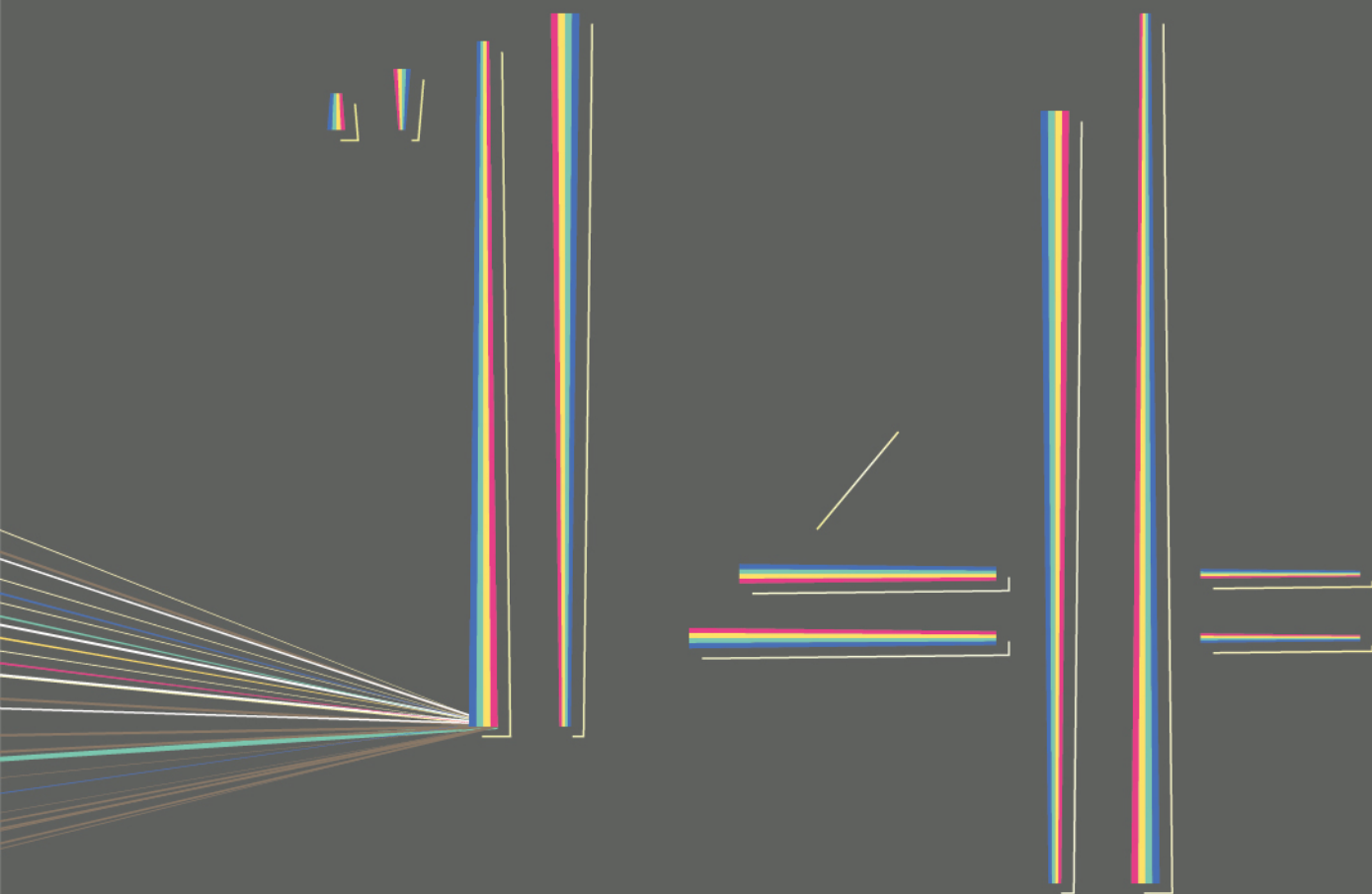




香港藝術發展獎  
Hong Kong Arts Development  
AWARDS



# 香港藝術發展局

# HONG KONG ARTS DEVELOPMENT COUNCIL

香港藝術發展局（藝發局）於 1995 年成立，是政府指定全方位發展香港藝術的法定機構。藝發局的角色包括資助、政策及策劃、倡議、推廣及發展、策劃特別項目等。

藝發局的使命為策劃、推廣及支持 10 個主要藝術形式包括文學、表演藝術、視覺藝術、電影及媒體藝術之發展，促進和改善藝術的參與和教育、鼓勵藝術評論、提升藝術行政之水平及加強政策研究工作，務求藉藝術發展提高社會的生活質素。

