

Visual Arts

[Applicable to the 2029 HKDSE Examination
and onwards]

Arts Education Section
Curriculum Development Institute
Education Bureau

Curriculum Aims

- ▶ enrich students' aesthetics and arts experience;
- ▶ strengthen their abilities to appreciate and create various forms of visual arts work aesthetically and critically;
- ▶ develop perceptual abilities, generic skills, multiple perspectives and metacognition through self-directed and open-ended processes of enquiry in art learning;
- ▶ enhance cultural and cross-cultural understanding through exploration of the art of diverse cultures;
- ▶ cultivate personal refinement, positive values and attitudes, self-identity and a sense of commitment towards the community, the nation and the world; and
- ▶ acquire a foundation for pursuing education and career opportunities in the art and creative industries.

Arts Education
Key Learning Area

Visual Arts
Curriculum and Assessment Guide
(Secondary 4-6)

Jointly prepared by the Curriculum Development Council and
the Hong Kong Examinations and Assessment Authority
Recommended for use in schools by the Education Bureau
HKDSE
2007 (with updates in November 2015)

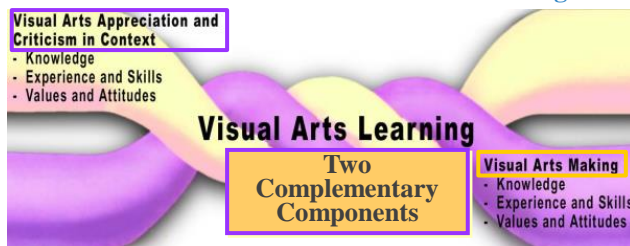
- ▶ **Visual Arts Curriculum and Assessment Guide (Secondary 4-6) (With updates in November 2015)**
https://www.edb.gov.hk/attachment/en/curriculum-development/klia/arts-edu/curriculum-docs/VA_CAGuide_e_2015.pdf



Curriculum Framework

Students Learn through Two Complementary Components:

Visual Arts Appreciation and Criticism in Context and Visual Arts Making



Learning contents include:

Knowledge	Experience and Skills	Proper Values and Attitudes
<p>Visual arts knowledge: Visual elements—e.g. point, line, shape, space, value, colour, texture; and Principles of organisation—e.g. balance, contrast, repetition, unity, rhythm, dynamics</p> <p>Art forms: e.g. painting, printmaking, photography, ceramics, sculpture, digital art</p> <p>Media, materials, techniques</p>	<p>Everyday living, aesthetic and artistic experience</p> <p>Ways of seeing, ways of thinking and ways of making</p> <p>Art appreciation and criticism: communicate in verbal and written language</p> <p>Art making: explore and study different media, materials, techniques and processes</p>	<p>12 priority values and attitudes: “Perseverance”, “Respect for Others”, “Responsibility”, “National Identity”, “Commitment”, “Integrity”, “Benevolence”, “Law-abidingness”, “Empathy”, “Diligence”, “Unity” and “Filial Piety”</p>

Assessment Mode

Component		Weighting	Duration
Public Examination	<p>Choose either Paper 1 or Paper 2</p> <p>Paper 1 Visual presentation of a theme or</p> <p>Paper 2 Design</p> <p>Each paper is divided into two parts, students should complete both parts:</p> <p>Part A Art/Design appreciation and criticism (10%) and</p> <p>Part B Art making/Design (40%)</p>	50%	4 hours
School-based Assessment (SBA)	<p>Submit ONE portfolio which should consist of:</p> <p>(a) Research workbook (20%) and</p> <p>(b) 4 pieces of Artwork/Critical studies of a theme (30%)</p>	50%	

