

Quality Education Fund
The Dedicated Funding Programme for Publicly-funded Schools
Part B: Project Proposal

Project Title: Music +	Project Number: 2019/0007 (Revised)
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Name of School: Wah Yan College, Hong Kong

Direct Beneficiaries

(a) Sector: Kindergarten Primary Secondary Special School

(b) Beneficiaries: (1) Students: 432 (S1-S3); (2) Teachers: 2; (3) Parents: (/); (4) Others: (/)

Project Period: 01/2021 to 08/2023

1. Project Needs

1.1	Project Aim(s)	<ul style="list-style-type: none"> • In the “Music +” programme, students will explore their creative ideas and express them via different elements of music through the use of technology - a cloud teaching platform dedicated to music education which consists of an encyclopedia, specialised creating tools, notation program and a dedicated server for uploading and downloading music audio and video. • Through this project we will focus on developing students’ creativity, their performance ensembleship, presentation skills, fostering team spirit in the learning classroom and broadening their world perspective. Therefore, in this programme, unlike the traditional written assessment, we will assess students’ learning via different presentations of their music creation such as: improvisation using Colour Sticks (for Junior Form 1), melody writing (for Junior Form 2); and electronic music creation (for Junior Form 3). • The foci of this project aligns with the QEF guidelines: <ol style="list-style-type: none"> 1. "to promote learning using e-learning (IT) in the music classroom” and; 2. "to develop students’ skills in the creative arts and broadening their cultural education".
1.2	Innovative element(s)	<ul style="list-style-type: none"> • Before, students have limited opportunities to do creative work due to their weak rhythm skills and not having enough opportunities to do ensemble performance due to the limited instrument resources and lesson time available. Moreover, there was not a learning environment that allowed students in which to do practice for self-learning and allow for immediate feedback. This is certainly true for creative work where students could only be able to put music to paper using pen or pencil and without being able to listen back to what was written. • Through the use of this proposed purchase of new technology, students will be able to have instant feedback and a platform to showcase and share their musical ideas which can lead to more collaborative work in the creating aspect of the music curriculum. Moreover, the learning approach through this use of technology encourages students to take

ownership of their learning rather than being teacher centered.

- In modern music teaching, more and more IT technologies are implemented in music lessons, like using notation software, PowerPoint, etc. However, it is hard to centralize all the teaching tools and make it systematic as using all the different teaching tools may slow down the whole teaching process. As a result, a one-stop solution will be the only solution to integrate teaching content, teacher's resources (including lesson plans), music creation application, user management and students' database for storing their works.
- The new teaching tools are as follows: **An Interactive touch screen** (with OS installed): can help students to learn more efficiently with the sound and visual connected simultaneously than just using a blackboard and a chalk. On the other hand, the interactive touch screen will be connected to an auto-player piano and with a music teaching and learning platform installed, will give more possibilities of various teaching approaches.
- **Piano with auto-player system:** In order to train a pair of good ears of students, it is important to provide the best sound quality as possible during listening appreciation activities, however it is too expensive to purchase a hi-fi set with good quality, and there is still differences between a live and a recorded performance even with a good hi-fi. Therefore, a piano auto-player system (that is a traditional piano with a microcomputer which can play music by itself without a pianist) can solve the above issue economically which is a completely different tool than a MIDI keyboard or synthesizer. The students can listen and appreciate the performance of the professional pianists and musicians at any time whenever the music room is available. In addition, the piano auto-player system can act as an acoustic instrument for normal usage, whilst at the same time it can also act as a MIDI device, therefore a single device can fits different teaching use cases.
- Moreover, **a cloud teaching platform** which is teaching aid consisting of teaching resources (which are supported by piano auto-player system), lesson plans editor, music creation application and user management system for storing students' work. Moreover, the above components can be integrated into a lesson plan and centralized which facilitates the lesson flow. The teacher can make adjustment based on the lesson plan editing features. For students, they can get access to the learning resources everywhere at any time via their mobile devices or computers.
- **Colour Sticks:** The Colour Sticks are a set of pitched instruments made of plastic which are performed by holding one end of the stick and striking using a rebound movement to produce a definite pitch. One individual stick is coloured according to a specific pitch. There are several advantages of using the Colour Sticks for music teaching to improve rhythmic skills and to foster ensembleship:
 - ◆ The sticks are easy to handle and to play by students as it is very light to hold but very durable to sustain normal wear and tear through daily use.
 - ◆ The individual colour of the sticks can help students who do

