

**The Education University of Hong Kong**

**Bachelor of Education (Visual Arts)**

**Honours Project**

Exploring the integration of life education into visual arts  
(classroom)

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A Project submitted to The Education University of Hong Kong

For the degree of Bachelor of Education (Honours) (Visual Arts)

## **Declaration**

I, Lam Wai Yan, declare that this research report represents my own work under the supervision of Dr Scott R McMaster, and that it has not been submitted previously for examination to any institution.

LAM WAI YAN

10 April 2019

## Abstract

This research aims to explore how visual arts teachers integrate life education into visual arts lessons (junior secondary level), the factors of success and the barriers will potentially be faced during the implementation. This research based on qualitative research as the main methodology and held a semi-structured interview with three experienced visual arts teachers that, have integrated, or are integrating life education into their teaching, thus it can be learnt their teaching strategies and opinions on the implementation. In addition, focus group interviews with junior secondary students were conducted to understand the reaction from the experience. Some concrete examples on the teaching model design, student artworks and suggestions will be presented.

Three interviewed teachers agreed that integrating life education into visual arts lesson requires a structural planning. By using thematic approach, teaching art skills with life value and art appreciation could bring positive effect to art education and students. They perceived that art education had become integrity due to the awareness enhancement on the value and context. With a passion on delivering better education and systematic planning, the motivation of student could be increased, also they would like to express their inner feeling more actively. Importantly, the integrated art lessons can help on preventing youth problem.

Keywords: Teaching strategies, integrative learning, life education, visual art education, junior secondary school

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## Section 1: Introduction

### 1.1. Background

Integrated teaching with life education in Asia is an existing phenomenon due to the demand of current education and social needs (Chan, 2010). In Hong Kong, with the rising awareness of youth problems, life education is still the most impactful solution. According to the suicide research and prevention report by The HKU Hong Kong Jockey Club Centre in 2017, almost 70 young people (under age 24) killed themselves in the past year. Besides, there has been a 5 percent increment comparing with 2015; among most of them were full-time students (Wang, 2017). Upon this upward tendency, the promotion of life education for teens is a necessary need in our society.

The Life education in Hong Kong does not have a structural curriculum for supporting current need. The attitude of Education Bureau (EDB) in the development of life education is to let the school promote it spontaneously (Chan, 2017). Although they had provided related teaching materials on their official website, there were only a few sample resources such as worksheets and handouts. Even the one and only teaching plan is available, it targets for all form of students, which is insufficient, deficient and ineffective.

Pedagogues have advocated that life education could be integrated in school via visual art lessons. Without doubt, life education generally explores the right and beauty of life (Xu, 2010). Furthermore, life education integrated with visual art does not only help to enhance student ability on understanding the importance of life, self-judgment and independent thinking but also the sense of art (Chan, 2010). Subsequently, both subjects are focusing on aesthetic appreciation.

Through an engaging and effective teaching method, aesthetic-centric learning can help students to not only maintain learning motivation through emotional expression, but also to achieve a complete personal cultivation (李依培, 2009). Likewise, providing students with diverse artistic experiences can trigger them to reflect on their life (優質教育基金, 2013). Teaching students to express their view on life with using different forms of art is the new trend in art education.

## **1.2. Research Objectives**

This research will explore the compelling teaching strategies from experienced visual arts teacher in secondary school (junior form) on the integration of life education into visual art education. Furthermore, it will analyze the factors of success and the possible barriers that may be faced during the implementation. The aim is that the research results not only contribute as a reference for other teachers, but also helps students to understand life education can be learned in an artistic, attractive and beautiful ways, not in bored. Hoping that student can see the beauty of life and establish a more balanced and positive view of life in the future.

## **1.3. Research Questions**

The purpose of this research is to delve into how visual arts teachers integrate life education into visual arts education in junior secondary classrooms. Therefore, three main questions have been set.

1. What strategies are used and how can these strategies be used when integrating life education into visual arts teaching?
2. How do you evaluate the student outcomes in order to meet the goal of both life education and visual arts education?



3. What are the challenges and opportunities involved in this process?

#### 1.4. Significance of Study

For an educator, the teaching strategies are one of the main components for affecting the effectiveness of the lesson. Teachers should continually modify the teaching strategies to satisfy the different needs of students and keep attuned with the changing of times. Although there are numerous of articles about teaching strategies, there are few which are specialized in integrated teaching of life education and visual arts education in Hong Kong. Accordingly, this investigation can administer an understanding of the current status of local region and be a useful resource for future reference.

#### 1.5. Term Definition

**Teaching Strategies:** Teaching strategies include teaching methods, teaching procedures, and teaching behaviors. Teaching strategies are applied skills or methods which can tell teachers how to teach students (Wang, 2001).

**Integrative Learning:** Through the integration of concepts, events, and themes of emerging issues to enhance the life skills of a student (莊明貞, 2003)

**Junior Secondary Education:** The six years of secondary education in Hong Kong is separated into junior and senior years. The former one is to extend a depth and breadth learning from primary education. It is a widespread curriculum that develops the knowledge and skill, values and attitudes and the learning experiences that students acquire (The Education Bureau, 2017).

## Section 2: Literature Review

### 2.1 The life education in Hong Kong

According to the Hong Kong Education Bureau (EDB), the concept of Life education is to educate students positive attitude and optimism towards their life. As a part of Moral, Civic and National Education, which educate students the perspective of cognitive, attitude and skills through life scenes (EDB, 2016). The purposes are based on the awareness, appreciation, respect and exploration of life to solve the social problems of youth (南志濤, 2008). It intends to educate students different life value: to recognize the wonders of life, to affirm the value of life, to cherish life, to appreciate the change of life, to care of others, to explore and pursue life's ideals (陳志威, 2017). The objective of life education in Hong Kong is to maintain the self-confidence, resilience and competitiveness of students thus decrease the rate of suicide in teenage group (盛天和, 2005). Nonetheless, the core value of life education in Hong Kong is clear, but it does not have a comprehensive framework (SCMP, 2017).

Life education is different in each country, however they are all promoting around the topic of life protection. It was stated by Chemist & Guggist in 1998 that, even though life education has not been fully defined, the origin of this concept was affected by an Austrian priest, Rev.Ted Noffs. He emphasized “Everyone is unique.” One life is more precious than anything. For instance, life education in the United Kingdom promotes the development in knowledge, attitude and skill of people. It emphasizes from the individual development to national strength enhancement. Through life education in the UK, citizens can have a whole-person education in the school curriculum. On the other hand, United States mainly advertises the value of character education. It helps to insulate a positive value and social moral. Besides,

life education in Taiwan has an emphasis on respect of life and affection development (陳志威, 2017). They pay attention and integrate life education with different courses, hoping that students can develop a sense of respect and cherish their life from an early age. The concept in Hong Kong is similar to Taiwan. Both are student-oriented with the aim to educate students on having a positive attitude and optimism towards their life.

## **2.2 The necessity and importance of life education in secondary school**

In 2006, Chinadaily released the following statement, “Life education is desperately needed in the secondary schools”. According to the Erikson’s theory of psychosocial development believed that students in the adolescent stage develop their self-identification through self-recognition and acceptance. Students will gradually concern their own survival and life goal, and begin to measure their strengths and weakness (Erikson & Erikson, 1998). Under the materialistic society, the everyday pressure and challenges gave people a more diluted impression on the concept of life, and this trend directly affected teenagers. Significantly, teenagers represent the group with the highest rate of suicide in Hong Kong. In the process of human life development, the high school stage is the period in which individuals will face changes in self-concept, mental and physical development (蘇郁雯, 2010). If the problem is still not properly addressed, it will continue to deteriorate. Some of the educators mentioned “prevention is better than cure”. Through life education, students can recognize the preciousness of life and realize their value in the short life (Xu, 2010). Students should have the right to control their life from the knowing of life and build up positive values. Hence, it is important to focus on the transmission of vital life and cherish life to the youth.

Nevertheless, the quality of life education is not yet well developed in Hong Kong. Some of the school may have promoted life education lesson, but most of the students are not likely to learn with the traditional method of telling and reasoning (Su, 2015). The Hong Kong government has not provided a comprehensive structure on how to deliver life education.

Besides, there is a phenomenon that exists due to the demand of current education and social needs (Chan, 2010). most of the students are not likely to learn about life through the traditional method of telling and reasoning. Life education should continue to be modified when cultural and behavioral changes in society emerge (黃壬來, 2010). Thus, it is important to modify the structure of life education to fit into a secondary classroom.

### **2.3 The advantages of life education implemented in visual arts education**

There is a subtle relationship between life education and visual art education. For instance, both are appreciative of aesthetics. In life education, it focuses on the beauty of life and nature and it is an inquiry of aesthetic experience in art learning (Favre, 1981).

