

Part C (Project Details)

a. Background

St. Joseph's College, a prestigious education institute in the region, has a renowned history of 136 years. The College has undergone many changes and our strengths have been reflected in both academic and extra-curricular aspects. The mission of St. Joseph's College is to educate students in areas of moral, intellectual, physical, social, aesthetic and emotional development.

Apart from having excellent academic results in the public exams and capturing numerous championship titles in the sports competition, the college also focuses its education in the aesthetic area. The school orchestra was established 10 years ago, and school concert was organised annually since then (except in the year of SARS). More than 30 instrumental classes are offered to provide much opportunity to the students. In addition, the formal visual arts curriculum was introduced in the academic year 2005-2006 to provide even better-structured aesthetic development in junior forms. A banner painting competition is held annually to further cultivate students' interest in the area.

b. Objectives

It is hoped that through refining the structure of the OLE aesthetic lessons, students will gain valuable knowledge and skills in the aesthetic area. We aim to promote aesthetical development of students through diversified and yet comprehensive and well-structured aesthetic lessons. We also aim to facilitate students' appreciation of different forms of arts and music and to cultivate their interests in the aesthetic area.

c. Targets and expected number of beneficiaries

3rd batch of NSS students for two consecutive years (F. 4- 5) – Around 200 students

Teacher-in-charge of each aesthetic module in the project – 5 teachers

d. Activities to be organised and the details**1. Introduction**

Along with the implementation of the new senior secondary [NSS] curriculum, the development of Other Learning Experiences [OLE] is regarded as a key component of whole person development. To further develop the curriculum in the aesthetic area, the aesthetic lessons in senior forms will be revised to enhance students' ability in the aforementioned area. In the academic year 2010-2011, our Form 4 and 5 students enjoy an average of 1.5 aesthetic lessons each week (2 visual arts lesson in the first term and 1 music lesson in the second term or vice versa). The current visual arts and music curricula serve as a continuum to the junior curricula.

In view of the whole person development idea introduced by the Education Bureau [EDB], it is hoped that “students can learn the arts in a more relaxing way through appreciating, creating, performing and reflecting¹” in the aesthetic development. It is found that the aesthetic education in our school could be more interactive and creative, and could also provide students with more opportunities to reflect themselves through more diversified and meaningful programmes and events. A survey had been conducted among our Form 4 and 5 students in December 2010. Results indicate that over 70% of F.4 and F.5 students would like to have more varieties in the aesthetic subjects, such as photography and drama, in addition to the current

music and visual arts. The survey further reveals that our students are more inclined to photography, drama and understanding movie. Advice and opinions have also been sought from the EDB officials. The school has invited 5 teachers to be in charge of the modules. It is proposed that students choose 2 of the following aesthetic subjects according to their interests in their Form 4 and 5 in the OLE area: Creative Music, Illustration and Design Practice, Photography, Drama, and Understanding Movie.

¹Source : <http://www.edb.gov.hk/index.aspx?nodeID=5743&langno=1>

2. Implementation method and progress

2.1 Rationale

Through the training in their junior secondary study, students are equipped with basic knowledge and skills in both music and visual arts areas. Unlike the other core and elective subjects, no public examinations are required for these two subjects (within the Other Learning Experience framework) in the NSS. We strongly believe that it will be more beneficial for students if they are able to choose the elements that they are more interested in. A more relaxing environment and yet higher quality programmes can be offered to the students which is in line with the OLE principles.

Through the visual arts and music programmes in their junior secondary, our students are generally equipped with basic skills and knowledge towards the mentioned areas. Students are willing to explore further on more sophisticated subjects in their senior secondary. By expanding and transforming the 2 general subjects into 5 advanced courses may suit their needs. The existing music and visual arts subjects are transformed into “creative music” and “illustration and design practice” respectively, from which students are able to learn interesting and practical subject matters under the new curriculum. According to the survey conducted among F.4 and F.5 students on the aesthetic development, a considerable number of students are interested in photography, understanding movie, as well as drama. Therefore, a tailor-made project is planned which includes the abovementioned subjects are proposed to be introduced to the third batch of F.4 students in the coming academic year.