		<p>not have a strong music knowledge base to understand music concepts visually.</p> <ul style="list-style-type: none"> ◆ There are teaching resources in the cloud teaching platform directed to the lesson planning in using these sticks, and moreover, the cloud teaching platform allows the teacher to upload his/her original teaching resources to cater for learner diversity. ◆ The nature of the tasks and the sticks facilitate students to do ensemble playing in a group as it is to handle than other traditional classical instruments.
1.3	Alignment with school-based / students' needs	<ul style="list-style-type: none"> • Currently one of the major concerns of the school is to enhance self-directed learning amongst students. One of the current practices in the music curriculum is to encourage students to use the textbook service provider cloud platform which provides different types of mini games to allow students to practice their aural skills as well as consolidate their knowledge in music theory. Students are generally receptive to this practice. However, for weaker students, who may require a more tailored approach, the current resources are not enough and an alternative solution needs to be found where a more effective guided approach and immediate feedback in their self-learning is needed. This is where the adoption of the new technology platform comes in. • In addition, the school aims to place focus on e-learning as one of its major concerns in the next three years making this project highly relevant to students.

2. Project Feasibility

2.1	Key concept (s) / rationale(s) of the project	<ul style="list-style-type: none"> • Creativity: In terms of creating music, students need to combine different music elements for specific purposes (improvisation, melody writing and the creation of electronic music). • Presentation skills: Through performing as a group to foster ensembleship, it is believed that students can build up self-confidence, also it can help them to overcome the stage fright, with the performing experience, their oral and communication and presentation skills can be improved as well. • Develop a digital learning environment: The project is to create a digital learning environment for students to explore and discover music knowledge with free access. • Removing learning barriers: For students who are not strong in music theory, they can compose using an animated and modular music creating software in an easier manner to unleash their creativity. For students with higher abilities, they can use music notation software to create their music.
2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	<ul style="list-style-type: none"> • Our school focuses on all-rounded development of students, especially in music and the related elements. Our school has fully understood the needs of students and teachers, and has screened suitable solutions from different channels. • The school is equipped with a suitable intranet set up by the Information

		<p>Technology Department that is conducive to adding a cloud teaching system.</p> <ul style="list-style-type: none"> In this project, the school has the approval from the school administration to enhance and stimulate student interest in music by these means.
2.3	Principal's and teachers' involvement and their roles	<p>Principal:</p> <ul style="list-style-type: none"> Examine the teaching objectives and development of music curriculum. Supervise the project progress and execution of the budget. <p>Music teacher of the school:</p> <ul style="list-style-type: none"> Establish the goals and development of music curriculum. Assess the current teaching situation and make suggestions for improvement. Search and compare suitable teaching equipment, resources, and teaching tools with ITD colleagues. Interview relevant service providers to find out the best solution. Undertake teacher training, plan music courses, and observe own teaching effectiveness by lesson video-recording. Organizing workshops for students and liaising with guest speaker. Organizing creative activities and to create a collection of students' works. Organizing and collecting evaluation and feedback data from stakeholders. <p>IT Assistant</p> <ul style="list-style-type: none"> Arranging the necessary quantity of equipment for the implementation of activities for each level of students. Ensuring that the equipment is ready for use in each lesson as required. <p>Music Teacher Assistant</p> <ul style="list-style-type: none"> Assisting the teacher in monitoring small group activities. Assisting the teacher on following up of weaker students in the form of small class tutorial. Being present with the teacher and students in class time when required. Helping to disseminate teaching material and collecting of students' work when required.
2.4	Parents' involvement / participation	Not applicable
2.5	Roles of collaborator(s)	Not applicable