By learning life education in visual art lessons, students can experience life in an imaginative way. It can maintain the inherent quality of the visual art lesson, so students can learn in enjoyment and relaxation, but also achieve the lesson objectives (區昌全, 2016). Furthermore, it is optimal to establish the correct aesthetics, and ensure the correct direction in art development (楊曉華, 2012) Therefore, we need to have pluralistic ways to teach life education. It is an persuasive way for providing favorable circumstances for students to express their inner feelings (冷潔, 2018). Altering the visual arts curriculum can be one of the best

methods to combat this growing issue. This implementation can maintain the inherent quality of the visual art lesson, in which not only the technical skill and sense of art can be learned, but critical thinking skills can also be developed. Having a fresh planning and implementation is indeed important for contemporary art learning (Kushins, 2007). With regards to the life value, in which it can be hard to describe through words, art lessons can be a persuasive way for providing favorable circumstances for students to express their inner feelings, through the expression of art.

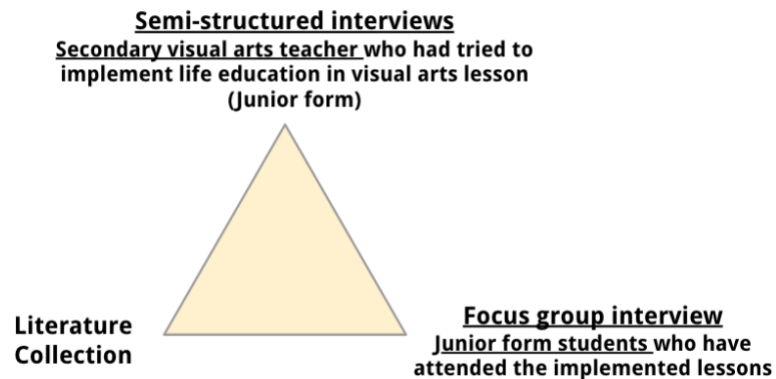
## **Section 3: Research Design**

### **3.1 Research Orientation**

This research will be based on the exploration on how visual arts teachers integrate life education into visual art education, the factors of success and the barriers which emerge during the implementation. Qualitative research will be used as the main research method in this project; it is applicable to interpret the phenomena, the behavior and life experience (Keegan, 2009). It can provide intuitiveness into the problems and help to cultivate ideas or theories.

### **3.2 Research Method**

The triangulation under qualitative research aims to utilize the use of miscellaneous methods and dissimilar data collection to develop an exhaustive understanding of a phenomenon (Patton, 1999). In this qualitative research, three main parts will be included: semi-structured interviews with secondary visual arts teacher who had tried to implement life education in visual arts lesson (Junior form), focus group interview with students who have attended the implemented lessons and literature collection (figure 1).



(Figure 1: The Triangulation)

### **Semi-structured interview**

Semi-structured interview is an effective and appropriate method for gathering the research data (Kvale and Brinkman, 2009). It can establish a systematic and interpose with the probes designed to receive more deepened responses (Qu & Dumay, 2011). By utilizing this method, the research can have an excelling understanding on what is the current situation at school. The questions will be ask by the following points (details of the questions and content can see in evidence):

#### **Procedure of semi-structure interview**

- A. Welcome (Introduce myself)
- B. Introduction (explain the research and get the participant's consent)
- C. Questioning
  - 1. How many visual art lesson do the junior form student have per week? Why do you have this arrangement?
  - 2. Do you think the school has much attention paid in VA subjects?
  - 3. When did you started to implement life education into VA subject? Why?

4. What theme had the school provided during the VA lesson in junior classroom?
5. What strategies have been used during the implementation? Which one is the most effective?
6. How do you evaluate the students' artwork which included Life education message?
7. Any challenge in the implementation?
8. What is the key to success in the implementation?
9. What are the advantages and disadvantages in applying life education in your visual arts teaching?
10. Do you see any changes in student compared with the integration before?
11. Do you have any future plan for this integration?
12. Any suggestion for the teachers who want to implement life education into VA? /  
Do you think this implementation can be compulsory to all school?

#### D. Summary

\* Any teaching design/ student artworks/ relevant document can be provided

The whole process of semi-structure interview will be record and take notes for the later analysis. During the interview, researcher will access the questions in short and neutral term in order to let the respondents to be more responsive. Besides, the researcher will not interrupt the interview, but encourage more following questions based on the responses.

#### **Focus group interview**

For having a comprehensive analysis on the effectiveness of the teaching strategies and learning activities, there will be a focus group interview with the students who have attended the

implemented lessons, which will be the supplementary source of data. Focus group interviews are a qualitative technique in data collection, it helps to listen the voice from different angle. A focus group is “a group comprised of individuals with certain characteristics who focusing on discussion of a given issue or topic” (Anderson, 1990, p.241). It consists of a small group of people, around six to nine in number, who are gathered together to explore the point of views, opinions and ideas about the topic. It can help to collect high-quality data in a social context. Therefore, researcher will randomly select around six to nine students from the class to discuss about their point of view about the study. The recommended agenda for the focus group discussion includes: (1) Welcome, (2) Overview of the topic (3) Ground rules and (4) First question(Richard, 2002). Hence, the questions have been asked by the following points (details of the questions and content can see in evidence):

#### **Procedure of focus group interview**

- A. Welcome
- B. Introduction
- C. Ground rules
  - a. There is no right or wrong answers, students can have different points of view
  - b. One person speaking at a time during the recording
  - c. Researcher will be the guide in the discussion
  - d. Please free to ask questions and share ideas
- D. Questioning
  - 1. Which theme do you like the most in the implementation? (based on the interviewed school) Why?
  - 2. Which part do you like the most in the implemented lesson?
  - 3. What is the difference between the normal lesson and the lesson with integration(Life education)? Which one do you prefer?
  - 4. Do you enjoy to use this kind of theme in visual art lesson? Which one do you



like the most?

5. Do you want to have more integrated lesson(Life education x VA) at school?
6. Do you think we should promote life education to integrate with visual arts lesson? Why?
7. Do you think the school has provided enough integrated lesson?
8. What do you think if we talk about news (e.g. student suicide) in the lesson? Will you feel bad/ not comfortable?

#### E. Summary

The whole process of focus group interview will also be record and take notes for the further analysis.

### **Literature Collection**

For enhancing the reliability of data analysis effectively, the researcher collected the teaching materials, students artworks and other related documents e.g. the school-based visual arts teaching plan booklet and school magazine from Ms. Kan, those resources help to explore the effectiveness of teaching strategies and activities. Likewise, the second-hand resources from the related school website can also help to know more about the interviewed school and teacher.

### **3.3 Research Target**

Due to the problems in teenage group which occurred from adolescent age, students and teachers who are studying and teaching at junior secondary level will be the main target. All of the subjects are found from three local secondary schools. In detail, the interviews will be conducted with three senior visual arts teachers who are now or have previously tried to integrate life education into visual art education in junior secondary schools (F.1-3). Their strategies on

teaching and experience of solving the conflict in the implementation will be recorded during the interview. Moreover, the students will be selected from the integrated lesson for the focus group interview. Likewise, artworks will be collected through photocopy as a supporting example.

<b>Interviewee</b>	<u>Ms. Leung</u> (Visual Arts Curriculum writer)	<u>Ms. Kan</u> (Chief Executive's Award for Teaching Excellence 2011)	<u>Mr. Chan</u> (The World Chinese Art Education Association Committee)
<b>Position</b>	Visual Arts Panel		
<b>No. of year in visual arts teaching</b>	Over 20	Over 28	Over 16
<b>No. of year in implemented life education into visual arts lesson</b>	Few years ago	Almost 20 years of experiment, officially started in 2011	Around 3 years ago
<b>Form of teaching</b>	F.1-6	F.1-6	F.1, 3, 5-6
<b>Interviewed students</b>	F.1 (6 students)	Second-hand resources	F.2, 3 (8 students)

### 3.4 Research Procedure

This research study had separated into four main part, details as follow:

<b>Date</b>	<b>Matters</b>
Jan - May 2018	<u>Part 1: Draft Proposal</u> <ul style="list-style-type: none"> <li>Research topic, research objectives, research question, research orientation, research method and target (Draft)</li> </ul>
June - Dec 2018	<u>Part 2: Proposal Design &amp; Literature Review</u>

	<ul style="list-style-type: none"> <li>• Literature Review</li> <li>• Proposal (Final Draft)</li> </ul>
Jan - Feb 2019	<u>Part 3: Observation and analysis</u> <ul style="list-style-type: none"> <li>• Semi-structured interviews (teachers)</li> <li>• Focus group interview (students)</li> <li>• Transfer the data record into words</li> <li>• Analyze and summarize the data</li> </ul>
March - April 2019	<u>Part 4: Evaluation and reflection</u> <ul style="list-style-type: none"> <li>• Presentation &amp; Evaluation on the research project</li> <li>• Present suggestions and advices</li> </ul>

### 3.5 Research Limitation

1. All of the interviewed schools have done the teacher interview and provided second-hand resources for the research, while only two of them have done the students interview due to the school permission.
2. Through the changing of time, the value of life will not be changed, but the way of teaching should continue be modified, enhanced and revised. This research result may only be a reference for a short period of time.