2.2 Implementation

The proposed plan will be implemented for the third batch of NSS students starting in the coming academic year (September 2011). In June 2011, F.3 students will choose 2 out of the 5 aesthetic modules to study in their senior secondary. They will be allocated to different aesthetic modules according to their order of preference. The capacity of each class is 25. If too many students go for that module, they will be selected based on firstly the prerequisite and then by random selection. Starting from September 2011, each Form 4 student will enjoy a double-period of aesthetic education every week throughout the whole year; while starting from September 2012, each Form 5 student will enjoy a double-period of aesthetic education every week for one term.

2.3 Aesthetic modules offered

Form 4 (Starting from 2011) <i>Major module (Full-year)</i>	:	Creative Music, Illustration and Design Practice, Drama, Photography
Form 5 (Starting from 2012) <i>Minor module (1-term)</i>	:	Illustration and Design Practice, Drama, Photography, Understanding Movie

3 Class Structure

The proposed aesthetic development is a **formal curriculum** offered to our NSS students. Starting from the next academic year (2011 – 2012), the six F.4 classes (4A, 4B, 4C, 4D, 4E and 4F) will be divided into two groups, namely *Group I (4ACE)* and *II (4BDF)*, each consists of about 100 students. During the aesthetic lessons, students in the same group will be split into 4 classes. For example: *Group II* is having the double-period for aesthetic education on Tuesdays :

Tuesday Timetable		4B (~33 students)	4D (~33 students)	4F (~33 students)	
08:15 – 08 : 55	1 st Period	Creative Music	Illustration and	Drama	Photography
08:55 – 09 : 35	2 nd Period	(~20-25 students)	Design Practice (~20-25 students)	(~20-25 students)	(~20-25 students)

Starting from the academic year 2012 – 2013, the six F.5 classes (5A, 5B, 5C, 5D, 5E and 5F) will be split in a similar way. However, the course would last for 1 term only, since more time will be allocated to the core and elective subjects. *Group I* students will have a double-period for aesthetic development in the first term, while *Group II* students will have it in the second term.

4. Overview of each subject

Creative Music will only be offered in the whole year course, while Understanding Movie will only be offered in the one-term course. Illustration and Design Practice, Drama, and Photography modules will be offered in both whole-year and one-term course. The programme outline of the modules are shown as follows :

4.1 Creative Music

Course Description

In junior secondary curriculum, students are given exposure on different music styles and genres, as well as basic criteria to appraise compositions and performances. This creative music programme in senior secondary allows students to put those into practice, allowing students to create their own music. Moreover, this programme allows students to collaborate with each other in composition and ensemble.

Objectives

After attending the programme, students are expected to be able to:

- Acquire the skills required for music composition
- Compose an original piece of music
- Write a music using digital software
- Orchestrate a piece of work

Through experience and presentation of creative music, all students in the school are expected to appreciate music more.

Venue

- Music Room/Computer Room

Trainers

- Hired instructors, Music teachers

Admission requirement

- Preferably with a pass or above in Grade 5 ABRSM piano/ guitar examination and theory examination
- Playing another musical instrument will be a plus
- Good command in English language

Programme Outline

First Term	Module 1	Basic knowledge of music composition <ul style="list-style-type: none"> - Time - Form - Chords and Harmony - Tune - Texture - Score preparation
	Module 2	Orchestration <ul style="list-style-type: none"> - Knowledge of instrument - Basic techniques in orchestration - Techniques in rehearsal
Second Term	Module 3	Composition <ul style="list-style-type: none"> - Idea - Structure: sections/ duration - Instrumentation - Appreciation of various musical styles with analysis
	Module 4	Film Scoring <ul style="list-style-type: none"> - Software programming - Mixing/ product output - Functions of film music - Techniques in scoring

Products / Coursework

First Term	- Orchestrate a piano piece for 3-4 instruments and perform in lunchtime concert
Second Term	- Compose a short piece (not less than 1 minute) to be performed at lunchtime concert AND/OR
	- Score for a short film (music not less than 1 minute). The short film can be newly shot by student or a chosen one by teacher.

