



**Final Report of Project**

Project No. : **2008/0361**

**Part A**

Project Title: Cross-disciplinary Aesthetic Development through Musicals in English

Name of Organization/School: Hong Kong True Light College

Project Period: From **August 2009** to **July 2011**

**Part B**

*Please read the Guidelines to Completion of Final Report of Quality Education Fund Projects before completing this part of the report.*

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

*\* Final Report of Project prior to the 8<sup>th</sup> call should be signed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

*\* Final Report of Project under the 8<sup>th</sup> and subsequent calls should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

**Table 1: Attainment of Objectives**

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
<p>Objective 1: Encourage active participation and initiative in English learning</p>	<p>There are altogether three phases of (15) workshops in an academic year and students have accomplished all three phases of learning. In Phase One: Investigation. Phase Two: Musical Appreciation. Phase Three: Musical Exploration. Activity 1: Understanding the concept in designing sets, props, costumes and images by watching video-clips and by addressing the essence and characteristics of different musicals. Activity 2: Reviewing the basic techniques of acting, dancing and singing, and rehearsing to the selected song from a musical with different forms of creative work.</p>	<p>Fully achieved</p>	<p>Students participated actively in the activities of this English musical project. Their aesthetic sensitivity and their ability to interpret musical themes were demonstrated through the activities mentioned below.</p> <ol style="list-style-type: none"> <li>1. Students were able to identify the basic elements in a musical- script, music and dance.</li> <li>2. Students were able to design set, props and costumes in response to the selected musical piece.</li> <li>3. Students were able to integrate and apply the basic techniques of acting, dancing and singing in rehearsing to a selected musical song.</li> <li>4. Students were able to understand how to manage scene changes, props and costumes as a backstage team member; and the function of production team members in a performance.</li> </ol>	<p>Not applicable</p>



<p>Objective 2: Heighten aesthetic sensitivity &amp; response</p>	<p>Activity 1: Creating their story and script, dialogues, songs and dance movements for their mini-presentation.</p> <p>Activity 2: Technical design for enhancing the mini-musical with set, props, costume, lighting and sound system.</p> <p>Activity 3: The school organized students to watch a professional musical performance in LCSD venue in November /December.</p>	<p>Fully achieved</p>	<ol style="list-style-type: none"><li>1. Students created their story plot and script; arranging different dance steps and body movements to a selected piece of music.</li><li>2. Students were able to create and develop dance steps and movements to the selected music employing appropriate choreographic skills, and they were able to perform the dance to music.</li><li>3. Students were able to design the lighting and sound to enhance the presentation for the musical.</li><li>4. Students worked in a group of fifteen or sixteen. They learned to co-operate with each other and execute the division of labour in order to achieve an outstanding performance.</li><li>5. After watching the musical, students wrote a reflective journal to show their understanding of the production and how the performance inspired them.</li></ol>	
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<p>Objective 3: Enrich exposure to different moral values &amp; cultures</p>	<p>Activity 1: Watching and analyzing the themes of various selected musicals as well as the social values in the story plot.</p>	<p>Fully achieved</p>	<ol style="list-style-type: none"><li>1. Students created their own musical for the final performance and portrayed some social values in their story plot.</li><li>2. They also gained exposure to different moral values and cultures, and learned to respect different musical cultures and traditions.</li><li>3. Students analyzed and appreciated the artistic qualities of diverse musical genres and styles in different cultures and periods, as well as the relationships with their cultural contexts.</li></ol>	
<p>Objective 4: Enhance creativity, collaboration &amp; critical thinking</p>	<p>Activity 1: Rehearsing the mini-musical for the final performance. Activity 2: Technical rehearsal for the mini-musical with set props, costume, lighting and sound system. Activity 3: Mini- musical performance</p>	<p>Fully achieved</p>	<ol style="list-style-type: none"><li>1. A class was divided into two groups. Each group performed their mini- musical creation on the stage of the school hall and the other students were the audience.</li><li>2. Students enjoyed their own performance and other group's performance.</li><li>3. Students' critical thinking skills were developed through their appreciation and responses to their own and their peers' performances from different perspectives. Teachers also provide quality feedback for students on how to improve their work.</li></ol>	