## Section 4: Research Analysis

This research had invited three experienced teachers who had integrated life education in junior secondary visual arts lessons. Through semi-structured interview, focus group interview and literature collection to respond to the objectives of the study, the analyses are as follows;

#### **4.1 (Objective 1): What strategies are used and how can these strategies be used when integrating life education into visual arts teaching?**

Overall, three interviewed teachers had used nine kinds of teaching strategy on the implementation, some of them are similar (e.g. thematic approach, art skill & life education value and art appreciation) and some of them are specialized for their students (e.g. penetration (Ms. Leung), artist residence (Ms. Kan) and social issue & news (Mr. Chan)). Likewise, they all agreed that life value implemented in visual arts can build on the art skill-based learning with a transformative theme, which can be added into the visual art classroom effectively.

##### **An overview of the strategies used in the integrated lessons**

	<b>Ms. Leung</b>	<b>Ms. Kan</b>	<b>Mr. Chan</b>
<b>Strategies</b>	I. Penetration(滲透式) II. Thematic approach III. Art skill & life education value IV. Collaborative learning V. Multimedia VI. Art Appreciation	I. Artist Residence II. Thematic approach III. Art skill & life education value IV. Collaborative learning V. Integrated with	I. Thematic approach II. Art skill & life education value III. Social Issue & News IV. Artwork appreciation

		other subjects	
		VI. Multimedia	
		VII. Art appreciation	

### The themes and the strategies used

Theme (Life Education x Visual Arts Lesson)	Strategies								
	PA	TA	AL	CL	AR	IO	MM	SI	AA
Ms. Leung									
1) Computer graphics: My Beautiful World	✓	✓	✓	✓			✓		✓
2) Painting in mixed media: Wild animals in harmony	✓	✓	✓					✓	✓
3) Poster Design: Peace on earth	✓	✓	✓					✓	✓
4) Film Watching (“Land of Mine”, “Miracles of the Namiya General Store”)	✓	✓	✓				✓	✓	✓
5) Poesy Book Design	✓	✓	✓						✓
Ms. Kan									
1) Paint with foot (Calligraphy + watercolor painting)		✓	✓	✓	✓	✓		✓	✓
2) Photography + New Poetry		✓	✓	✓	✓	✓	✓		✓
3) Kite Flying		✓	✓	✓	✓				✓
4) Graffiti		✓	✓	✓	✓			✓	✓
5) Capturing Butterfly (Fung Yuen)		✓	✓	✓	✓		✓	✓	✓
6) Drug talk (making artwork as reflection)		✓	✓		✓			✓	✓
7) Thanksgiving cards		✓	✓			✓			✓
8) Your ideal home		✓	✓					✓	✓
Mr. Chan									
1) Illustration		✓	✓					✓	✓
2) Selfie		✓	✓					✓	✓
3) Graffiti (Cherish life – everyone is unique)		✓	✓					✓	✓
4) Who am I		✓	✓					✓	✓

Short Form of the Strategies		
(PA) Penetration Approach	(TA) Thematic approach	(AL) Art skill & life education value
(CL) Collaborative Learning	(AR) Artist Residence	(IO) Integrated with other subjects
(MM) Multimedia	(SI) Social Issue & News	(AA) Artwork appreciation

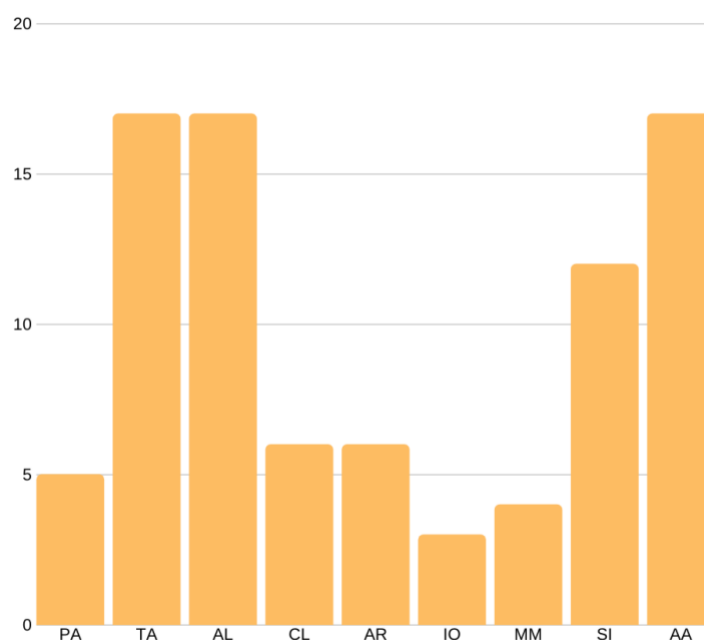
(Graph 1)

This graph (Graph 1) shows the strategies used in each theme inside the implementation.

The left side list out the theme that used in the implemented lessons from three interviewed

teachers, and the right side is about the strategies had been used according to the selected theme. All of the themes have used Thematic approach(TA), Art skill & life education value approach(AL) and artwork appreciation approach(AA). However, only three themes have used Integrated with other subjects approach(IO). Ms. Kan is the one who develop the most integrated lessons under this implementation (Integrated life education into visual arts lessons).

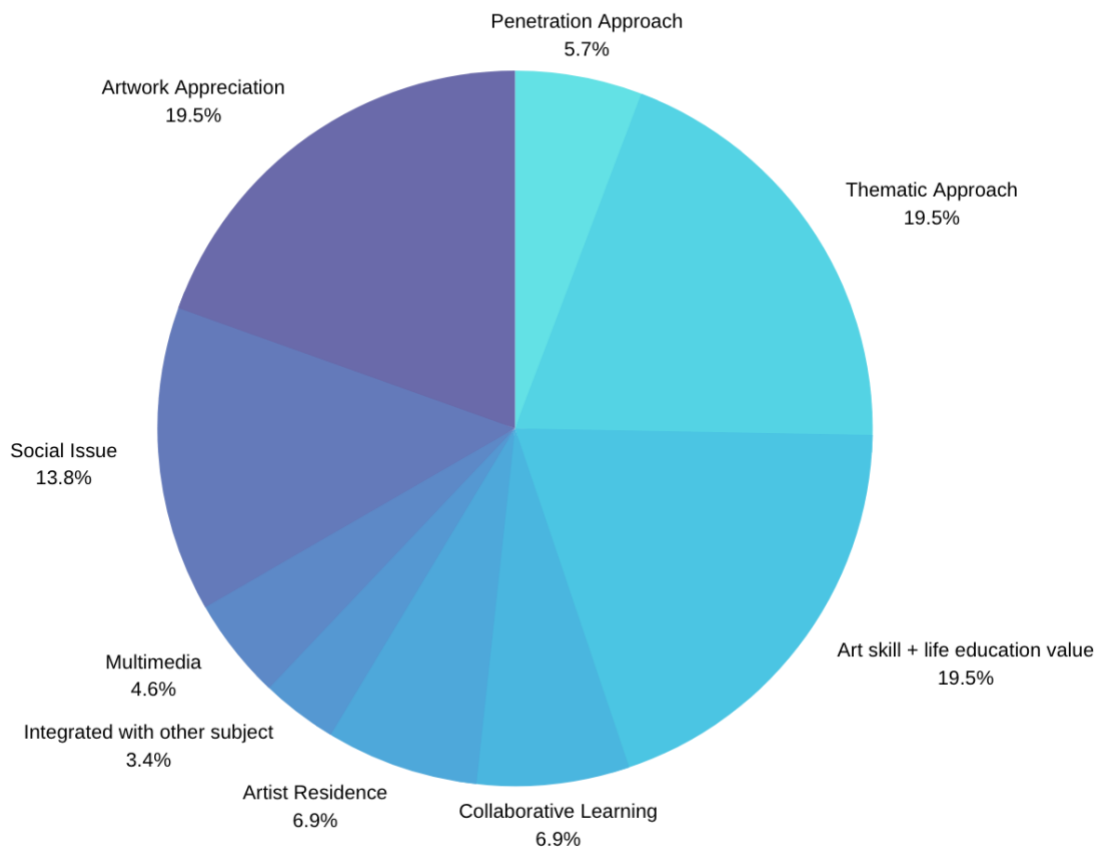
**The number of used for each strategy**



Short Form of the Strategies		
<b>(PA)</b> Penetration Approach	<b>(TA)</b> Thematic approach	<b>(AL)</b> Art skill & life education value
<b>(CL)</b> Collaborative Learning	<b>(AR)</b> Artist Residence	<b>(IO)</b> Integrated with other subjects
<b>(MM)</b> Multimedia	<b>(SI)</b> Social Issue & News	<b>(AA)</b> Artwork appreciation

(Graph 2)

**The percentage of used for each strategy**



(Graph 3)

The line graph (Graph 2) clearly showed teachers used Thematic Approach (TA), Art Skill & Life education Value (AL) and Artwork appreciation (AA) strategies the most in the implemented lessons. However, Integrated with other subjects (IO) is the less, which may due to the complex cooperation and preparation, needed before the implementation. In the pie chart (Graph 3), it illustrated that those three top-used strategies had covered over a half of all strategies; it had around 60 per cent of used.