4.2 Illustration and Design Practice

Course Description

The proposed programme informs, illuminates, explains, decorates, stimulates and educates. Illustration is a creative discipline, which involves the use of drawing, painting, and making in the production of images. Basically, Illustration accompanies and supports words.

During the course, students are mainly taught with hand-drawn techniques and hand-made skills for their art production. Of course, they will be encouraged to use photography and digital image to support their assignment completion, portfolio formation, and their art product exhibition. Moreover, students will be inspired and taught to explore the illustration support for a wide range design practice which includes icon designs, miniature modelling, card designing, storyboard drawing, cartooning, comics, caricature, picture book designs, fiction book and other commercial purposes.

Objectives

The programme provides training to help students cultivate their interest in doing the art so as to prepare students to consider illustration and design practice as one of their goals for their further study and future career.

Venue

- Art room/classroom

Trainers

- Hired instructors, illustration teachers

Programme Outline

A. Fundamental training:

1. Drawing techniques (3 lessons): sketching, monochrome drawing, drafting techniques, blind drawing drills etc.
2. Painting techniques (4-6 lessons): colour exploration through using different media (pen and ink, Chinese brush, water colour, pastel and acrylic, collage) .
3. Miniature modelling (2-3 lessons): 3-dimensional modelling experiment with different materials (clay, plaster and mixed material).
4. Typography and calligraphy (2-3 lessons): an introduction of the combination of word design and pictures.

B. Illustration in design practice:

1. Illustration for commercial purposes (2-4 lessons): for advertisement, booklet design, icon design and card design etc.
2. Illustration for children picture books, fiction and other varieties of books and magazines (2-4 lessons).
3. Storyboard drawing for advertisement, movies, animation etc.(2-4 lessons)
4. Portfolio formation (2- 4 lessons) : the setting up of one's art promotion and introduction in various forms (web page , booklet and case book etc.)

5. Presentation and art exhibition preparation (2-4 lessons): Students have to learn how to present their art and exhibit their art.

Remarks : The contents for one-term course is cut to around 50% of that of the whole-year course, subject to detailed planning.

Products / Coursework

1. Assignments
2. Presentation of their art work and finding
3. Art exhibition at the school hall

4.3 Photography

Course Description

This course is designed for students who would like to learn the basics of photography with a DSLR and photo editing skills . By the end of the course, students will be exposed to different aspects of photography, and will possess the foundations upon which a far deeper understanding of the photographic arts or specific techniques can be built on their own.

Objectives / Outcomes

Upon successful completion of this course, students should

- Understand the use of a manual SLR camera and a digital SLR camera
- Students will learn a variety of techniques using a digital camera.
- Know how to use (photo editing software)
- Know how to use studio equipment.
- Know how to critique and discuss one's artwork.
- Develop their writing ability, computer skills and creativity pertaining to various projects
- Be able to create a body of work, create a portfolio, and successfully exhibit their work.

Venue

- Computer room (Photo editing) / Outdoor

Trainer

- Hired instructors, photography teachers

Admission requirement

- Digital camera with “aperture priority” and “shutter priority”, SLR or DSLR cameras are highly recommended.

