

Kwok Tak Seng Catholic Secondary School
Life Education Musical Project
Project details

Priority theme: (5) Creative Arts and Culture Education

1. Goals and Objectives

This project contains a rich diversity of educational elements, including arts and theatre education, English and Chinese language education, in addition to life education. These will be comprehensively explored through in-class drama workshops, and a diverse range of extra-curricular training sessions, culminating in a final performance. The program will build on the experience and training methodology developed during the School's previous theatre productions. It is also closely linked to the successful and ongoing drama education practice that students have been experiencing.

By offering students a distinctive learning experience artistically, entertainingly & comprehensively, the **short-term goals** of the project are to develop students' creativity and critical thinking skills and enhance the learning and teaching of Drama including students' appreciation, production and presentation abilities. It aims at developing their artistic skills and also their language skills in both English and Chinese as there will be a Bilingual theatrical production with both English and Chinese versions. It also helps students exploit their individual potential, develop a healthy self-image, as well as take a positive attitude towards the challenges in life.

The **long-term goals** are to foster the whole-person development of students and establish a creative culture in the School.

2. Needs Assessment and Applicant's Capability

Background of the school

School Profile

Kwok Tak Seng Catholic Secondary School is a government subsidized secondary school established in 1987 at Chun Shek Estate in Shatin. There are 5 classes each S.1 to S.5 and 2 classes each for S.6 to S.7 in the 09-10 academic year. Most of the students are Band 1 students.

School Mission and Vision

1. To follow through the educational goals of Diocesan Schools: to make the school a place filled with the spirit of the Gospel and charity; and to spread the teaching of Christ to society.
2. To pass on the virtues of Chinese tradition: to carry out "Faithfulness, Forgiveness, Sincerity and Intelligence" as espoused in our school motto.
3. To achieve an all-round education and maintain a balanced development of the moral, intellectual, physical, social and aesthetic aspects of life:

Moral Education

- To introduce to students the life of Christ and to help them develop a positive and constructive attitude towards life based on the teachings and values of Christ.
- To foster an open and respectful attitude towards the religion.
- To instill the ideas of self-respect, self-discipline and introspection.

Intellectual Education

- To guide students in acquiring knowledge in different subject areas to cope with the needs of society; to help students develop their inquiring minds to cope with the ever-changing world.
- To encourage students to face challenges positively and to equip them with discernment and independent thinking.

Physical Education

- To provide students with multifarious extra-curricular activities to train their minds and bodies, foster team spirit and cooperation and to help them in the development of their full potential.

Social Education

- To help students understand interpersonal relationships and develop an integrated life with their community.
- To cultivate students' sense of belonging to the school.
- To help students understand their rights and obligations, form civic and democratic minds and develop an awareness of our society.
- To pass on the virtues of Chinese tradition and instill an idea of patriotism and nationalism.
- To establish good discipline and maintain a simple school ethos.

Aesthetic Education

- To help students develop their imagination and creativity.
- To boost students' interest in and appreciation of fine art.

Strategic Development

For Aesthetic Education, Drama as a performing art is a characteristic extracurricular activity in the School. The Drama Club has been established for 15 years, with around 60 active members every year. Both the foundation and development are mature and stable. There have been a number of successful productions that have received high commendations in recent years, including:

- 2007 'When You Believe' Original Musical staged at Shatin Town Hall Auditorium with a full house of 1400 audience members
- 2009 "Beauty and the Beast" English Musical staged at Ngau Chi Wan Civic Centre Theatre with 3 full-house performances
- 2010 'Lost in the Darkness' an original English production, which received 8 Awards including 'The Adjudicator's Award' in Hong Kong School Drama Festival 2010 Secondary School English Category

Other awards include: 3 successive Champions of the 'Reading Carnival Drama Competition' held by the Hong Kong Professional Teachers' Union, 2 successive Champions in the Sha Tin Drama Festival held by the Sha Tin Arts Association. In the years since the Drama Club began, it has already resulted in a dozen of our graduates who have completed tertiary studies at The Hong Kong Academy for Performing Arts and are currently working in theatres, the entertainment industry or the field of Drama Education.

Drama is not only developed in the extracurricular aspect, but also applied to arouse students' interest and enhance their ability in English. 'Learning English through Drama' has been explored in the past two years in the School. Junior Form English teachers collaborated with Drama Education experts to develop a school-based curriculum for S.2 students. As it is still in the development stage; further professional consultation and staff development are required.

School's Readiness for the Proposed Project

From 2008 to 2010, with the support of the 'English Enhancement Scheme', English teachers started to apply drama strategies in Form 2 English lessons. All English teaching staff had received fundamental training and experience in 'Learning English through Drama'.