藝發局的發展策略包括：


- 扶植具潛質的藝術家 / 藝團，培育卓越發展
- 推動藝術行政，提升藝團的管理能力
- 改善藝術環境，提出政策建議
- 擴闊參與群眾，開拓藝術空間發展藝術創作和製作
- 締造策略伙伴，凝聚藝術資源

Established in 1995, the Hong Kong Arts Development Council (HKADC) is a statutory body set up by the Government to support the broad development of the arts in Hong Kong. Its major roles include grant allocation, policy and planning, advocacy, promotion and development, and special projects.

The mission of HKADC is to support and promote the development of 10 major art forms in literary arts, performing arts, visual arts as well as film and media arts in Hong Kong. Aiming to foster a thriving arts environment and enhancing the quality of life of the public, HKADC is also committed to facilitating community-wide participation in the arts and arts education, encouraging arts criticism, raising the standard of arts administration, and contributing on policy research.

Development strategies of HKADC include:

- Supporting promising artists and arts groups in the pursuit of excellence
- Promoting arts administration to improve the management of arts groups
- Improving the arts environment and proposing policy recommendations
- Enhancing public participation, developing arts space for artistic creation and production
- Fostering strategic partnerships and attracting private sector resources to support the arts



# 藝術 教育獎



**Award for  
Arts Education**



# 基督教粉嶺神召會小學

## Fanling Assembly of God Church Primary School

得獎計劃：  
超乎小學生所見：現代藝術的體現

Award-winning Project:  
Beyond What Primary Students See:  
Embodiment of Modern Art

香港小學階段的美術教育，大多着重於知識層面，或以教懂孩子製作手工、勞作為主，孩子往往未必能領略到藝術與他們之間的關係。透過於 2018/19 學年推行的「超乎小學生所見：現代藝術的體現」計劃，基督教粉嶺神召會小學希望能藉此刺激學生的創意思考，並體現藝術與生活的連繫。

In primary school arts education in Hong Kong, with much focus on the intellectual aspects or the training on making handicrafts, children are not aware of the relationship between art and themselves. By launching the “Beyond What Primary Students See: Embodiment of Modern Art” project in the 2018/19 school year, Fanling Assembly of God Church Primary School wanted to stimulate students’ creative thinking and reflect the connection between art and life.

計劃有三個學習主題：「奔向現代藝術」、「走向戶外」和「跳出框架之外」，由淺入深講解現代藝術家的作品及其創作風格，其後透過實驗、協作和解決問題等形式，讓學生認識藝術家如何進行創作，同時培養學生創造力、美術技能與自我發展。負責推行這計劃的馮惠敏老師指，選擇以 19 世紀末至 1970 年代創作的現代藝術作品為這次計劃的主題，是因為這時期的作品對小學生來說比較容易理解及實踐。馮老師說：「這計劃把三個主題連在一起，讓學生認識不同時期、不同地點的藝術，並讓他們有新的發現和啟示，小學生不只停留在懂得欣賞現代藝術，亦能體現現代藝術創作。」

The project consisted of three learning themes – “Enter into Modern Art”, “Into the Open” and “Leap over the Canvas” – that introduced the works and styles of modern artists in graduating degrees of difficulties, followed by experimentations, collaborations, problem-solving, etc. This was to enable students to understand how artists create, and at the same time nurture their creativity, artistic skills and personal development. Fung Wai-man, the teacher who implemented the project, pointed out that modern art pieces created from the late 19<sup>th</sup> century to the 1970s were selected as the themes because works from this era are easier for primary school students to understand and practise on. Fung said, “This project connected the three themes so that students could get to know the art and locales of different periods, and discover new findings and revelations. Primary school students could not only appreciate modern art, but also put into practice the creation of modern art.”