Programme Outline

School Week	Topic	Content
1-3	Basic Photography	<ul style="list-style-type: none"> • Introduction to DSLR/SLR • Light Aperture, Shutter speed, ISO
4-6	Basic photo taking skills	<ul style="list-style-type: none"> • Selection of different shooting modes – Aperture priority, and shutter speed priority • Use of different lens and its propriety : fish eye lens, wide angle lens and macro lens
7	Outing	<ul style="list-style-type: none"> • Hong Kong Park
8-10	Project One	<ul style="list-style-type: none"> • Topic : Landscape and nature photos • Equipment and skills in landscape photos • Group discussion about landscape photos
11-14	Basic Photo editing skills	<ul style="list-style-type: none"> • Introduction • Different file format : JPG; PNG; RAW
15-18	Flashes and advanced exposure skills	<ul style="list-style-type: none"> • Use of flashes • Use of different exposure mode • Set up and skills of studio flash photo
19-21	Photo editing skill	<ul style="list-style-type: none"> • Layers and alpha channel • Use of different filters • Photo adjustment – contrast, level, hue and saturation etc.
22-25	Project Two	<ul style="list-style-type: none"> • Topic : School events (Sport days, Open Day etc.) • Equipment and skills in school event photos • Group discussion about school event photos
26-30	Portrait Photo	<ul style="list-style-type: none"> • How to shoot portraits • Equipment and skills in portrait photos • Communication with models
31-34	Advanced Photoshop skills	<ul style="list-style-type: none"> • Portrait editing skills, cropping, synthesis of different photos
35-40	Project Three	<ul style="list-style-type: none"> • Design of photo portfolio • Selection of photos for exhibition

Remarks : The contents for one-term course are cut to around 50% of that of the whole-year course, subject to detailed planning.

Products / Coursework

1. Continuous assessment : Students need to take photos from a variety of topics.
2. There are three projects. In each project, students are required to hand in at least 5 photos and discuss the technical skills and other issues among the group.
3. At the end of year, each student will have their own portfolio so that they can exhibit their work.

4.4 Drama

Background

St. Joseph's College Drama Club has been established since 2007 to provide opportunities for students to learn more about theater arts. Since then, drama workshops have been organised regularly and interested students take part in joint-school drama performance. Feedback received from participants shows that they are able to see some other talents in themselves and most importantly have become more mature and confident. As many more students have shown interest and curiosity about performing arts, the school has to provide a wider platform to explore the many aspects of theatre arts. Towards this end, drama will be one of the 5 aesthetic modules that offers students a chance to develop and explore their other potential in arts.

Objectives

It is expected that students will learn to appreciate performing arts through acquiring both front-stage and back-stage knowledge. Ultimately, participating students will become a more mature, disciplined, creative and confident individual so as to fit in the 21st century.

Venue

- Classroom / Activity Room / Hall

Trainer

- Hired instructors, drama teachers

Admission requirement

Applicants need to display enthusiasm about performing arts and a certain level of maturity.

Content details and Expected Outcome

Throughout the year, students will be able to explore how drama performances are produced and some knowledge of each team that contributes to the success of a drama performance. To do so, guest speakers from the fields will be invited from time to time to give talks on their expertise and interesting experience. Besides, drama appreciation and visit to the Hong Kong Academy for Performing Arts (APA) will be arranged after school hour to give students a holistic idea of theatre arts.

Apart from getting to know the concept of theater arts, the focus of this drama module is on both script-writing and acting. Students will read and discuss a several masterpieces of both world and local drama. From these masterpieces of drama, students can then learn how to plan and create stories of their own. Part of the aim of the course is to encourage students to think about what they have read. To achieve this, teachers will play the role as a facilitator and students must think critically. The course seeks to build an error-free environment so as to arouse free discussion, questions, debate, and controversy.

While workshop in script-writing helps develop creative and critical thinking, the course also teaches students acting. Students are expected to role-play the different characters they come across in the masterpieces they read. Through learning to act, students will become more observant in their daily lives and show empathy towards different individuals. They will understand themselves better and learn to appreciate

every tiny bit they come across in the world. Acting does have great impact even on the less abled students and students who do not behave well. They will gain confidence and learn about self-discipline through acting. Acquiring acting skills will eventually enhance their communication skill which is essential to their future.

