting of the repertoires and events, training of the symphonic band students (both session and full rehearsal), preparing students' handbook for itinerary, safety guides, regulations and a telephone list of emergency contact persons. Examination of travel visa, health condition (any reports of allergy) and personal insurance. Memorandum will be issued to parents at least 6 weeks before the tour. Preparation on the checking of carriage and bulky instruments courier.
 - 1 vice-principal, who is the holder of Tour Escort Pass for outbound tour escorts and the captain of Boys Scout, Panel teacher of Tour and Tourism, is experienced in leading school band oversea tour. He will be in-charge of guiding the tour, and act as the Hong Kong school-representative at the ceremony, the discipline teacher of the tour students. He will also supervise the implementation of safety measures provided by the local tour agent in the areas of accommodation, transportation and to make sure the 'Guidelines on Study Tours Outside HKSAR' are observed by the tour teachers. He will also be the decision-maker of the contingency plan in case of adverse situations (e.g. outbreak of infectious disease) and natural disaster.
 - 11 instrumental class teachers will coach the band students and design daily practice plan and session training exercises.
- (ii) Roles of teachers in the project: (Please tick the appropriate box(es).)
- Leader Co-ordinator Developer Service recipient

(c) Please provide the budget of the project and justify the major items involved.

Grant Sought: HK\$150,000

Budget item	Expenditure Detail		Justification
	Item	Amount (\$)	
Service	Tour Fee for 4 teachers	\$ 7,900 x 4 teachers = \$31,600 Grant sought from QEF: \$2,000 (\$29,600 will be paid by school)	Ratio of tour teacher and student is 1:10. (compiled with the minimum requirement of the Guidelines on Study Tour Outside HKSAR)
	Tour Fee for the 40 participant students (a) 5 participant students who receive FULL remission under the SFAS (b) 3 participant students who receive HALF remission under the SFAS (c) 32* general participant students	(a) 5 students x \$6,500 x 100% = <u>\$32,500</u> (b) 3 students x \$6,500 x 75% = <u>\$14,625</u> (c) 29* students x \$6,500 x 50% = <u>\$94,250</u> <i>*The tour fees of the remaining 3 students will be borne by the school.</i> Grant sought from QEF: (a) + (b) + (c) = \$141,375	Trip expenditures include: air tickets, accommodation and transport. No. of CCSA and SFAS recipient students are collected based on the audit record of the school year 2015-2016. The actual no. of recipient students who participate in this trip may vary. The tour fee for each student as quoted by a travel agency is approximately \$7,900, but grant sought for this expense will be capped at \$6,500 according to prevailing QEF guidelines.
General Expenses	(a) Entry Fee of JIWEF (b) Miscellaneous (souvenirs, luggage tags and wrapping materials, etc.) (c) Stationery, learning materials (scores), etc. (d) Audit Fee	(a) \$0 (\$4,000 for this item is to be borne by the school) (b) \$0 (\$1,200 for this item is to be borne by the school) (c) \$1,625 (d) \$5,000 Grant sought from QEF: (a) + (b) + (c) + (d) = \$6,625	
Total Grant Sought (\$):		\$150,000	

(III)

Expected Project Outcomes

(i) Please describe how to evaluate the effectiveness of the project;

- Observation: To observe the students' initiatives, attitudes, self-discipline and teamwork spirit before and during the trip. Students will be evaluated for their punctuality in session rehearsals, their readiness to co-operate with others in band practice and to discharge their assigned duties.
- Focused group interviews: Korean music conductors and educators and students in the exchange session will be interviewed to collect their views and comments on the interaction, music learning and performance of the Hong Kong students participant.
- Pre- and post-activity surveys: Students participant are required to submit a self-evaluation essays which discuss what they have experienced in the aspects of cultural impact and the music that they have learnt. They should discuss how these experiences would inspire them and the group which they belong to. Then a collection of their memoirs in the form of texts and comics, paintings will be published and uploaded to the official school website.
- Performance change of students in assessment: In short term (1-3 months), the timbre and tone color of the school symphonic band and the learning attitude of individual students participant during rehearsals are to be observed, whilst in long term (over a year), the overall performance standard of the school symphonic band and the individual students participant would be assessed.

and (ii) Please state the project deliverables or outcomes.

- DVD: Archive of music sharing and performances during the trip
- Others (please specify):

(1) Students' self-evaluation essays, in words or comics, to describe (i) the findings of differences and similarities between HKG students and Korean Students in the aspects of practicing strategies, the role of student leaders and the observation of their performance practice (e.g. preparation made before performance); (ii) the self-reflection on the strength and weakness of their learning attitudes; (iii) the observation on how the mega-event JIWEF is organized and managed by Korean officials; (iv) the memoirs shared amongst musicians from different countries. A debriefing session would be held to explain the guidelines of students' self-evaluation essay. The music teacher and the conductor would also explain the cross-cultural musical styles of different bands in JIWEF and how students could appreciate their selections of repertoires.

(2) Powerpoint and short video prepared by students for the presentation in the school's morning assembly, inter-school music exchange with Queen Elizabeth School Old Students' Association Tong Kwok Wah Secondary School.

Report Submission Schedule

The school commits to submit proper reports in strict accordance with the following schedule:

PROJECT MANAGEMENT		FINANCIAL MANAGEMENT	
Type of Report and covering period	Report due on	Type of Report and covering period	Report due on
Final Report 1/6/2017 - 31/8/2017	30/11/2017	Final Financial Report 1/6/2017 - 31/8/2017	30/11/2017

Asset Usage Plan (*Not applicable to this project.*)