For deepen analyze, researcher had observed some teaching materials (e.g. lesson sample and students artworks) for further elaboration. Details as follow:

### The 1<sup>st</sup> Lesson Sample from Ms. Leung

Having a teaching belief is the basic condition of each teacher (區昌全, 2016). Ms. Leung believes “Our faith shapes the way we live”, which had brought a great influence in her teaching. In her visual arts lesson, her students are encouraged to appreciate the beauty of our world and creation from God. Penetration is a major strategy she used in the entire implemented lesson. Life education should not teach by telling and reasoning method nowadays, it should be saturated through arts (包海濤, 2019). For an example, in the lesson “My Beautiful World”, she used 6 strategies (Penetration approach (PA), thematic approach (TA), art skill & life education value(AL), collaborative learning(CL), multimedia(MM) and art appreciation(AA)). The objectives are 1. Learning the used of Photoshop, but also pay attention to 2. Appreciating our wonderful world. Students are encouraged to rethink about the things we have treasured or appreciated and what we have at this moment. After that, students separated into a group with four to five of them to create a scene to describe their thought. Inside the lesson, Ms. Leung had prepared a song for appreciation (Song name: What a wonderful world by Louis Armstrong), which is describing positive value for a greater inspiration. As two examples provided below, students enjoy the texture of volcano (Figure 2) and others group love the moment playing with the bubble (Figure 3).

Student Artworks:



	
<p>Figure 2: “My Beautiful World” (F.1 students)</p>	<p>Figure 3: “My Beautiful World” (F.1 students)</p>

### The 2<sup>nd</sup> Lesson Sample from Ms. Leung

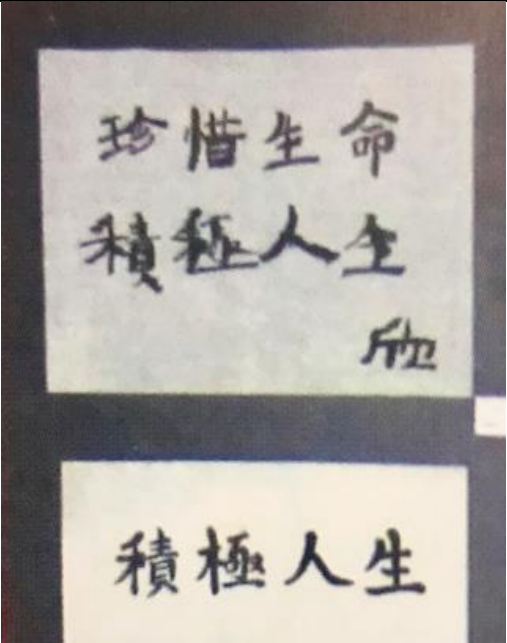

The second example provided by Ms. Leung is about seeing the peace on earth, which is an individual poster design work. She used 4 strategies (Penetration approach (PA), Thematic approach (TA), Art Skill & Life education value (AL) and Art appreciation (AA)) here. Again, she focuses on 1. art skill teaching (design principle), but also concern the 2. life value sharing from students. The value of life is about the concept of ideal state of happiness, freedom and peace within and among all people and nations on earth. Aim of achieving world peace would related to social issue such as human rights, cultures or education. Students are recognized the importance of world peace and create a poster to express their vision of peace (Figure 4) (Figure 5). On the other hand, since the interviewed school is Christian religion believed, students are also encouraged to appreciate the Christ.

	
<p>Figure 4: “Peace on Earth” (F.1 student)</p>	<p>Figure 5: “Peace on Earth” (F.1 student)</p>

### The 3<sup>rd</sup> Lesson Sample from Ms. Kan

The second interviewed teacher Ms. Kan believed “We learn in the process of art, which should be the entertainment of student”. This motto had leaded her to achieve an effective teaching. In this lesson, named “Paint with foot”. She used 6 strategies (Artist Residence (AR) , Thematic Approach(TA) , Art skill & Life Value(AL), Collaborative Learning(CL) , Integrated with other subjects(IO) and Art appreciation(AA) ) in this lesson. For the artist residence, Ms. Kan invited artist Lo Pui Yung(盧佩鏞) to have a sharing and demonstration with students. Pui Yung, who was an artist with disabilities. She born without pair of arms, but she can paint with her pair of foots. Ms. Kan hopes these lessons can 1. Optimize the life value through integrated with others subjects, 2.Maintain the effectiveness of visual arts lessons, and 3. Provide opportunity for students to learn the positive attitude from Pui Yung through art creation.

Clarifying the life value behind is to understand the importance of life, learn to love ourselves and others. After the sharing and demonstration from Pui Yung, students have to reflect their thought with classmate through paint with foots. This activity was organized for junior form students (F.1 students will paint Calligraphy (Figure 6) which cooperated with Chinese subject, F.2-3 students paint landscape (Figure 7). Student was separated into a 2 people group to finish the reflection. (One paint with foot, another one act as a service leader)(Figure 8).

	
<p>Figure 6: “Paint with Foot - Calligraphy” (F.1 students)</p>	<p>Figure 7: “Paint with Foot - Landscape” (F.3 students)</p>

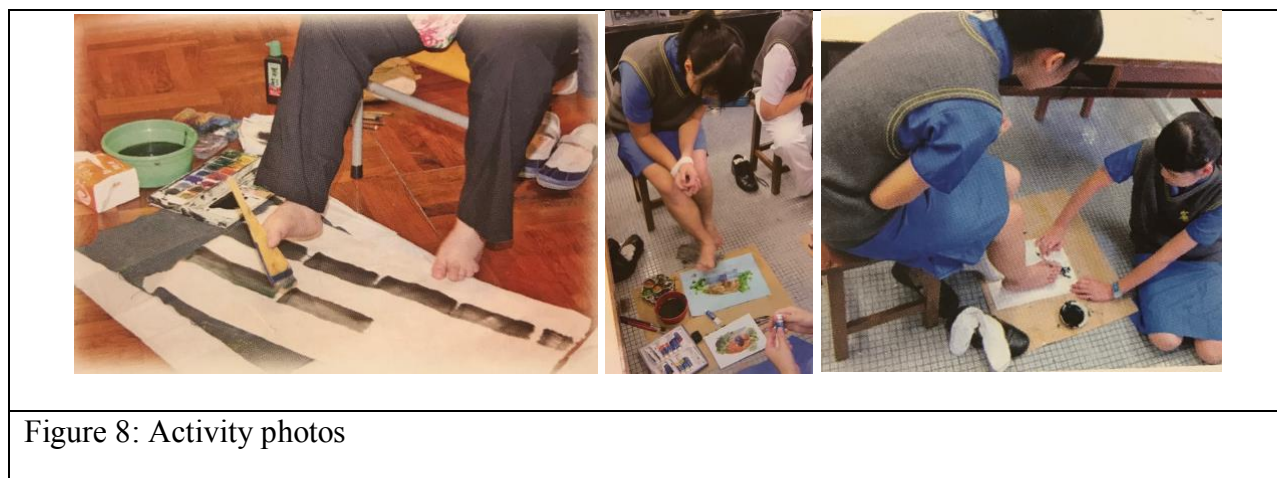


Figure 8: Activity photos

#### The 4<sup>th</sup> Lesson Sample from Ms. Kan

In this lesson, Ms. Kan encouraged students to establish a targeted life through kite making. She used 4 strategies in this lesson. They are Artist Residence (AR), Thematic approach (TA), Art skill & Life Education Value(AL) and Art appreciation(AA) . For the artist residence, she invited an artist called Chan Kin Tsuen (陳健泉), who was a kite-making expert for providing a professional teaching for students (Figure 9). The objective of this lesson is to 1.Maintain the learning interest of students, 2. Provide a chance for student to learn through entertainment, 3. Enjoy the natural environment and 4. Learn the life value through kite making. During the lesson, Kin Tsuen show his masterpiece to students in order to let them have a better understanding on the background and making process of kite. Then, he guided students through his demonstration. Students make their own kite according to the theme “Life Goal” in the lesson (Figure 11) (Figure 12) and fly the kite on the school picnic day (Figure 10). Ms. Kan mentioned: “When the kite flying up on the sky just representing a hope/dream for students. ”.



	
<p>Figure 9: Chan Kin Tsuen teaching in class</p>	<p>Figure 10: Kite Flying in the school picnic day</p>
	
<p>Figure 11: “Life Goal” Artwork (F.3)</p>	<p>Figure 12: “Life Goal” Artwork (F.3)</p>

### The 5<sup>th</sup> Lesson Sample from Mr. Chan

Mr. Chan believed “Art is seen as “truth, kindness and beauty”, we should be truth to ourselves.” He believed life education helps student to know more about life value, but also

themselves. Hence, he developed a lesson named “Our mind leads our action”. He used 4 strategies included thematic approach (TA), art skill & life value(AL), social issue & news(SN) and artwork appreciation(AA). He loves to used daily news as the art context e.g. news about youth suicide. The objectives of the lesson are 1. Through appreciate the illustration to remind the life value, 2. Explore the way to create a harmony environment through illustration. Aim to teach students the way on creating illustration (perspective) and to remind the precious life and teach student the way of being positive. Mr. Chan gave students an original outline pictures that is about youth suicide (figure 13), then, students use their imagination to design the pictures (figure 14)(figure 15).