Programme Outline

Period	Activities	Contents
First term	Script-Writing	Read and discuss a several masterpieces of both world and local drama. Students learn to plan and create stories.
Second Term	Acting	Students are expected to role-play the different characters they come across in the masterpieces they read.
First/Second Term Wednesday after school	Visit to the Hong Kong Academy of Performing Arts Visit to the Hong Kong Repertory Theatre	Learn about the Drama School. Learn about how actors and actresses rehearse for drama performances.
Once every term	Drama Appreciation	Students may be given chance to talk to director if possible.

Remarks : The contents for one-term course is cut to around 50% of that of the whole-year course, subject to detailed planning.

Evaluation and Assessment

After each term, students will be given a report card on which their grades in each domain will be listed. Items include involvement, creativity, analytical thinking, maturity, initiation, co-operation and conduct. Each grade will be given by teachers according to students' work and daily performance.

Throughout the whole year, students are required to keep a personal journal that records all his reflections after workshops, visits and talks. Guiding questions may be given occasionally. The purpose of keeping a personal journal is to let students think more deeply about things they learn and come across. It is hoped that students will be able to see growth and changes in themselves.

Each reflection will be assessed and graded by teachers according to the depth and width of discussion students generate. They are encouraged to write creatively and analytically and to liberate their feelings freely. Different types of assignment will be assigned to students to help keep learning progress. Quizzes and tests will be given occasionally to test students' learning and help them think more deeply.

4.5 Understanding Movie

Course Description

In Hong Kong, more and more students like to watch movies. Sometimes, they discuss it among peers as well as with teachers. In view of all-round development, appreciation of arts is very important. If we can appreciate films as well as those people around us, we know more about how to communicate with others and express our empathy towards not only people but also the world. However, some questions should be asked in order to develop their ability to appreciate films. How can they give comments from deeper perspectives? What kinds of movies can we use to discuss the meaning of life? What are the benefits of studying films?

In order to deepen the students' ability to appreciate films, understanding the various film-making techniques is a must. Moreover, we believe that there are plenty of movies that can be served as examples for teenagers to think about the meaning of life such that value education will be also conducted. In addition, studying movie can also broaden the students' horizons towards the global world as well as let them understand cultural diversity among different countries.

Objectives

After attending the class, students can :

1. understand the basic concepts and elements of movies
2. analyze those symbolic meanings from movies
3. write a critique of a selected movie from different perspectives
4. appreciate movie as a form of literature/arts
5. develop an interest and enjoyment of films in national and global contexts and foster an appreciation of cultural diversity
6. learn some philosophical issues which are related to their own lives
7. have better self-understanding through discussion and self-reflection of movies

Venue

- Classroom / AV Room

Trainer

- Hired instructors, school teachers

Programme Outline

Week/ Topic	Contents	Proposed Film(s) to be used
1. Introduction	What is a movie? What is the importance of appreciation of movie?	
2. Film History	How can a movie be born? How can we define "great" movies and directors?	
3. Sound	Study the sound effect of a movie.	

4. Camera Movement and Shot	Provide a lot of different shots discussion of a movie and its symbolic meaning.
5. Mise-en-scene	How can a director set a stage if a movie is kind of the performing art?
6. Editing : Montage	Learning the skill of montage, learn more about how unrealistic it can be in the world of movie.
7. Form and Ideology	Sometimes, a movie represents plenty of issues that are related to the society of our own and reflects different kinds of cultural background.
8. Colour	Colour can be one of the very important symbolic meaning of the actor/actress or the whole sense of the movie.
9. Film Narrative	If movie is a form of literature, how can the director tell story in order to make it as a masterpiece?
10. Genre	Study different genres of movies.
The following sessions are going to discuss about movie and life.	
11. Movie and Life I	Try to explore the question : "Who am I?"
12. Movie and Life II	Should we be moral or immoral?
13. Movie and Life III	Society and citizenship: What is the problem in our society?
14. Presentation	

Remarks : This module is offered in Form 5 only, and it lasts for one term.