2.6 Implementation timeline

Implementation period (MM/YYYY)	Project activities
01/2021	Design school-based resources, setup touch TV and supporting frame, cloud teaching platform, install music teaching software, setup piano auto-player system and organize storage space for Colour Sticks
01/2021-03/2021	Teacher training programme with members of the Music Department
01/2021 (on going)	Teacher starts lesson planning with members of the Music Department
01/2021	Teacher arranges for guest speaker workshops
02/2021-04/2023	Implement digital teaching and learning approach in music lessons – Activities 1, 2 and 3 are run concurrently.
05/2021-04/2023	Showcasing of student works for the scheme's running of 3 years by either posting works online on completion of the Activity via internal competition by voting and/ or by a lunchtime concert/presentation by the selected 20 students

	for the S2 Activity (melodic writing) and by 20 selected students for the S3 Activity (electronic music creation).
06/2021-08/2023	Year-end assessment, summary, evaluation and design new plan for next 2 school years.

2.7 Details of project activities

a. Student activity

Activity name	Content	Number of sessions and duration	Teachers' involvement and/or hired personnel	Expected learning outcomes
Activity 1 Music + Colour Stick	<p>Target beneficiaries: All S1 students</p> <p>Learning the music elements below through the playing the Colour Sticks (pitched instrument) and through improvisation:</p> <ul style="list-style-type: none"> - Pitch - Scale - Harmonies - Cadence - Student improvisation on a given backing track (backing track is played by the piano auto-player system) <p>Implementation:</p> <p>By using the piano auto-player system, content of that day's lesson involving the use of the Colour Sticks can be preloaded in the piano and recalled from the cloud platform. Students are assigned different Colour Stick to strike according to the given instructions (whether playing a song or practising an exercise).</p> <p>Students can also practise at home using the virtual Colour Sticks in the cloud platform when there are no physical Colour Sticks available as part of their e-learning.</p>	10 sessions/year, 30 mins/Session, 5 hours total	Music teacher; Music Teacher Assistant	<p>Students can:</p> <ul style="list-style-type: none"> ● Attain the necessary rhythmic patterns, the basic motor skills using the Colour Sticks and receive aural training at the same time whilst accompanied by the piano auto-player system; ● Improvise a piece of 8-16 measures, in a group of 4 using Colour Sticks with a given backing track using the piano auto-player system.
Activity 2 Music + IT (Melody Writing Showcase)	<p>Target beneficiaries: All S2 students</p> <p>Teaching students to compose a melody using music elements and concepts in relation to the school based content carried out in the first term of the music curriculum and involving IT apps for music creating.</p> <p>Topic Content</p> <ul style="list-style-type: none"> - Topic 1 - Exploring Tempo, Pitch, Rhythm, Dynamics and Articulations through the cloud 	10 sessions/year, 30 mins/Session, 5 hours total	Music teacher; Music Teacher Assistant	<p>Students can:</p> <ul style="list-style-type: none"> ● Identify the concepts of Pitch, Tempo, Rhythm and Dynamics; ● Identify simple rhythmic patterns in simple (and compound) time and being able to use in their work; ● Develop students' appreciation and

	<p>platform.</p> <ul style="list-style-type: none"> - Topic 2 - Creating rhythmic patterns and simple pitch patterns with the relationship of Tempo through the creation app in the cloud platform and the piano auto-player system. - Topic 3 - Introducing melodic contour through the creation app of the sound platform. Creating a simple melody using specific pitches (e.g. pentatonic scale), the major scale and the harmonic scale - Topic 4 - Creating a melody with rhythmic accompaniment in the creation app in the sound platform. <p>After 8 class instruction sessions, students will be able to select their preference of the top 5 melodies of their own class.</p> <p>The 20 melodies in total (represented from the 4 classes) will then be either posted online for an internal music competition within the school community / and or showcased in lunchtime concert.</p>			<p>creativity of melodic contour(s) in their work;</p> <ul style="list-style-type: none"> ● Identify and use a pentatonic scale in their work; ● Identify and use a major scale in their work; ● Identify and use a harmonic minor scale in their work; ● Utilise a given rhythmic pattern and set against the students' work or create a rhythmic pattern to set against the students' work; ● Develop students' peers collaboration, and evaluation; strengthening of self-confidence.
<p>Activity 3: Music + Electronic music creation</p>	<p>Target beneficiaries: All S3 students</p> <p>Conducting workshops with guest speaker to create Electronic Dance Music (EDM)</p> <p>There will be a total of 10 sessions held:</p> <ul style="list-style-type: none"> - 5 sessions with Guest Speaker, Music Teacher and Teacher Assistant where the Music Teacher will be on hand to observe how to conduct the sessions once the Guest Speaker is no longer associated with the Project (using train the trainer's approach) and the Teacher's Assistant role will be helping the Guest Speaker and Music Teacher to facilitate the lesson flow; - 5 sessions held by the Music Teacher (and Music Teacher Assistant) <p>Proposed rundown of sessions</p>	<p>10 sessions/ year, 30 mins/ Session, 5 hours total</p>	<p>Music teacher, Guest Speaker and Music Teacher Assistant</p>	<ul style="list-style-type: none"> ● With a specialist music composing software which is integrated into the IT cloud platform, students can compose electronic music after which students' works can be showcased. ● Through the music creation activities, students can develop their creativity through self-exploration, and express their ideas with oral presentation / written journal.