The Drama Club teacher-in-charge has a Master's degree in Drama Education and he would be the Project Leader to coordinate the project. The mature development of the Drama Club and the full support of Music Department guarantee the successful production of the Musical, while the Religious and Ethics Department would focus on the Life education aspect of the Project and the Native English Teacher of the School will be the English Consultant.

3. Targets and Expected Number of Beneficiaries

Direct Beneficiaries

Phase 1 – In-class English Drama Program
200 KTS Form 2 students

Phase 2 – Bilingual Musical Theatre Production
80 KTS performers, back stage participants and musicians

Phase 3 – Life Education
600 KTS S1 to S3 students

Indirect Beneficiaries

Phase 4 – Performances & Sharing Sessions
Approx. 1500 audience members (KTS students, parents, teachers and alumni, guests and other schools)

4. Conceptual Framework

I. Aesthetic Development

This Project aims to provide students with rich and meaningful arts learning experiences. The objectives of are: to widen students' horizons, to develop their life-long interests and to nurture positive values and attitudes. These are proposed in the New Senior Secondary OLE section.

*Aesthetic Development plays an important role in helping students to lead a healthy life and achieve whole-person development... students can learn the arts in a more relaxing way through **appreciating, creating, performing and reflecting**.*

('Senior Secondary Curriculum Guide', 2009, 5.6 Other Learning Experiences as a Means to Helping Whole-person Education and Balanced Development, Aesthetic Development)

II. Learning English through Drama

Drama activities offer an extensive range of contexts and roles. It can be used to boost learners' self-confidence in using English, and to develop their language skills, notably their pronunciation and oral skills, as well as generic skills such as creativity, communication, collaboration and critical thinking skills. Therefore 'Learning English through Drama' has become an elective part in the New Senior

Secondary English Language Curriculum.

'Drama is used as a medium through which learners engage in purposeful communication. Learners will have the opportunity to read/view and appreciate drama texts/performances.'
(*'Suggested Schemes of Work'*, 2007, English Language Education Section, Curriculum Development Institute, EDB)

Hence the objectives of this Project are:

1. To strengthen students' skills in understanding and interpreting dramatic texts through reading and writing.
2. To enhance students' oral skills by encouraging them to experiment with language in different roles and dramatic contexts.
3. To strengthen learners' creativity through script writing, oral activities and dramatic performances.
4. To help learners to reflect on and evaluate their own performance and those of others.

III. Life Education

In response to the learning targets set in the Personal Growth Education (PGE) by the EDB, this Project aims to help students exploit their individual potential, develop a healthy self-image, as well as take a positive attitude towards the challenges in life and effectively solve their problems.

'(Students should) learn about and accept the character and traits of oneself, as well as make full use of one's strengths and improve on one's weaknesses; ... apply problem-solving skills to meet the challenges in life.'

(*'Personal Growth Education'*, 2008, School Administration & Support Division, EDB)

Hence, the objectives of this Project are:

1. To help students explore themselves and investigate their own problems in growing up.
2. To question the meaning of life.

5. Innovation

Starting with the inspiring theme and message of Stuart Hample's bestselling book and its Broadway musical production 'Children's Letters to God', students will move towards the investigation of issues key to themselves: from the struggles that are an inevitable part of growing up and teen problems to their own interpretation of the meaning of life itself. They will conduct their investigations through various drama education strategies including play reading, lyric appreciation, role-play, theme-based discussion & reflective journaling. These will take place in both English Drama lessons, as well as Religious and Ethics lessons. Students who take part in the musical theatre production as performers will be led by teaching artists to explore the themes through drama, dance and music in creative and aesthetic ways. Other backstage participating students will be given practice opportunities to manage the performance and to deal with various technical problems with professional theatre practitioners, who will serve as their mentors during the process.

6. Extent of Teachers' and the Principal's Involvement in the Project

Principal, Project Supervisor - To advise, supervise and monitor the Project	Ms. Chan Shun Ching
Head of School Executive Team, Project Leader, Phase 2 & 4 Coordinator, Producer of the Musical production - To facilitate the implementation of the whole Project	Mr. Leung Ka Po
Head of English Department, Phase 1 Coordinator - To facilitate the implementation of the In-class English drama lessons - To assure the quality of curriculum development - To facilitate staff development of Drama-in-Education in the Panel	Ms. Lee Sau Han, Phyllis
Head of Religious and Ethics Department, Phase 3 Coordinator - To facilitate the implementation of the Life education lessons	Ms. Tjon Chun Yee
Head of Music Department - To coach singing and facilitate music accompaniment	Ms. Tam Wai Kwan
Native English Teacher, English Consultant - To provide language consultancy in all aspects	Mr. Stanley William Dyer

7. Implementation Plan with Time-line

Phase 1 – In-class English Drama Program

In-class English drama training will run from Jan 2011 to May 2011 with twelve one-hour sessions for each Form 2 class in the English lessons. Each class will be divided into two groups and 2 tutors will collaborate with the English teachers. The aims are to arouse students' interest in learning English generally and, specifically, to develop their drama skills and confidence in English communication, both in writing and speaking. Pre-texts, worksheets, scripts will be developed and given to students to stimulate thoughts about the subject to be explored. In addition, phonics, pronunciation and presentation skills will be introduced throughout the program.