Products / Coursework

- Every two weeks, students need to write a film review of 150 to 200 words. At the end of the term, teacher selects 2 to 3 articles from each student and publishes a book for their class.
- Each student must attend any kind of film festival in Hong Kong at least once and write down a personal reflection of 200 to 250 words.
- At the end of the term, each student will choose any one of the films that they like and present it in front of the class. Teacher will select 4 to 5 outstanding students to present in front of the whole form in order to promote the appreciation of movie.

e. Action plan with time-line

Stage	Stage of Implementation	Duration
1	Recruitment of Developers	1 Aug 2011 – 15 Aug 2011
2	Recruitment of Instructors	1 Aug 2011 – 15 Aug 2011
3	Detailed Design of Curricula	16 Aug 2011 – 31 Aug 2011
4(a)	Implementation of Modules <i>(Creative Music, Illustration and Design Practice, Photography, Drama)</i>	1 Sept 2011 – 31 Aug 2012
4(b)	Implementation of Module <i>(Understanding Movie)</i>	3 Sept 2012 – 31 Jul 2013
5	Evaluation	Throughout the project

f. Expected outcome and deliverables

This formal curriculum is specially designed for our senior form students. It is expected that students acquire skills and knowledge in respective modules that they have chosen. In addition, they will cultivate their interest in aesthetic subjects and learn to appreciate different forms of art work.

Proposed products/deliverables (subject to detailed design of the modules)

Creative Music	: Performance in lunchtime concert, Scoring of a short film
Illustration and Design Practice	: Artwork-exhibition and presentation
Photography	: Photo-exhibition; portfolio presentation
Drama	: Reflections and portfolio presentation; Drama performance
Understanding Movies	: Reflections and portfolio presentation

Promotion of the Project**(i) Internal Promotion**

In the post-examination period (usually early July), an “OLE-Aesthetic Development Showcase” will be organised. Main features include exhibition and performances in the school hall. Products of each module will be displayed in the hall. Students in each module will offer a guided tour for our junior form students to introduce the all-rounded development in our school’s OLE aesthetic curriculum. Photos, musical pieces and art masterpieces can be displayed, while drama performance and experience sharing, etc. can be conducted to the youngsters. Meanwhile, the showcase can increase the school spirit of our school, as senior boys can serve junior ones. Also, the junior boys will know more about the NSS curriculum and raise their interests in aesthetic subjects. NSS students can also appreciate others’ work, although they might not have chosen those modules. As a result, the learning atmosphere in our school can be enhanced, which corresponds to one of our school’s priority tasks – to build a harmonious school environment.

(ii) External Promotion

Promotion can be done in two major school functions, Open day and school concert. Our annual open day is usually held in January or February. The Music Society, Aesthetic Society, Camera Club and Dram Club in our school can help promote the OLE-aesthetic curriculum, particularly in our annual open day. The respective clubs may collect works or masterpieces from senior form students to promote the innovative idea of our school’s aesthetic development. Our school concert is usually held in July. It is proposed that from next academic year (2011-2012) onwards, the winning song at singing contest will be performed at school concert, which is open to public, to let students, parents and third parties know how successful our OLE and ECA curricula are.

g. Evaluation method

In each module, the instructors and our teachers will evaluate students' performance and their learning attitude by formative or summative assessments. Questionnaires will be given to the students to obtain their views on the new arrangement of the aesthetic development at the end of the courses.