	<p>1. An Introduction to Electronic Dance Music (EDM): The Characteristics of the Genre (Guest Speaker)</p> <ul style="list-style-type: none"> - Teaching and identifying the components of electronic music <p>2. Working on Time: Rhythm Session of EDM (Guest Speaker)</p> <p>3. Working on Pitch Logic 1: Chords and Progression of EDM (Guest Speaker and Music Teacher)</p> <p>4. Working on Pitch Logic 2: Melody of EDM (Guest Speaker and Music Teacher)</p> <p>5. Working on Colour: Timbral Exploration of EDM (Music Teacher)</p> <ul style="list-style-type: none"> - Teaching students how to utilize the sounds of the cloud app platform to create a music track of one and a half to two minutes long in selected audio formats (MP3, WAV and AAC) <p>6. Performance Ritual: Performance Direction of EDM (Music Teacher)</p> <ul style="list-style-type: none"> - Students will learn how to create music drops and how to create buildup and tension related to the creation of electronic music to engage the listener. <p>7. Composing from Something to Anything (Music Teacher)</p> <p>8. Working-in-Progress (Music Teacher)</p> <p>9. Sharing Session cum Peer Evaluation 1 (Guest Speaker and Music Teacher)</p> <p>10. Sharing Session cum Peer Evaluation 2 (Guest Speaker and Music Teacher)</p> <p>After 10 instruction sessions, students will be able to select their preference of the top 5 tracks of their own class.</p> <p>The 20 melodies in total (represented from the 4 classes) will then be either posted online for an internal music competition within the school community / and or showcased in lunchtime concert.</p>			
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b. Teacher training

Activity name	Content	Number of sessions and duration	Hired personnel	Expected learning outcomes
Onsite	Beneficiary: Music teacher and	2 session,	The product	Music teacher can

<p>user training</p>	<p>Music Teacher Assistant</p> <p>The product person in charge of the service provider will provide onsite training on the teaching platform and piano auto-player system.</p> <p>Training programme details:</p> <p>Teaching platform: (2hrs)</p> <ul style="list-style-type: none"> - structure of the platform - teaching and learning resources - interactive application - user management - lesson preparation and presentation <p>Auto-player piano system: (1 hr)</p> <ul style="list-style-type: none"> - basic operation using APP - how to save users' playing - how to change settings, e.g.: changing tempo, transposition - regular maintenance guideline <p>Colour Sticks Pedagogy: (1.5hr)</p> <ul style="list-style-type: none"> - Introduce different types of resources in the cloud teaching platform related to the use of Colour Sticks - The sharing of teaching pedagogy and teaching strategies involving the use of Colour Sticks <p>Evaluation: (1.5hr)</p> <ul style="list-style-type: none"> - Basic operation of the piano auto-player system - Basic operation of the cloud teaching platform - How to use the teaching resources in the cloud teaching platform - How to create teaching resources in the cloud teaching platform 	<p>3 hours/ session, 6 hours total</p>	<p>owner or trainer of the service provider needs to be familiar with the operating teaching platform and the piano auto-player system.</p> <p>Qualifications: Master degree of Music/Arts (in Music)</p> <p>Experience: 5 years in service training of the teaching platform and auto-player system</p>	<p>master the teaching platform, piano auto-player system, and apply it to teaching.</p>
<p>Music creativity pedagogy workshop</p>	<p>Beneficiary: Music teacher and Music Teacher Assistant</p> <p>Employing an instructor to train our teachers to master the composition workshops, and to use composing tool to unleash students' creativity.</p> <p>Training programme details:</p> <ul style="list-style-type: none"> - Introduction to the music creation applications (0.5hr) - Basic features of the application (0.5hr) - How to integrate the usage of 	<p>2 sessions, 3.5 hours/ session, 7 hrs total</p>	<p>The trainer need to be familiar with music education curriculum and creative training</p> <p>Qualifications: Doctorate degree of Music/Arts (in Music)</p> <p>Experience: 5</p>	<p>Trained teacher can also master the creation tools and also integrate the software in teaching with the appropriate approach and strategy.</p>