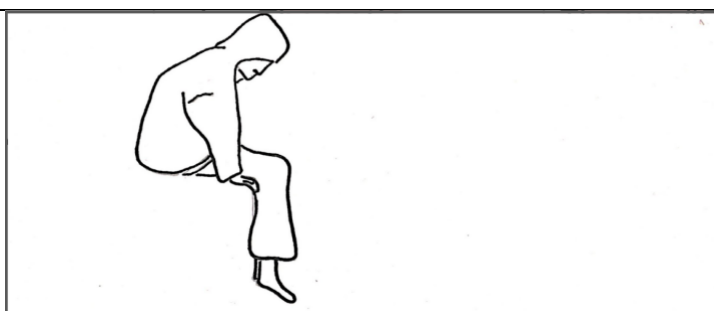


Figure 13: “Our mind leads our action” original outline



Figure 14: “Our mind leads our action – Roller Coaster (F.3 student)



Figure 15: “Our mind leads our action – Talking with Jesus (F.3 student)”

### The 6<sup>th</sup> Lesson Sample from Mr. Chan

This lesson named “The Unique Me”, Mr. Chan used 4 strategies here. They are thematic approach(TA), art skill & life education value(AL), social issue & news(SN) and artwork appreciation(AA). In this lesson, students are able to learn the unique style of graffiti. Afterward, they can create their own graffiti with their name to represent themselves. Mr. Chan hopes that students can 1. Learn more about argument on street art and mural, 2. Understand the main purpose of graffiti and the message behind and 3. Create their own graffiti with mixed media. During the lesson, Mr. Chan introduced the social issue about the right of public artwork. For the life value, it is about to strengthen their sense of life and taught them everyone is unique. Students can use their personal style to illustrate the artwork with mixed media included color pencil, marker and highlight pen (Figure 16)(Figure 17).

Students from the focus group interview have even voted that this implemented lesson is the one they like the most. Since they can “express the inner feeling in the artwork”, also “can represent myself” without too much limitation (see details in appendix D and E).



Figure 16: “The Unique Me” (F.3 students)



Figure 17: “The Unique Me” (F.3 students)

## 4.2 (Objective 2): How do you evaluate the student outcomes in order to meet the goal of both life education and visual arts education?

All interviewed teachers used the similar methods to evaluate the students’ artwork under this implementation. They all agreed that we are not able to justify students’ value more than the art content, they should be balance. Since life education is mainly about the value, and the artworks’ presentation is focusing on the form and beauty. The assessment should not only concern about students’ mastery of the art knowledge and skill, but also should pay attention on the cultivation of students’ emotion, attitude and value in the works (Zheng, 2012).

Ms Leung mentioned: “Actually the marking in the implemented lesson is no difference with the normal lesson. We evaluate student work based on use of techniques, theme (which means student should have creativity under the same theme) and context - different representation e.g. when the topic is tree: The life of tree/ the beauty of tree/ the rhythm of tree. Moreover, we have a student sharing or competition section before the end of each lesson.



Students are able to look at others works and free to comment. With this strategies, thy can learn from each other.” (Ms. Leung, Appendix A6)

Ms. Kan mentioned: “Same with the normal lesson. Just based on the art assessment area provided by EDB. Since we are not able to over appraise the value of student.” (Ms. Kan, Appendix B6)

Mr. Chan mentioned: “It’s depends on the topic. We almost take reference from the assessment criteria from EDB provided. Since we are not able to over-justify the value of students, we should not put too much focus in the marking of it.” (Mr. Chan, Appendix C6)

Overall, three teachers had also paid attention to the life value context, the creativity and the technical skill. While Ms Kan and Mr Chan mentioned they almost follow the general marking criteria provided by EDB. According to Visual Arts Curriculum Guide (Primary 1-Secondary 3) provided by EDB (2003), three main factors are suggested to be concern in the assessment, included achieving the learning objectives of the lesson, the context and the overall performance of the final outcome. Likewise, teachers can also adjust based on the general principles in appraising works such as creativity, which Ms. Leung mentioned.

#### **4.3 (Objective 3): What are the challenges and opportunities involved in this process?**

For answering this question, the researcher observed useful responses from both teachers and students for a comprehensive analysis. The result showed that the opportunities involved in this process are more than challenges.

#### **4.3.1 The responses from teachers**

##### **Challenge: Hard to find suitable topic and students' interest**

With regards to the teachers' point of view, Ms Kan and Mr Chan agreed to find the suitable topic and students' need, these are the challenging parts in the implementation. Since the communication and interaction between teachers and students will greatly affect the learning outcome (尹少淳, 2010).

Ms. Kan mentioned "It will be a tough thing if the teachers do not try to find out what students need. Students are different in every year, we should find out the characteristic and interest of students, so we can provide suitable methods and teaching materials."(Ms. Kan, Appendix B7)

Mr. Chan mentioned, "To find out the interest of students is the most challenging task for teacher. Since if we need to provide suitable materials and teaching for students, we do need to know what they need. The characteristic of students is different from each schools, we need to have a close communication with them. Also, to find material included life education message (e.g. artwork/suitable issue) is also a hard one. Teachers need to keep up with the trend." (Mr.

Chan, Appendix C7). For enhancing the teaching and learning effectiveness, teachers have to know what they need in order to provide an appropriate teaching.

### **Opportunity: Art education become integrity**

Integrating life value can bring significance to the visual arts lessons. Since the core value of art education is to provide a platform for students to learn technical skills, but also express their views about life through art making (那昕一, 2015). The implementation provided a place for teachers to know more about the students, but also the students are easier to express their own feeling actively.

Mr. Chan mentioned “Before, we care about creativity and beauty, but now we put more focus on the thinking process of students. Rather than create something only for beauty, we express our own feeling. This is more important to the whole person development.” (Mr. Chan, Appendix C).

Learning the professional skills in art can only make the educated person become a technician, but without “truth kindness and beauty” to live for (金秋, 2008). Life education can help students to build up the aesthetic sense, and help art education develop in a positive way. They are complement with each other (楊曉華, 2012). Referred from the 2.3 mentioned, there is a subtle relationship between them.

### **4.3.2 The responses from Students**

#### **Challenge: Time management**

From the student perspective, the majority of them mentioned time management is the main problem since they do not have enough time to brainstorm the theme by reviewing

themselves, but also finish the task and artwork within a lesson. Ms. Leung's students mentioned "We do not have enough time to finished the artwork in one lesson" and they "desire to have more time to finish the work" (Ms. Leung's student, Appendix D8). Also, the students under Mr. Chan mentioned, "School has provided enough of such integrated lessons, but we would desire to have more time to finish the artwork. It's a bit tight for the schedule." (Mr. Chan's students, Appendix E8).

### **Opportunity: Easier to express the inner feeling**

Surprisingly, students did not feel bored when talking about life education in the visual arts lesson, but they feel easier to express themselves by paint. Life education maybe a good way to be the complement for the core subjects, it does not need a traditional curriculum for teaching by telling and reasoning (包海濤, 2019). The interviewed students mentioned, "I would like to spend time on working with meaningful work" (Ms. Leung's students, Appendix D6). Also, some students mentioned "I can express the inner feeling in my artwork without too much limitation" by this context, and "we are hard to express our own in words, but paints is a good way" (Mr. Chan's students, Appendix E1) When we implementing the cognitive of life value in teaching, the positive life value can be foster by teacher easily (呂培瑤, 2018).

### **Opportunity: Enjoy to learning environment**

Students enjoy the learning environment of working with something thoughtful. Besides, they think it is great to learn life value through arts lessons, since it provided an opportunity for them to evaluate themselves. In Mr. Chan case, even when he is talking about the news of youth suicide, student mentioned they did not feel uncomfortable. They enjoy to learn from the news

since news is happening every day. Some student said “this lesson can prevent the suicide happened since we learn to think positive.”, and “through art to learn value of life is quite attractive and meaningful.” (Mr. Chan’s students, Appendix E9)

## **Session 5: Conclusion**

### **5.1 The development of integrating life education into visual arts**

This research had provided a comprehensive data analysis on the integration of life education into visual arts (classroom). Starting from the research background to analyse, this research had gone over various kinds of related literature about the theme including the life education in Hong Kong and others countries, explored the necessity and importance of life education in secondary school nowadays. It is absolutely needed due to the raising suicide rate in teenage group and youth problems. Although the compulsory implementation of life education have not official been started, teachers can be the executor to integrated life value in visual arts subject. There are some pedagogues advocated that life education is great to integrated with others. The interviewed teachers had provided useful example and opinion on this implementation effectively. Since dealing with everyday challenge is not the things that you could learn from textbook. Moreover, students in adolescent stage is concerning on their self-recognition and acceptance. Teachers should provide more opportunity for students to enhance their life experience and to guide them to the positive way effectively, integrating life value into arts is one of the best example.