Further Education and Career Prospects

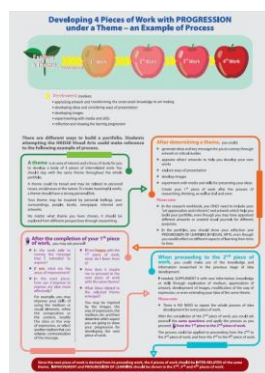
Further Education

- ▶ The Chinese University of Hong Kong
- ▶ City University of Hong Kong
- ▶ The Education University of Hong Kong
- ▶ The Hong Kong Academy for Performing Arts
- ▶ The Hang Seng University of Hong Kong
- ▶ Hong Kong Baptist University
- ▶ Hong Kong Metropolitan University
- ▶ The Hong Kong Polytechnic University
- ▶ Lingnan University, Hong Kong
- ▶ The University of Hong Kong
- ▶ Vocational Training Council

Career Prospects

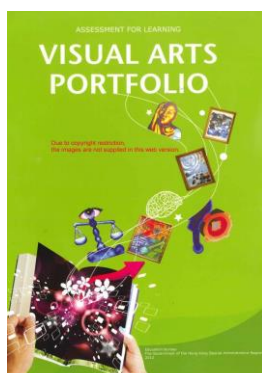
- ▶ Creative Profession (e.g. artist, designer, illustrator)
- ▶ Education (e.g. Teacher)
- ▶ Exhibition (e.g. museum/gallery curator)
- ▶ Art Administration
- ▶ Art Restoration
- ▶ Art Auction and Retail
- ▶ Appraiser
- ▶ Artwork Insurance

Examples for Learning and Teaching Resources



- ▶ Developing 4 Pieces of Work with PROGRESSION under a Theme – an Example of Process (for Senior Secondary Schools)

https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/arts-edu/resources/va-curri/developing_4pieces_of_work_e.pdf



- ▶ Assessment for Learning Visual Arts Portfolio

<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/arts-edu/resources/va-curri/Assessment-for-Learning-Visual-Arts-Portfolio.pdf>

- ▶ Art Appreciation and Criticism in Context Series: Parts 1 to 9 (e.g. Understanding Design from Different Perspectives)

<https://www.edb.gov.hk/en/curriculum-development/kla/arts-edu/resources/va-curri/index.html>



Student Learning Activities

By participating in various visual arts learning activities, such as appreciating art exhibitions and making art, students can enhance their art appreciation skills and creativity, as well as their understanding of further education and career prospects.

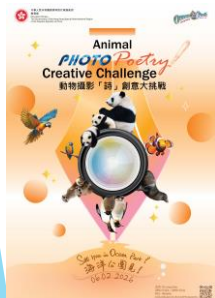
Hong Kong International Visual Arts Education Symposium 2026 – Visual Innovation

For details regarding arts learning activities, please refer to the webpage of the Arts Education Key Learning Area:

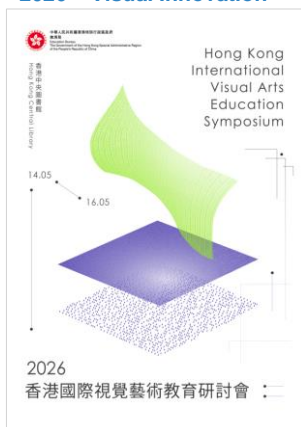


The symposium will introduce participants to the latest developments in design and technology through workshops led by prestigious local and international design and technology professionals, career consultation sessions, and an exhibition of design works by university and secondary school students.

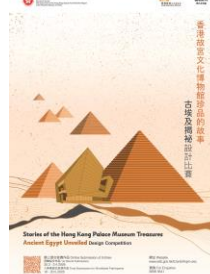
Animal Photopoeasy Creative Challenge



Exhibition of Student Visual Arts Work 2025/26



Stories of the Hong Kong Palace Museum Treasures – "Ancient Egypt Unveiled" Design Competition



Arts Buddies



Reference

- ▶ *Visual Arts Curriculum and Assessment Guide (Secondary 4-6)* (with updates in November 2015)
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- ▶ For enquiries, please contact respective subject teacher(s) at school.



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Thank you