In-school teachers and Drama-in-Education experts will collaborate through co-planning, co-teaching and lesson observation. In the course, students will perform their drama works in class and elite students will be selected to participate in the after school training courses and musical theatre production.

Phase 2 – Bilingual Musical Theatre Production & Intensive training

Students with outstanding performance in the S.2 In-class English drama lessons will be recruited to participate in the production of the Musical 'Children's Letters to God'. Together with Drama club members, they will receive intensive training offered by teachers and professional tutors, including acting, singing and dancing. Back stage participants will work under the mentorship of technical professionals. Recruited students will provide musical accompaniment with the support of professional alumni.

'Children's Letters to God' is about five young teens' beliefs, ambitions, uncertainties, and the questions they have about the world and themselves while growing up including: schooling, friendship, first love, sibling rivalry, parents divorce, death of a pet, gender equality, the struggles of being young, difference and what it means to be a teenager. The show does not directly address religion, but it does ask questions about Life. The theme and messages are universal and suitable for all ages. It will be a Bilingual production with both English and Chinese versions. The target audiences are our students, parents, teachers and alumni. With excess capacities, guests and students from other schools will be catered.

Phase 3 – Life Education

The RE teachers will offer a life education lesson to junior form students (S.1 - S.3) in which the content of the musical will be served as a pre-text and drama-in-education strategies will be adopted to generate student interaction, discussion and awareness of the topic.

Phase 4 – Performances & Sharing Sessions

The Musical will run English and Cantonese versions alternately, 3 English performances and 3 Cantonese performances in 3 afternoon & 3 evening sessions in an external theatre (subject to availability). A small live band, mainly students but supported by professional alumni, will accompany the Musical.

To maximize the use of the theatre bookings, there will be a short Shakespeare play in English, along with the musical. The performances will be reserved for KTS students and audience by invitation, hence tickets will not be sold. There will be three 45-min Sharing Sessions to stimulate discussion on the theme of the Musical. They will be scheduled right after the afternoon performances.

Performance & Workshop Timetable

	5/7 (Tue)	6/7 (Wed)	7/7 (Thu)	8/7 (Fri)
0900 – 1300	Move in	Dress Rehearsal On stage	-	-
1400 - 1800	Technical Rehearsal	Show 1 (English) Audience 200 S2 students + 50 Primary students	Show 3 (Chinese) Audience 200 S1 students + 50 Primary students	Show 5 (English) Audience 200 S3 students + 50 Primary students
		Sharing session	Sharing session	Sharing session
1900 - 2300	Technical Rehearsal	Show 2 (Chinese) Audience 250 senior students (voluntary), parents & alumni, teachers, guests	Show 4 (English) Audience 250 senior students (voluntary), parents & alumni, teachers, guests	Show 6 (Chinese) Audience 250 senior students (voluntary), parents & alumni, teachers, guests

Project Timeline

Date	Work
Pre-project Period	
July 2010	● Proposal submission
Nov 2010	● Release of QEF application result ● Signing agreement with QEF
Phase 1 - In-class English Drama Program (Jan 2011 to May 2011)	
Jan 2011	● Co-planning & preparation of teaching materials ● Start of S2 In-class English Drama
Mar 2011	● Phase 1 mid-term evaluation
May 2011	● End of In-class English Drama ● Phase 1 final evaluation & report
Phase 2 – Bilingual Musical Theatre Production & Intensive training (Feb 2011 to Jun 2011)	
Feb 2010	● Recruitment & casting ● Start of Drama, dance & singing training ● Production meeting I ● Musical rehearsal start ● Design meeting I
Apr 2011	● Trial performance (in-school) ● Production Meeting II ● Intensive rehearsal with extra language training
May 2011	● Design meeting II ● Publicity & PR
Jun 2011	● Final rehearsal ● Production Meeting III
Phase 3 - Life Education (May 2011)	
May 2011	● Life education in S.1 to S.3 RE lessons
Phase 4 – Performances and Sharing Sessions (Jul 2011)	
May 2011	● Publicity
5 - 6 Jul 2011	● Technical rehearsal & dress rehearsal on stage
6 - 8 Jul 2011	● Performances ● Sharing sessions
Post-project Period	
Jul 2011	● Project evaluation
Aug 2011	● Project report