	<p>the application with the existing music create activities (3hrs)</p> <p>- Sharing of teaching pedagogy and teaching strategies in music creation with the application (3hrs)</p>		years in Music creation teaching	
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c. Equipment

	Details of equipment to be procured	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
1	A baby grand piano with auto-player system (with speaker)	<p>A baby grand piano is much better than an upright piano visually and acoustically, but cheaper than a concert grand piano. Our music room has a teaching area of around 300 – 400 square feet which the sound of an upright piano may not project well enough for teaching purposes and singing activities.</p> <p>With the aid of the piano auto-player system, it promotes students’ listening skills and encourages them to appreciate music of different cultures with the high standard of acoustic piano sound.</p> <p>The features of the auto-player system include functions of transposition, enabling the ability to change the key of any existing piece inside library database for teaching/ rehearsal purposes and features which can assist singing, multi-voice teaching, music appreciation with more than 5000 pieces of music, and students can record and share their works in the piano and playback anytime. Also it allows to change the tempo of the pieces inside the library database.</p> <p>Expected usage rate: regular lessons and concerts will be used</p>
2	Cloud teaching platform	<p>For teachers’ daily preparation and teaching, recording student performances and upload students’ works to the cloud. In addition, it includes music editing software, allowing students to create their own music portfolio.</p> <p>User management system: Teacher can assign learning resources to student account and every user will have 1 GB for storing their learning outcome</p> <p>Resources library: numerous and organized resources are provided for teaching and learning which are supported by the piano auto-player system</p> <p>Application: a music creation tool is provided for each students, which remove the barrier of creating music</p> <p>With the aid of the cloud teaching platform, the teacher can make good use of the resources in regular lessons, students’ creativity in music can be cultivated with simple music creation tools.</p>

		Expected usage rate: weekly lessons, student concerts will also be used
3	86" TV touch screen (including operating system)	To display teaching and learning content, such as multimedia, enhance student motivation and focus, and promote interactive learning. With the touch support, it allows a better communication among teacher and students Expected usage rate: regular lessons, student concerts will be used
4	Supporting Aluminum metal frame for 86" TV including movable panel covering TV acting as a whiteboard	To fix and protect the TV on the wall.
5	Colour Sticks	Through the use of the Colour Sticks in the music lessons, to enhance students' rhythm skills and improvisation skills, and fostering students' ensembleship skills. Expected usage rate: weekly lessons, student concerts will also be used

d. Construction works

	Details of the construction works proposed	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
1	Installation of the 86" touch screen (including operating system) with the supporting frame	Through the construction of a well-equipped music room, this project meets the curriculum objective of the Music Key Learning Area. With a large interactive touch screen, the lesson content can be delivered more clearly, as the sound and visual will be displayed at the same time, also the touch feature will enhance the lesson operation process. Expected usage rate: weekly lessons, student concerts will also be used

e. Features of the school-based curriculum to be developed

Not applicable

f. Other activities

Not applicable

2.8 Budget

Total Grant Sought: HK\$282,000

Budget Categories	Breakdown for the budget items		Justifications <i>(Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.)</i>
	Item	Amount (HK\$)	
a. Staff	Not applicable		
b. Services	System setup	5,000	Setting up the piano auto-player system - Calibration of the piano auto-player