### **5.2 The implementation of life education into visual arts lessons**

Life education is a subject that appreciating and criticizing the human nature. Through the process of learning can greatly affect our psychological development. It is an absolved need for students to pay attention under this century. As the literature stated, the method of telling and reasoning in teaching life education may not be the best method for today. Teachers should need to keep modifying their strategies with creativity in order to penetrate student mindst. Integrating life value into visual arts lesson, teachers mainly used thematic approach, involving arts skills with life value and art appreciation as three main strategies for capturing the diverse needs of

student. As most of the interviewed teachers stated we needed to find out what is the student needs in order to give them the appropriate education. From the students responses observation during this research, most of them enjoy this kind of lessons and find interest in it. Perhaps this integration in visual arts can be one of the compulsory teaching method under curriculum in the future. As the core value of visual arts education was not only concerning the form and beauty, but also to pay attention to the value and message behind in order to foster the whole person development of student. Teacher should take the role to keep communicate with student, and to provide the better education for them. With these implementation, it can deliver a double benefits to both sides and the whole community.

## **Session 6: Suggestion**

### **1. Communicate with students**

Teachers should keep communicate with students in order to know more about their need and interest. Since the characteristic of student is different from each school, teachers should provide a suitable teaching and agreement to students, therefore they would like to express themselves. Also, during the lesson, teachers should be aware of the students' reaction, providing them with counseling and guidance if necessary.

### **2. Diversify the teaching strategies**

Teachers have been the main role to foster the whole person development of student. We should provide the best education with appropriate teaching strategies in student-centered. As the result, the main common point of three interview teachers is that they have used diversified creative teaching strategies in the visual arts lesson such as multimedia, inviting artist residence and teaching with news, etc. Those can improve the effectiveness of lessons.

### **3. Planning before the implementation**

As Mr Chan mentioned “A well Plan is absolutely needed.” When teachers decided to start the implementation of integrating life education into visual arts lesson, it is necessary to be aware of the focus point. Life value should be the complement built on visual arts criteria. It will turn into an opposite effect if teachers do not have a well plan.

### **4. Keep learning and enhance self-ability**

Teachers should keep learning and trying to pay attention on the news and social issues. Sometimes, the gained information could be applied into your teaching. Students are great to learn through daily life. The lessons “Our mind leads our action” provided from Mr. Chan had greatly proved this statement. As mentioned, through the changing of time, the value of life will not be changed, but the way of teaching should continue be modified, enhanced and revised. The education should keep modifying.

### **5. Full cooperation with stakeholders**

Strengthening the teaching strategies was one of the aspects to maintain the student motivation in learning without doubt. However, the assist and cooperation from each unit of stakeholder are greatly facilitating the implementation of integrating life education into visual arts lesson. For instance, Education Bureau could offer a greater training to the existing visual arts teacher, to develop a long-term planning of syllabus amendment. Teacher could interact with community through social media, such as public speaking, artwork exhibition in Life Value related themes, etc. In order to ameliorate the basis problem of youth, full cooperation with stakeholders (the government, community, organization, school and parent) is the first step to let

the community aware of the importance of Life education, thus develop a comprehensive plan on not only youth issue prevention but also precious of life.



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## Appendix A: Ms. Leung interview notes

Qs 1: How many visual art lesson do the junior form student have per week? Why do you have this arrangement?

The senior form students have 2 lessons for junior, 4 lessons in F.4, 5-6 lessons in F.5-6. 35mins per lesson. This arrangement has take reference from the EDB “Senior Form Teaching Hours Criteria”. Junior has followed the “KLA Teaching Hours Criteria”, so each junior form have 2 lessons per week. 70 minutes for one double lesson.

Qs 2: Do you think the school has much pay attention in VA subjects?

Yes, absolutely. Since we are traditional girls school, we enjoy the sense of beauty.

1. There is lots of artworks around the school, e.g. the sticker in the front door of the school, the mural paint in Block B, the artworks on the school billboard located in the aisle. We teach student different kind of computer software for the decoration and production. Also, We teach student to express the inner feeling through using artwork, i.e. what they think, what they love, what they want to do, what they hope. We can know is the students love or hate this relocation (Moved from Robinson Road to Shum Shui Po).
2. School had provided a huge of opportunity for student to express their feeling in using different kind of artwork creation. When I wrote the proposal, they accepted in anyway. As I am the VA penal, I should help to promote VA among student. The sense of VA is not only happened in the VA lesson, but all around the school.
3. We offer over 30 art activities for students. E.g. exhibition/show/meeting with artist/artist in resident/movies...etc. We also have oversea study tour each year for Art student. I loved different presentation in art. Hence, students in our school have full of art experience.
4. We had VA production. The speech day booklets/the pictures/the typesetting is all designed by the graduated student of that year. Each class will have the opportunity to design their own page i.e. choosing the photos they like/ the message.
5. We had fund raising. We received enough money to make the souvenir of the school, and students design those.
6. We invited artist “chocolate rain” to do a fusion (students artwork plus chocolate rain’s creation) with us. It is also the first time she did in HK. During the process of making, we have conference with artist Prudence, she appreciated those students.
7. We had also joined the EDB competition/ distract exhibition (Shum Shui Po Art Marathon) for showing our students artwork to others. We would love to provide supporting service for SSP too.

Qs 3: When did you start to implement life education into VA subject? Why?

Few years before.

I write the whole school curriculum since we are school-based. 10 years before, I thought that I am a person who is old-fashioned art teacher; the art-based technical is the most important. But at the same time, it they do not have a suitable theme, it's similar to the teaching method traditional primary school. E.g. they draw dragon boat at the dragon boat festival. These kinds of theme do not have the relationship with the student (the creator). So, they did not have much passion on doing it. Hence, when I rewrite the school curriculum in YWGS, I started to make a balance in between art-based technical skill and theme. To provide a platform for student to learn various media e.g. printmaking/photograph/Photoshop, in order to enhance their art ability, but also have a message in the artwork.

Qs4: What theme had the school provided during the VA lesson in junior classroom?

1. "Computer Graphics: My beautiful World": we learn Photoshop to key photo but also student have to write their own storyline about the beauty of earth. E.g. some students draw the beauty of volcano, it's interesting. This is an unusual competition group work. Group work is to provide a chance for student to know more each other. E.g. they can go to Paris each other, they can have a competition under the sea...etc. whatever they like. They enjoyed it a lot in this project. Also included acting for the photo taking in it.
2. "Painting in Mixed Media: Wild Animals in Harmony"
3. "Poster Design: Peace on Earth"

Qs5: What strategies have you used during the implementation? Which one is the most effective?

1. Penetration Strategy: Since we are Christian School, I love using "Penetration Strategy"(滲透式學習) in teaching. E.g. When drawing a tree, It's seeming we teach technical drawing skill, but also teach them to appreciate the beauty of natural. Students have to present how beauty is the tree and the variety of greens. When you lay down on the tree, it's like a shelter to protect you. Different message have to be presented by each student. Under a simple theme, there can be a in-depth message, e.g. To protect ourselves, but also protect our natural environment.
2. Thematic approach
3. Art skill & life education value
4. Collaborative learning
5. Multimedia
6. Art appreciation: written assignment

Qs6: How do you evaluate the students' artwork which included Life education message?

Actually the marking is no difference with the normal. We evaluate student work based on Technical skill, Theme (which means student should have creativity under the same theme) and context - different representation e.g. when the topic is tree: The life of tree/ the beauty of tree/ the rhythm of tree. Moreover we have a student sharing each lesson: Competition for evaluation each lesson."

Qs7: Any challenge during the implementation?

To implement life value into visual arts lesson should not be “too hard sell”, since students may feel uncomfortable and bored. Well planning is absolutely needed.” e.g. should not talk like “Today we are going to put life education into visual art lesson” It should be learn in penetration. I will introduce this kind of topic for students to follow, but they can also chose their own within the theme area. Some students may also draw negative things, but that’s fine, that’s their artwork.

Qs8: What is the key to succeeding in the implementation?

1. The main strategy to set the theme is depend on “Is that theme make students get happy”
2. Spiral method (盤鏟) and Progressive method (層遞式學習) can help to recall students’ memory and enhance their learning level. E.g. F.1: Line drawing → F.2: how to build the form and shape → F.3: apply it to artwork. We provided them a platform to keep learning in-depth in skill and start building up their skill from f.1
3. We always tell each student to cherish our VA lesson since you do not have VA lesson any more if you don't chose VA as your electives studies. Also, product design to color your life. We hope student have \*“Meaningful Art making”.

Qs9: What is the pros and cons on applying life education in your visual arts teaching?

The advantages are to provide a platform for student to learn in order to enhance their art ability, and to express their inner feeling. It is important to let students know how to face the everyday challenge. Also, lessons become more meaningful. I believed “When teachers think positive, students thinks positive.”