8. Expected Deliverables and Outcomes

Expected Deliverables

1. S2 In-class English Drama curriculum, lesson plans and teaching materials
2. Form 1 – Form 3 Life Education teaching pack related to the Musical's theme

Expected Outcomes

1. 60 hours In-class English Drama Program for five Form 2 classes
2. 180 hours Bilingual Musical Theatre training including: drama, dance, singing, technical arts and language arts with theatrical practice
3. 80 minute English/ Cantonese musical production with 6 performances in total
4. 3 Sharing sessions

9. Budget

Services		
In-class English Drama	Tutor fee: 2 tutors x 12 hours x 5 classes x \$700	\$84,000
	Curriculum design & professional consultation	\$25,000
Drama & acting training	1 tutor x 40 hours x \$500 x 50% (QEF sponsors only 50%)	\$10,000
Dance & movement training	1 tutor x 40 hours x \$500 x 50% (QEF sponsors only 50%)	\$10,000
Singing & music training	1 tutor x 40 hours x \$500 x 50% (QEF sponsors only 50%)	\$10,000
Bilingual musical theatre production	1 tutor x 60 hours x \$500 x 50% (QEF sponsors only 50%)	\$15,000
	Production consultation & script translation	\$10,000
Subtotal (a)		\$164,000
General Expenses		
Theatre Booking	10 sessions x \$2,250 + 2 sessions x \$2,690 (6/7 - 9/7)	\$27,880
Royalty	6 shows x \$2,000	\$12,000
Stage set	Set production, consultation and construction	\$10,000
Props	Props, furniture & other decoration	\$5,000
Costumes	Costume, hairstyle & makeup	\$5,000
Stage Management	Professional consultation & students' mentor	\$5,000
Sound & Live Music	Equipments rental	\$7,000
Transportation	Round trip - 2 trucks	\$2,000
Publicity & Miscellaneous	Publicity, printing, stationery, photocopy, mail ... etc	\$5,000
Subtotal (b)		\$78,880
(a) + (b) Total (Rounded up to the nearest hundred)		\$242,900

10. Asset Usage Plan (Not Applicable)

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

11. Report Submission Schedule

My 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 day	Type of Report and covering period	Report due day
Final Report 1/1/2011 - 31/8/2011	30/11/2011	Final Financial Report 1/1/2011 - 31/8/2011	30/11/2011

12. Evaluation Parameters and Methods**A. Evaluation Parameters and success criteria****I. Language aspect**

1. 75% of S.2 students agree that In class Drama can raise their interest in learning English and build up their confidence in using English.
2. 75% of teachers satisfy with the engagement of students in the Drama lessons and address the value of applying drama strategies in teaching English.

II. Drama aspect

1. 85% of participants agree that the intensive training can develop their artistic skills, creativity and language skills.
2. 85% of participants agree that the performance can build up their confidence and develop their production and presentation abilities.
3. 90% of audience attendance of the performance.
4. 80% of audience satisfy with the performance.

III. Life Education aspect

1. 70% of the S.1 to S.3 students agree that the project can generate student interaction, discussion and awareness of the topic in the RE lessons.
2. 70% of the S.1 to S.3 students reflect critically on their own self-image and their attitude towards the challenges in life.

B. Evaluation Methods

Statistics or evaluation questionnaires will be done in each phase.

1. Assessment of students' reflective journals, homework and class performance in Phase 1.
2. Teachers' feedback in Phase 1.
3. Pre- and Post-students' questionnaires in Phase 2
4. The attendance of students and instructors' assessment in Phase 2.
5. Teachers' feedback and students' reflection. In Phase 3.
6. The number of audience in Phase 4.
7. Audience questionnaires in Phase 4.
8. Final report to QEF.

13. Sustainability of the Outcomes of the Project

Aesthetic atmosphere in the School will be raised. Future creative drama productions can be sustained with the building up of the artistic skills and confidence of students. The successful experience of the Project will also enhance the strategic application of Drama in learning English and in other KLAS (like Liberal Studies). Both students and teachers will have acquired experience in the alternative way of learning and teaching. The S.2 In-class Drama curriculum will be integrated to the formal curriculum.

14. Dissemination / Promotion

In May 2011, Invitation letters will be sent by the School to targeted schools to introduce the Project and invite their participation in Phase 4. Sharing of teaching package of S2 curriculum will be done at the sharing session to other schools.

The End