			<ul style="list-style-type: none"> playback - Key Recording Calibration - Piano tuning
Setting up of user accounts in cloud teaching platform	3,328		<p>Set accounts for school, teachers and students in cloud teaching platform</p> <ul style="list-style-type: none"> - 432 student accounts - 2 teacher accounts
Teacher training: Cloud Teaching platform and auto-player system training (\$660 x 6 hrs/2 sessions)	3,960		<p>Hire service provider trainers to train teachers, how to apply information technology to assist teaching, and conduct relevant teaching evaluation and reporting</p> <p>Music teacher can master the teaching platform, piano auto-player system, and apply it to teaching</p> <p>Trainer qualifications: Master degree of Music/Arts (in Music) Experience: 5 years in service training of the teaching platform and auto-player system</p>
Teacher training: Music creativity workshop (\$880 x 7 hrs/2 sessions)	6,160		<p>Trained teachers can also master the creation tools and also integrate the software in teaching with the appropriate approach and strategy.</p> <p>Trainer qualifications: Doctoral degree of Music/Arts (in Music) Experience: 5 years Music creation teaching</p>
Student workshops by guest speaker: Electronic music creation (2.5 hrs/5 sessions/year/class, Total: 1 years, 4 classes, 10 hours (\$880 x 1yr x 2.5hrs x 4 classes)	8,800		<p>Hire guest speaker for S3 level</p> <p>Present for the first three sessions to guide student learn, last two sessions to share the students' outcomes.</p> <p>Trainer qualifications: Doctoral degree of Music/Arts (in Music) Experience: 5 years Music creation teaching</p>
Cloud teaching platform: A. lesson preparation and presentation system	5,000		<p>Music lesson can be created and presented with integrating the teaching resources and applications and also stored and archived using lesson plan editor. Also the lesson plans created can be shared to other music teachers, in order to create a collaborative working environment</p>
Cloud teaching platform: B. storage space and traffic 1TB*3 years	6,000		<p>1TB for 3 years, Including storage space and traffic</p>
Cloud teaching platform: C. Teaching resources library	15,000		<p>Music encyclopedia including more than 700 terms of musical knowledge, theory and etc, integrate with text, images, audio and video</p>
Cloud teaching platform: D. interactive music	9,985		<p>The creative application allows students to create their own music through an</p>

	creation application (including 432 student accounts and 2 teacher accounts)		upgradable and unique interface that does not need to use actual music notation allowing weaker students to be able to work as well as able students. Students can edit existing music components in the interface to suit his creative needs.
	Cloud teaching platform: E. user management system	5,000	Teachers can assign learning materials using the system. Teacher can also review students' work. Students can upload their music creations and music performance in audio or video format to create their own music portfolio.
c. Equipment	Baby grand piano (5'5) with automatic playing system (with speaker) and lock with key	135,000	Teachers use in related teaching activities from S1 to S3. With an internal music library of around 6,000 works of different genres which can be played back for listening appreciation and choral rehearsal purposes and playback of student works and links with the cloud teaching platform to allow user programming for improvisation activities and other creating activities.
	Colour Sticks (1 octave/set, total 10 sets) including storage boxes	15,000	For use in S1 Activities in enhancing students' ensembleship and rhythm skills
	86" TV touch screen	32,000	A TV screen of this size is required for the music classroom which has a width of 20 feet, in order to display teaching materials clearly. Specification: 4K ultra HD display IR (Infrared Ray) touch technology Compatible with detachable PC module Sound Channel: 2.0 Output Power: 2*12W System: Windows10/Windows8/Windows7/Windows XP /Linux/Mac/Android/Chrome Touch point: 20 points touch Touch Tool: Finger, Passive infrared pen INPUT CONNECTIVITY: HDMI IN x3 USB2.0 x3 USB3.0 x3 VGA x1 AUDIO x1 SPDIF x1 LAN x1 WIFI 2.4G / 5G OUTPUT CONNECTIVITY: HDMI OUT x1 TOUCH x2