**Table 2: Budget Checklist**

<b>Budget Items</b> <i>(Based on Schedule II of Agreement)</i>	<b>Approved Budget</b> <b>(a)</b>	<b>Actual Expense</b> <b>(b)</b>	<b>Change</b> <b>[(b)-(a)]/(a)</b> <b>+/- %</b>
Hiring Service from Guest Teaching Artist	\$84,800	\$84,800	0%
Publishing Education Packs	\$30,000	\$30,000	0%
Others	\$16,000	\$14430.20	-9.81%

**Table 3: Dissemination Value of Project Deliverables**

<b>Item description (e.g. type, title, quantity, etc.)</b>	<b>Evaluation of the quality and dissemination value of the item</b>	<b>Dissemination activities conducted (e.g. mode, date, etc.) and responses</b>	<b>Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.</b>
Public Sharing Session		Secondary school teachers were invited to join the sharing session on 24 June 2011. The responses were positive.	
Education Packs include: <ul style="list-style-type: none"> <li>■ Scheme of Work</li> <li>■ Lesson Plans</li> <li>■ Teaching Notes</li> <li>■ Students' Worksheets and Handouts</li> <li>■ DVD with Exemplars of Teaching Demonstration</li> <li>■ Assessment Tools</li> </ul>		Education packs will distribute to schools on request.	

**Table 4: Activity List**

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
<p>Teachers' Development Workshop I</p> <p>The content includes:</p> <p>1. Introduction to Basic Elements of Musicals</p> <p>Teachers watched extracts from classical musical performance to understand and identify the basic elements of a musical play. They discuss the expectation on students' learning through a musical programme.</p> <p>2. Planning to Stage Musicals</p> <p>Teachers understand the production schedule of a standard musical production, and the production team members and their duties. Identify teachers' roles in a musical production as a producer and to understand the work of a producer.</p> <p>2. Analyzing Musicals</p> <p>Teachers understand and identify the basic elements of a play script and the use of drama conventions in understanding the script.</p>	<p>6th January, 2010.</p> <p>Venue: HKTLC Room 403</p>	4	22			<p>More than 90% participants were satisfied with the content and enjoyed the workshop.</p>



<p>Teachers' Professional Development Workshop II The contents included:</p> <p>1. Roles of a musical director Teachers learnt the multiple roles and duties of a director in a musical and identify their roles in a musical production as a stage director.</p> <p>2. Interpreting musicals Through discussion, teachers learnt to choose the right script and to determine style and interpretation with group members. They also learnt the importance of communicating with team members and how to hold auditions.</p> <p>3. Directing a musical In this section, teachers underwent several activities to experience the process of directing a musical. They began with analyzing a sample musical script, pre-blocking the script and understanding the proscenium stage structure. They, then, practiced blocking of short scenes and songs, planned the technical elements and developed and polished rehearsals.</p>	<p>10th June, 2010 Venue: HKTLC Room 403</p>	<p>4</p>	<p>22</p>			<p>Teachers benefited a lot from the three-hour workshop in both the theoretical and experimental aspects of directing a musical. They also shared their experience and gained the essential skills required to run a similar programme in their schools.</p>
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<p>A public sharing section including following activities:</p> <ol style="list-style-type: none"><li>1. A welcome speech given by the principal, Miss Tao Chee Ying.</li><li>2. An Opening Speech for the sharing section given by Mr Tam Wan Bill, the chief inspector of OLE Aesthetic Development.</li><li>3. [redacted] presented the curriculum planning for this project and the data analysis collected from 50 students who participated in this year's learning.</li><li>4. The teacher in charge of the programme, Miss Wong presented the learning outcomes of the students; and the resources of running the project in this school. These include the integration of the subjects students learnt in junior forms such as music, visual art and home economic; and the collaboration with the extra-curricular activities such as dance club, stage light and sound club, all these activities make this project a successful one.</li><li>5. Two groups of students performed their creative mini-musical on stage using stage elements-sets, props, costumes, lighting and sound, and music in-between the presentations.</li><li>6. Q&amp;A Section was conducted by Miss Chao Mei Kuen, the project leader.</li></ol>	<p>Date: 24<sup>th</sup> June, 2011 Theme: A public sharing section Venue: HKTLC school hall</p>	10	30	40	Mr Tam Wan Bill, the chief inspector of OLE Aesthetic Development	
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