Qs10: Do you see any changes in student compared with the integration before?

They can express their feeling easily when they are small, they are not afraid to talk their own feeling/ experience. The students mentioned, the things they learnt in primary school were too official, letting the artwork to be beautiful is the only things to do without thinking of the content. We think more positive today.  
When student did not do well in this lesson, we will tell him that he can do it better next time. Do your best, or maybe you have talent in other media. The positive teaching strategy is good for their learning especially in VA.

Qs11: Do you have any future plan for this integration?

Art Book reading assignment: Since we need to have relocation back to Robinson Road, we approach a reading assignment in Art Book. Each student will need to read one book, so that they can have a book sharing afterward. It’s kind of life education too. Since we promote the message in book saving. Junior form has a heart to provide service (help labeling/ packing the stuff) to school.

Qs 12: Any suggestion for the teachers who want to implement life education into VA? / Do you think this implementation can be compulsory to all school?

Yes absolutely. Through this kind of implementation, student will know that their everyday challenge is not that hard to deal with. When you step out the zone, you may see another possible way to solve the problem. These kinds of things are not easy to learn through normal skill-based lesson/ by text. It's about your own experience. So, this is the reason of why I tried to implement such so much activities for students.

One problem is that...It is depends on the visual arts teacher of that school. Since VA teachers are the executor (執行者), if they do not agree with the value, it is hard to success. Some of the school value is not focus on student's life development. They just put the focus on how many competitions did the students won and the academic result. Moreover, some VA teachers need to work with administration; it will be a tough work for teachers if too many things needed to be included. They should make sure the students have a good result as well. So, it is depends on the school belief.

Suggestion :

1. As a teacher, we needed to embody entertainment throughout the work. So the teacher can also have a passion in doing such things.
2. Teaching in using penetration strategy, is better than always telling the students it is a "must".



## Appendix B: Ms. Kan interview notes

Qs 1: How many visual art lesson do the junior form student have per week? Why do you have this arrangement?
2 lessons per week (40 minutes per lesson)
Qs 2: Do you think the school has much pay attention in VA subjects?
It's a bit hard to say... I think F1 - 6 have VA lessons have already being great. I can say our school had fulfilled the requirement of EDB. I think our school had provided enough VA resources for students. Schools support me to apply the Quality Education Fund, which is related to putting life education into visual arts subjects.
Qs3: When did you start to implement life education into VA subject? Why?
Experimenting since long time ago (around 2000), officially in 2011 Almost 20 years. The reason behind is that I had to teach Religion as well at that time. I taught Chinese and Art subject in the past. I do not needed to teach Chinese anymore, and then I turned to teach Religion. During the teaching process I think it is part of Life education. Then I tried to use them as a theme in visual arts creation. The experimentation had last to until 2008. Moreover, we started the "Kite Education" since 2000. It aims to teach students to hold their dream / everyone should have a dream. Also, I am so appreciate to the artist Lo Pui Yung (盧佩鏞). I believed every person is not perfect. This woman lost her arms, but she can still achieve her dream to become an artist. That's impressive. Her story can tell the students to understand the talent of everyone that God created is not the same, everyone is unique. Many of the reasons to start the implementation. The most important is that, I believed they all bring good for students.
Qs4: What <u>theme</u> had the school provided during the VA lesson in junior classroom?
<ol style="list-style-type: none"> <li>1. Paint with Foot (Calligraphy &amp; watercolor paint) (cooperated with Chinese Language)</li> <li>2. Photography &amp; New Poetry (cooperated with Chinese Language and PE)</li> <li>3. Kite Flying (Life goal- Kite Flying)</li> <li>4. Graffiti</li> <li>5. Capturing Butterfly (Fung Yuen)</li> <li>6. Drug Talk (Making artworks as reflection)</li> <li>7. Thanksgiving cards</li> <li>8. Your ideal home</li> </ol>
Qs5: What <u>strategies</u> have you used during the implementation? Which one is the most effective?



1. Artist Residence
2. Thematic approach
3. Art skill & life education value
4. Collaborative learning
5. Integrated with other subjects
6. Multimedia
7. Art appreciation

Qs6: How do you evaluate the students' artwork which included Life education message?

Same with the normal. Just based on the art evaluation area provided by EDB. Since we are not able to over appraise the value of student.

Qs7: Any challenge during the implementation?

No any major challenge when your schools provide support for you in anyway. Yet, It will be a tough thing if the teachers do not try to find out what students need. Students are different in every year, we should find out the characteristic and interest of students, so we can provide suitable methods and teaching materials

Qs8: What is the key to succeeding in the implementation?

Actually I think the most important is the art teacher. When the teacher willing to pay attention on visual arts subjects and his students...nothing is impossible. Secondly, since school is the final judgment. Teachers need to gain support and agreement from school to achieve anything. If school did not provide funding, you can try to develop a plan to apply QE fund/ other funding from organization. It is hard to achieve goal if the school are not willing to provide support for a better learning.

Qs9: What is the pros and cons on applying life education in your visual arts teaching?

It is a great opportunity to...

1. Provided a chance to work with others subjects
2. Hope to provide more better education for my students
3. Hope students can have enhanced the skill on life arousing, problem solving and resilience fostering.
4. Students can use different kinds of visual elements to express the feeling on that topic, instead of just speak in verbal.
5. It's a meaningful lesson
6. New try
7. Maintain their level of creation
8. Let the lesson become playful, since students are tend to learn from joy

(From School booklet that Ms Kan provided about the implementation):

Students learn positive life value from those implemented lessons.

1. Cherish all that you have, without dislike and avoid.
2. We need to serve others sincerely, hear what they needs
3. Never give up on your life, try to appreciate your strength
4. There is another ways to achieve your goal
5. Be optimistic. It will affect your attitude.
6. Actively face your life challenge. Try your best.
7. Understand the significant of life, the unique of human
8. Improve my level of creation
9. Even there are lots of challenge everyday, never give up on ourselves, Treasure what we have
10. Learn life value in visual art lesson is a meaningful experience

Others teachers response about the implementation:

1. So the lessons become more interesting after the implementation. Lesson provided opportunity for students to know more about the value of life. Now I know how to transfer those knowledge for students
2. I have never thought that students will invest so much in these topic. Students enjoy the first-hand experience with the artist Pui Yung, and they can even gain something from her.
3. Those lessons can make students realize that there are many ways to solve problems. When you face challenge, life must continue.

Qs10: Do you see any changes in student compared with the integration before?

Since students are different each year, we are hard to know each of them. I can say they did not reject the implementation ad the activities. When your lessons be entertained, they enjoy it.

Qs11: Do you have any future plan for this integration?

It's depends on the theme that school used next year. I hope to join more competition/exhibition from organization.

Qs 12: Any suggestion for the teachers who want to implement life education into VA?

Teachers can join more courses/ try to apply funding/ join more courses.

## Appendix C: Mr. Chan interview notes

Qs 1: How many visual art lesson do the junior form student have per week? Why do you have this arrangement?
2 lessons / 35mins per lesson
Qs 2: Do you think the school has much pay attention in VA subjects?
Yes, since there are lots of opportunity provided for students. E.g. Art gallery, art space, Join competition and exhibition outside school
Qs3: When did you start to implement life education into VA subject? Why?
<p>It's not a long time... about three years ago. (2016) The reason behind is... we thought that the belief of life education is refer to "positive value + religion", "truth, kindness, beauty". The art education now in HK is not focus on presenting their own. So, I started to launch a plan "Reform your point of view" art educational plan, we hope to develop a better life education, especially in putting life value and religion into VA. Without doubt, art should be a personal work; we should put focus on being truth to ourselves, be kindness, and appreciate beauty.</p> <p>Actually, the placement teacher inspired the plan. Since they tried this implementation during their placement at school, we thought it could be further develop and modify. The main value in education is be truth to yourself. Then, we keep doing this every year until now. E.g. we had "Selfie" as one of the theme, we tried to explore the new angle.</p>
Qs4: What <u>theme</u> had the school provided during the VA lesson in junior classroom?
<ol style="list-style-type: none"> <li>1. "Our mind lead our action " Illustration (To think positive)</li> <li>2. "Selfie" (don't not be Self-centered)</li> <li>3. "Graffiti" (Cherish life - everyone is different and unique)</li> <li>4. "Who am I - think about your future" (tell us about you priority list: family, friends, religion, hobbies and school - counting the percentage of them), so it help us to know more about that student</li> </ol>
Qs5: What <u>strategies</u> have you used during the implementation? Which one is the most effective?

Almost all of the implemented lessons I used these four main elements, they are:

1. Thematic approach
2. Art skill & life education value
3. Social Issue & News
4. Artwork appreciation

Qs6: How do you evaluate the students' artwork which included Life education message?

It's depends on the topic. We follow the general marking area from EDB provided. It's the one same with senior level. Since we are not able to over-justify the value of students, we should not put too much focus in the marking of it.

Qs7: Any challenge during the implementation?