### Three Main Learning Themes Nurture Students’ Creativity

#### 三大學習主題培養學生創造力

為 120 名小二學生設計的「奔向現代藝術」，在全方位學習時段以七節課堂向學生介紹七位現代藝術時期的藝術家，包括米羅、德洛內、康丁斯基、安迪·沃荷、莫奈和畢卡索等。以米羅為主題的課堂為例，老師先透過投影片簡述米羅的創作風格，並引導學生猜想作品中的線條所代表之意思，然後讓學生利用廣告彩和調色筆繪畫不同線條和圖形，使用小二學生不熟悉的媒介作材料實驗。最後向每名學生派發數張米羅勾線的咭紙，讓學生利用廣告彩填色，然後將咭紙拼砌成能站立得穩的作品，以鞏固學生於此課堂所學的概念與技巧。

“Enter into Modern Art”, designed for 120 Primary 2 students, was conducted in seven sessions during the life-wide learning study period. It introduced seven artists from the modern art period, including Joan Miró, Robert Delaunay, Wassily Kandinsky, Andy Warhol, Claude Monet, and Pablo Picasso. In the Joan Miró-themed lesson for instance, the teacher began by briefly introducing Miró’s creative style, guiding students to speculate on the meanings symbolised in the lines in his works. The teacher then prompted students to draw lines and shapes with poster colours and paintbrushes, to experiment on materials through a medium unfamiliar to them. The teacher finished the lesson by giving students cardboard papers marked with Miró’s lines, then asking students to colour the papers and enjoin them to create artworks that stood firmly, in order to consolidate the concepts and techniques that they have learned in this lesson.



### 走出課室到戶外創作

與早期在畫室內創作的藝術家不同，現代藝術畫家如莫奈、雷諾瓦開始走向戶外寫生，為作品加添一份即興性。這啟發了馮老師構思「走向戶外」，讓全體小六學生體驗在戶外寫生。

課堂首先藉着評賞梵高的戶外素描作品，分析寫生的形式、表達、構圖、節奏和素描的暈塗技法。學生繼而在校園內進行寫生，學習如何捕捉重點與取捨，掌握基本寫生素描技巧。最後老師帶領學生到粉嶺龍躍頭文物徑，透過定點導賞學習中國特色建築，並分組在不同地點進行寫生。

### 將校園化身成畫框

以 1960 至 1970 年代的藝術為中心的「跳出框架之外」，對象為 14 名小五及小六的視藝資優學生。其中，以街頭藝術為主題的「尋找校園小小的角落」活動，讓學生在校內 14 個指定地點，以油漆來創作，了解環境與藝術之間的連結。更有《小學生——文青地圖》延伸活動，讓全校學生意識到校園每一個角落也可以成為畫板。

未來，學校計劃將其藝術教育課程出版成實體教材套，希望更有效地與人分享他們的藝術教育理念與心得，亦會探討小朋友與家長一起創作的發展方向。

除了將藝術知識、技巧授予學生，馮老師認為「藝術是一個溝通渠道，可讓學生以不同角度看世界」，並希望透過藝術教育「慢慢將藝術滲入學生的生命，讓小朋友了解到藝術與生活的連繫。」

### Out of the Classroom and Painting *En Plein Air*

Departing from earlier artists who created in studios, modern painters such as Monet and Renoir began painting *en plein air*, adding an improvisatory touch to their works. This inspired Fung to design "Into the Open" for Primary 6 students to experience outdoor painting.

The class first reviewed Vincent van Gogh's *plein air* sketches to analyse different forms of drawing, expressions, composition, pace and the sfumato technique in sketching. Students then drew in campus to learn to capture and prioritise foci and master basic sketching techniques. Lastly, the teacher brought students to the Fanling Lung Yeuk Tau Heritage Trail, where students learned about Chinese architecture through the guided tour and drew in groups at different spots.

### The Campus Becomes a Canvas

"Leap over the Canvas", centred on the art from the 1960s to the 1970s, was targeted at 14 Primary 5 and 6 students gifted in visual arts. In "Finding the Little Corner in Campus", an activity with street art as its theme, the students created with oil paint at 14 designated spots in campus, to understand the connection between art and the surroundings. An extended activity "Primary School Students' Hipster Map" also took place, prompting all students to realise that every corner in the campus could become a canvas.

In the future, the school plans to publish its arts education curriculum into a tangible teaching kit, in hope of sharing their arts education beliefs and experience with others effectively. It will also discuss the development trend of parents and children co-creating together.

In addition to imparting artistic knowledge and skills to students, Fung opined that "Art is a communication channel to let students see the world in different angles", and hoped that through arts education, "art is gradually infused into the lives of the students, and they will come to understand the connections between art and life."

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