			AUDIO x1 CONTROL: LAN x1 RS232 x1 public hotspot
	Supporting Aluminum metal frame for 86" TV including movable panel covering TV acting as a whiteboard	10,000	To fix and protect the TV on the wall. Length: around 54,000mm Height: around 1,300mm Rail track for the movable panel
d. Works	86" TV touch screen System and equipment installation (one job)	8,010	Setup 86" screen on the wall with aluminum metal frame Cabling services between school intranet to the touch screen and school computer Electricity supply connection and testing after installation
e. General expenses	Audit fee	5,000	
f. Contingency	General Contingency fee	7,957	
	Contingency fee for works	800	
Total Grant Sought (HK\$):		282,000	

3. Expected Project Outcomes

3.1	Deliverables / outcomes	<input checked="" type="checkbox"/> Others <u>Recorded student performances, students' work showcase through online dissemination</u>
3.2	Positive impact on quality education/ the school's development	The project focuses on the "taking care of different learning needs", "using e-learning (IT) to promote learning" and "to develop students' skills in the creative arts and broadening their cultural education".

3.3 Evaluation

The following will be undertaken for evaluation of the effectiveness of the project:

1. **Recorded** lesson observation (Total of 12 times = 4 times per Level for 3 Levels)

Each observation will be 35 minutes in length, attached with the lesson plans (learning goals and success criteria, musical activity), name of instructor and class that is involved.

2. **Self-reflection journal** by teacher detailing variation between the intended curriculum and implemented curriculum, mark down the number of indicators of success achieved and design achievable next steps or adjustments to deliver the intended curriculum.

Success criteria/ questions to be answered:

- Was the musical goal intended met?
- What are physical indicators of student success?
- Name challenges encountered and develop a stepwise plan to achieve the intended goal(s)
- Student feedback in aural and written form
- Level of student engagement (target is 60% of the class). Indicators include volunteering to answer, share, and comment on class materials, photos of student engagement, audio or visual recordings of student performance

3. **Peer evaluation** of student works using rubrics detailing expectations in 4 key areas: musical

knowledge, explanation of idea (thinking), communication (terminology and deliver) and application (mastery of technique).

Student peers should acknowledge expectations met by each performer and design 1 achievable next step to help their peer's succeed.

4. **Class questionnaires** about the individual Form activities and Teacher effectiveness - 60% of students per class indicating satisfactory rating of 3 out of 5 or more. Each form's feedback would be tallied together, along with anonymous written feedback on their impression of the activities.

5. **Student interviews** by teacher / teacher assistant – 2 high, 2 middle and 2 low attainment at the end of the implementation cycle. Indicators of success are randomly selecting samples from 2 high performance, middle performance, and low performance student work. Asking students in person for aural feedback, notated on pen and paper/ documents.

Indicators of Success

- High achievement is a level 4 (80%-100%)
- Middle achievement is a level 3 - 2 (79% -60%)
- Low achievement is a level 1 or R (59% to 0%)

6. **Student questionnaire** on guest speaker - 60% of total S3 indicating satisfactory rating of 3 out of 5 or more. Student questionnaires on their impression of guest speakers. Methods used, delivery of knowledge, was it enjoyable, next steps for improvements, etc.

7. **Oral feedback** with guest speaker on S3 workshops; topics of discussion include effectiveness workshop, the engagement level of the targeted student group, formal and informal feedback shared by the students and their peers, and design achievable next steps of achievement.

8. **Logbook of usage** of purchased baby grand piano for student use

Logbook is accessible beside the baby grand piano, students will sign up for usage time slots.

Indicator of success:

- A log sheet of 15 time slots of each day of the week, 5 daily available time slots, 1 sheet will be filled every week.

3.4 Sustainability of the project

Organize teacher meetings with the Teacher Assistant every year to share their experience, analyze, and adjust the syllabus for the coming semester.

Teachers can prepare teaching resources on the cloud teaching platform and to share with peers.

The sustainability of the project after the 3 years, can be realized as follows:

- Maintenance of equipment- the music department will allocate a portion of the department budget for general maintenance of the piano regular tuning, cloud teaching platform and the 86" TV touch screen,
- Guest speaker seminar at S3 level- the music teacher will take over the role of guest speaker after the 3 years.

As all the teaching resources created in the platform are reusable and stored in a cloud server, therefore the courses can be sustained and optimized for future classes.