To find out the interest of students is the most challenging for teacher. Since if we need to provide suitable materials and teaching for students, we do need to know what they need. The characteristic of students are different from each school, we need to have close communication with them. Secondly, to find material included life education message (e.g. artwork/suitable issue) is also a hard one. Teachers need to keep up with the trend. Thirdly, planning is absolutely need. To make a balance in the lesson, it will become a life education lesson if you did not organized well. Some of the theme with positive message is hard to transfer it into art creation

Qs8: What is the key to succeeding in the implementation?

1. Make a balance in art and life education: Remember to achieve all criteria in VA lesson
2. Find topic that can fulfill life education value and it can transfer to art creation.
3. Find students' interest
4. Prevention (預防性): prevent the bad things happen/ go in wrong way (e.g. suicide)
5. Focus on the context (life education and VA are similar)
6. Planning (\*the most important), so students can pour themselves into the topic
7. Find suitable news (go with the trend and sense of community)

Qs9: What is the pros and cons on applying life education in your visual arts teaching?

Students express themselves more: The advantages is that students can draw out what they think honestly. Also, it helps them to strengthen the sense of belief in life and helps us to know more about students. Sometimes, words are hard to say, and then paint it. Likewise, it is a prevention of student suicide. It is a way to draw out the idea that is hard to speak verbally. Moreover, Art education becomes more integrity. Since art is seen as “truth, kindness and beauty”, we can be guide students to be truth to them. Students feel more connected with their artwork is the most important things we need to teach actually. Visual Arts subject is one of the best ways to teach with life value, since it requires a true expression of ourselves. Before, we care about creativity and beauty, but now we put more focus on the thinking process of students. Rather than create something only for beauty, we express our own feeling. This is more important to the whole person development.

Qs10: Do you see any changes in student compared with the integration before?

Yes. Students now are more care about their life than the past. For instance, when we talk about life education, students do not feel afraid/ bored anymore...In the past, we just focus on the beauty and creativity. Yet, from now on, we pay attention on the value in their works too. Students now are braver to present their inner feeling in their artwork.

Qs11: Do you have any future plan for this integration?

1. We plan to have more sharing session in other school, so we can build up a teacher community.
2. The “Reform your point of view” educational plan can provide more helps for school

Qs 12: Any suggestion for the teachers who want to implement life education into VA?

Pay attention on the students’ reaction: teachers need to see that is they feel bed. Also , do not invite students to share their own feeling that is serious. Art education is the one can help preventive but not therapeutic (預防性並非治療性).

## Appendix D: Ms. Leung's students interview notes

Qs 1: Which <u>theme</u> do you like the most in the implementation? (according to the school list) Why?
“Peace on Earth” Poster Competition in Visual Arts lesson
Qs 2: <u>Which part</u> do you guys like the most in the implemented lesson?
<ul style="list-style-type: none"> <li>✓ Watching the artworks in the past x2</li> <li>✓ Introducing the symbol</li> <li>✓ Self-research</li> <li>✓ Group discussion x2</li> </ul>
Qs 3: In the theme “Peace on Earth”, what have you draw?
<ul style="list-style-type: none"> <li>A. Racial Harmony: people in different region holding hands together and standing around the earth.</li> <li>B. Share Love: A Tree with fruit in heart shape and the people are sharing their love in using those fruit</li> <li>C. Life: Big tree to represent life and rainbow to represent colorful</li> <li>D. Peace and freedom: A dove is flying peacefully in the earth</li> <li>E. Stop the Wars: Girl and a dove</li> <li>F. Racial Harmony</li> </ul>
Qs 4: What is the <u>difference</u> between the normal lesson and the lesson with integration (Life education)?
This kind of lesson is more meaningful. We would love to spend more time on working with the meaningful work.
Qs 5: Do you enjoy using this kind of theme in visual art lesson? Which one do you <u>like the most</u> ?
Yes, “Peace on Earth” and “Beautiful World”
Qs 6: Do you guys want to have more integrated lesson (Life education x VA) at school?

- A. Yes, the normal skill based lesson is so boring.
- B. The implemented lessons have enhance our sense of art, but also life message.
- C. We can learn life message in art, not only learn from books.
- D. We Love to learn life value in art way.
- E. I would like to spend time on working with meaningful artwork.
- F. Lesson become meaningful not bored. The original VA lesson is bored

Qs 7: Do you think we should promote life education integrate with visual arts lesson? Why?

Yes. Since we can know more about positive life value, which is important to our life.

Qs 8: Do you guys think school has provide much enough integrated lesson?

We would love to have more experience to work outside the classroom.x2

We do not have enough time to finish the artwork in one lesson.x6

Desire to have more time to finish the works x6

Desire to have more VA lessons x6

Qs 9: What do you think if we talk about some news (e.g. student suicide) in lesson? Will you feel bad/ not comfortable?

No, since it is happening everyday. It is real.



## Appendix E: Mr. Chan's students interview notes

Qs 1: Which <u>theme</u> do you like the most in the implementation? (According to the school list) Why?
Graffiti (all of them)  Reasons: A. I can use my own style and color to represent myself (e.g. I like sea animals, I can draw them as decoration in my work.) B. It <u>can represent myself</u> x3 C. I can draw an item I want without too much limitation D. I <u>can draw anything</u> I love to represent myself E. I can <u>express my inner feeling in the artwork</u> F. Learn mixed media. (Material: marker, color pencil and highlight pen)
Qs2: <u>Which part</u> do you guys like the most in the implemented lesson?
A. News: Without the news, we do not have something to motivate our thinking, then we do not really know clearly what we are thinking. B. Creation: I love to do it out C. Creation: we can express our feeling D. News: they let me to see what is life value. E. Creation: the time we create are very focuses and quiet, we can express our own feeling. F. Creation: since others lesson are listening to what teacher said, only the time in creation we can express our own feeling G. Art appreciation on famous artwork: since we can gain lots of inspiration through the artwork. H. Art appreciation on famous artwork: we can easier to know what others thinking.
Qs3: In the theme "Our mind lead our action", what have you draw?

- A. Laying on a suitable place e.g. garden
- B. Playing the roller coaster
- C. Watch television
- D. Having a birthday party
- E. Angel
- F. Friends
- G. Family
- H. Birthday (think of the happiness)

Qs4: What is the difference between the normal lesson and the lesson with integration(Life education)? Which one do you prefer?

Prefer the integration (all of them)

- A. We learn art skill, but also different value in each lesson. Also, we can know more about what others' feel about that issue.
- B. Yes, they are more meaningful. We can use our own memory and experience to present my own story. We learn to express ourselves.
- C. We use words to express our feeling mostly, but the implementation provided an opportunity for us to use pic to express our own feeling.
- D. We can draw the things that really related to you. Yet, the normal lesson does not provide much opportunity on it.
- E. It is easier to express my inner feeling with using picture/design. To express what I think. Also, to present the truth.
- F. Less limitation. More creative.
- G. I love the lesson with integration, since we can learn the basic technical skill, but also different value in daily life (issue). We loved to learn with the news related to our society.
- H. The normal lesson had its own structure; we are hard to draw in our own style. E.g. Graffiti is about yourself, you can express your feeling easily. If the theme is tree in normal lesson, you are hard to put your own feeling in the artwork.

Qs5: Do you enjoy to use this kind of theme in visual art lesson? Which one do you like the most?

Yes. Graffiti

Qs6 : Do you guys want to have more integrated lesson(Life education x VA) at school?

Yes (all of them)

Qs7: Do you think we should promote life education integrate with visual arts lesson? Why?
<p>Yes (all of them)</p> <p>Reasons:</p> <p>The integrated lesson is more meaningful, not in bored. We can learn out of the textbook. Actually we can learn through the news and social issue through VA lesson easily. Since there are different issues happen in every year, there are lots to learn.</p>
Qs8: Do you guys think school has provide much enough integrated lesson?
<p>Yes but we would <u>desire to have more time to finish the artwork</u>. It's a bit tight for the schedule.</p>
Qs9: What do you think if we talk about some news (e.g. student suicide) in lesson? Will you feel bad/ not comfortable?
<p>A. Actually we <u>did not feel uncomfortable</u>. For instance, in the case of youth suicide, we can learn from news. In the lesson, we learned how can we face the everyday challenge. We should talk to other people...think of our happiness experience... do not feel so depressed.</p> <p>B. <u>Time to evaluated myself.</u></p> <p>C. Different people have different angle. Be positive</p> <p>D. When we face the similar situation with the news, we <u>learnt more ways to solve the problem</u>. And all the ways are created by students with using painting to express it.</p> <p>E. Can <u>prevent suicide happened</u>, although it is not the good news, but we have to learn how to face the challenge and sadness in anyway.</p> <p>F. <u>Through art to learn the value of life is quite attractive and meaningful.</u></p> <p>G. We can <u>learn from the news and express our own feeling on the news</u>. <u>Since we are hard to express our own feeling in words in daily life</u>, paint is a good way for expression.</p> <p>H. Maybe lots of people have thought about suicide before...we should learn to think positive</p>
Qs10: Do you guys have <u>religion belief</u> ?
Christian, Catholic, No