Strategies/Tasks	Contents to Be Evaluated	Success Criteria	Methods of Evaluation
Stage I Survey – <i>Already finished</i>	Students' willingness of having different aesthetic modules in their NSS studies	Over 70% of students would like to have a choice of aesthetic modules (achieved).	Questionnaire Individual comments from students
Stage II Design of course materials	Course materials designed for each aesthetic module	Teachers-in-charge cooperates closely with the course developers. Positive feedback received from teachers-in-charge.	Teachers' comments and opinions
Stage III Teaching and learning of the modules (Evaluation is performed every term)	Effectiveness of teaching Learning process of students	Instructors bring about the core concepts of the aesthetic modules to students. Students are actively involved in the aesthetic education. Positive feedback received from students.	Questionnaire Teachers' and instructors' observations
Stage IV Year-end exhibition & school concert	Students' end products and their performance in the exhibition and school concert	Seniors students are eager to explain their learning experience to the junior students and to the public. Positive comments received from students on about the exhibition. Over 70% of the concert tickets are sold.	Quality of the products in the exhibition and school concert Teachers' and instructors' observations

h. Budget

The major part of the budget goes to (i) the designing of course materials, (ii) the purchase of hardware and computer software, and (iii) instructor fees.

	\$	\$
	0	0

Income**Expenditure****(a) Equipment****Creative Music**

- | | | |
|-----------------------|-------------|--------|
| • Keyboard controller | \$1,500 | 1,500 |
| • Music Software | \$2,200 x 7 | 15,400 |

Illustration and Design Practice

- | | | |
|--|----------------|-------|
| • General Art Equipment | | |
| - Teaching Trolley | \$1,850 | 1,850 |
| - Drawing Kits | | |
| ▪ Drawing paper (300 sheets) | \$25 x 6 packs | 150 |
| ▪ Whole cartridge paper (200 sheets) | \$1 x 200 | 200 |
| ▪ Water Colour Paper (300 sheets) | \$1 x 300 | 300 |
| ▪ Sugar Paper | \$250 | 250 |
| ▪ A4 Sketch Book (60 books) | \$7.5 x 60 | 450 |
| ▪ Acrylic, pastel, water colour, charcoal pencils, brushes, palettes, tackers and staples, colour media and others | \$5,000 | 5,000 |
| - 3D sculpture material and tools | \$1,500 | 1,500 |

Photography

- | | | | |
|-----------------------------|------------------|--------|---------------|
| • Photography Software | \$54,000 x 1 set | 43,000 | 11,000 |
| • DSLR Camera | \$8,480 x 1 set | 8,480 | (from |
| • Standard Zoom Lens (F2.8) | \$11,430 x 1 set | 11,430 | School Grant) |

Understanding Movie

- | | | |
|---------------------------|-----------------|---------------|
| • DVD Movie | \$100 x 10 sets | 1,000 |
| • CD soundtrack | \$150 x 2 sets | 300 |
| • Reading Material (Book) | \$150 x 15 sets | 2,250 |
| | Subtotal | 93,060 |

(b) General Expenses

- | | | |
|-------------------------------|---|--------------|
| • Exhibition and Presentation | Cardboards, pens, decorations, and other related stationeries | 5,000 |
| • Printing of pamphlets | | 3,000 |
| • Miscellaneous | | 1,040 |
| | Subtotal | 9,040 |

(c) Services

- | | | |
|---|-----------------------------------|--------|
| • Development of course materials | \$350 x 20 hrs/module x 5 modules | 35,000 |
| • Instructor Fee - Creative Music | \$350 x 42 hours/group x 2 groups | 29,400 |
| • Instructor Fee - Illustration and Design Practice | \$350 x 42 hours/group x 2 groups | 29,400 |
| • Instructor Fee – Photography | \$350 x 42 hours/group x 2 groups | 29,400 |
| • Instructor Fee - Drama | \$350 x 21 hours/group x 2 groups | 14,700 |
| • Instructor Fee – Understanding Movie | | |
| • Coach for visits (Drama) | \$800 x 4 | 3,200 |