Moreover, since the technology system is upgradable, there is less cause for replacement and therefore the programme can be sustained through possible upgrade of software only. Moreover, since the cloud environment allows for archiving lesson plans and audio links and resources, it can be retrieved as long as the system exists and is functional.

Because of this, the value in the project will become apparent, since the teaching materials made can be adapted and revised according to the evaluation process taken at the end of the academic year.

For students, this is a unique learning experience with new tools and to be stimulated by the use of new

technology so that they are more open to constructive immediate feedback and engage more readily in peer evaluation. The art of being to appreciate the efforts of others and able to critique objectively hopefully can be sustained and transcended through this project.

In the long term, by the completion of the project, it is hoped that students can then apply the skills learnt and be able to create collaborative works of a larger nature, such as incidental music for a play, music for installation works and even musicals once lyrics writing is introduced. One of the immediate follow-ups following the successful implementation of the S3 Activity for consideration is the introduction of live performance elements to add an extra dimension to the project.

3.5 Dissemination

i) External

Through collaborating with external partners, the school music programme can serve as a successful example. In addition, sharing seminars can be held to other prospective schools promoting this teaching model.

ii) Internal

The school holds internal lesson observations with other KLA department colleagues. Annual “buddy lesson observations” can allow other colleagues to experience how a music lesson can be taught using technological means effectively.

Other types of promotion of the programme can be in-class competitions within the Form such as melody writing (with or without instrumental accompaniment), lyrics writing and concert report. Showcasing of student works (creating and written) in Open Days (WY Centennial Anniversary is from 2019-2020).

4. Report Submission Schedule

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

Project Management (Should be submitted via the “Electronic Project Management System” (EPMS))		Financial Management (Hard copy together with supporting documents should be submitted to the QEF Secretariat by mail or in person)	
Type of Report and covering period	Report due on	Type of Report and covering period	Report due on
Progress Report 01/01/2021 - 30/06/2021	31/07/2021	Interim Financial Report 01/01/2021 - 30/06/2021	31/07/2021
Progress Report 01/07/2021 - 31/12/2021	31/01/2022	Interim Financial Report 01/07/2021 - 31/12/2021	31/01/2022
Progress Report 01/01/2022 - 30/06/2022	31/07/2022	Interim Financial Report 01/01/2022 - 30/06/2022	31/07/2022
Progress Report 01/07/2022 - 31/12/2022	31/01/2023	Interim Financial Report 01/07/2022 - 31/12/2022	31/01/2023
Progress Report 01/01/2023 - 30/06/2023	31/07/2023	Interim Financial Report 01/01/2023 - 30/06/2023	31/07/2023
Final Report 01/01/2021 - 31/08/2023	30/11/2023	Final Financial Report 01/07/2023 - 31/08/2023	30/11/2023

5. Assets Usage Plan

Category	Item(s)	No. of Units	Total Cost (HK\$)	Deployment plan
Equipment	Baby grand piano (5’5) with automatic playing system (with speaker) and lock with key	1	\$135,000	Upon completion of the project, all the procured equipment will be continuously used by the school so as to sustain the project effectiveness.
	Colour Sticks including	10 (set)	\$15,000	

	storage boxes			
	86" TV touch screen	1	\$32,000	
	Supporting Aluminum metal frame for 86" TV including movable panel covering TV acting as a whiteboard	1	\$10,000	

Remarks

1. The school guarantees that the external instructor should only play a supporting role but not the teaching role in the music lessons.
2. The school guarantees to note the loading issue and consult an authorised person where necessary regarding the installation of TV touch screen.
3. The school guarantees to conduct regular checking, maintenance and repair of the installed item(s) to ensure users' safety.
4. The school ensures that the procurement of goods and services is made on an open, fair and competitive basis with measures taken to avoid conflict of interest in the procurement process.
5. The school confirms the copyright of the deliverables/materials developed through this project should be vested with the QEF but not the school itself.
6. The school guarantees to observe EDBCM No 179/2011 on adopting the sexual conviction record check scheme when appointing external instructors to safeguard the wellbeing of students.
7. The school fully understands the expenditure items funded by the QEF is one-off. The school promises to bear the recurrent expenditure incurred, including maintenance costs and the repair cost, etc. that may arise after the end of the project.