	Subtotal	170,500
--	-----------------	----------------

	Total Grant Approved	\$272,600
--	-----------------------------	------------------

Assets Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
computer hardware	Keyboard controller	1	\$1,500	The assets will be stored under the OLE department of the school. Since the proposed aesthetic development is planned for the NSS students, it is anticipated that the assets will be continued to be used for future teaching.
computer software	Music software	7 (\$2,200 each)	\$15,400	
Others	Teaching Trolley	1	\$1,850	
	Photography Software (Site licence)	1	\$43,000	
	DSLR Camera	1	\$8,480	
	Standard Zoon Lens	1	\$11,430	

(i) Extent of the teachers' involvement in the project

The principal initiated the project. The OLE teacher-in-charge supervises the project, monitor the progress, and co-ordinates with the teachers-in-charge of each aesthetic module. Before the implementation of the modules, detailed design of each module is prepared by close cooperation between our teachers-in-charge of respective modules and instructors/related officers in their profession. In the first year of implementation, teachers-in-charge will coordinate with the instructors on detailed planning of the lessons. Instructors will conduct the lessons, whereas our teachers will observe the lessons to help familiarize themselves with the teaching pedagogy. At a later stage, co-teaching may be organised (if it is found to be feasible), so that our teachers can be more involved in the actual teaching. Being familiar with the actual teaching, it is expected that our teachers will be able to take over the lessons and continue with the teaching themselves. Besides, the modules will be evaluated and changes are made accordingly by our teaching staff.

(i) how the project would bring about value-addedness of the applicant school/organisation

Students received formal aesthetic curriculum in their junior forms. The curriculum is an integrated one, in which students acquire the fundamental knowledge in both visual arts and music. Through this project, students can boost their skills and knowledge in the modules where they feel most interested. Modules specialised in Creative Music, Illustration and Design Practice, Photography, Drama, and Understanding Movie can provide students with opportunities to develop and boost their potential accordingly. In addition to the formal curricula offered by core and elective subjects, the aesthetic education plays an important role in the whole-person development of students stressed by the EDB. In addition, by enhancing the aesthetic atmosphere in our school, it is anticipated that junior form students will be more interested in aesthetic subjects, which will provide a positive feedback to the whole school.

(k) whether the applicant school/organisation possesses other favourable factors and facilities for implementing the project.

Visual arts and music has been offered to our junior form students for some years. Teachers are experienced in conducting lessons and hold different activities for our students. For example, the banner painting competition is held every year for our students and the School Concert has been held every year (except 2003) since 2000. The aesthetic quality of our students has been blooming throughout these years. In addition, the Aesthetic Society, Music Society, Camera Club, and Drama Club have been established for many years. These clubs and societies actively organise different functions like art workshop, photography class, and drama workshop for our students. Moreover, our Music Society is experienced in organising major events, such as the annual singing contest. With all these backups, transforming extra-curricular activities into formal curriculum of aesthetic development has become much easier.

(l) Sustainability

The cost of such development is one-off, and most of the funding from QEF goes to the instructor fees and the purchase of hardware and computer software for the modules. Because our teachers-in-charge are actively involved in the development of course materials and the learning and teaching of the modules, they are able to conduct the lessons and update the materials themselves at the end of the QEF project. When the QEF grant is exhausted, future funding can be obtained from our alumni, Parent-Teacher Association or other School Grants and Funding if necessary.

Report Submission Schedule

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

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/8/2011 - 31/7/2012	31/8/2012	Interim Financial Report 1/8/2011 – 31/1/2012	29/2/2012
		Interim Financial Report 1/2/2012 - 31/7/2012	31/8/2012
		Interim Financial Report 1/8/2012 – 31/1/2013	28/2/2013
Final Report 1/8/2011 - 31/7/2013	30/10/2013	Final Financial Report 1/8/2011 - 31/7/2013	30/10/2013