

紀念特刊
Souvenir Book

香港藝術發展獎
Hong Kong Arts Development
AWARDS
2011



香港藝術發展局
Hong Kong Arts Development Council

2011 香港藝術發展獎

Hong Kong Arts Development Awards 2011

終身成就獎 Life Achievement Award

鍾景輝 Chung King-fai

傑出藝術貢獻獎
Award for Outstanding Contribution in Arts

盧景文 Lo King-man
任冰兒 Yum Bing-yee

年度最佳藝術家獎 Award for Best Artist

舞蹈 Dance
戲劇 Drama
文學藝術 Literary Arts
音樂 Music
視覺藝術 Visual Arts
戲曲 Xiqu

邢亮 Xing Liang
潘燦良 Poon Chan-leung
潘國靈 Pun Kwok-ling, Lawrence
伍卓賢 Ng Cheuk-yin
黃炳培 (又一山人)
Stanley Wong (anothermountainman)
尹飛燕 Wan Fai-yin

藝術新秀獎 Award for Young Artist

舞蹈 Dance
戲劇 Drama
電影 Film
媒體藝術 Media Arts
音樂 Music
視覺藝術 Visual Arts
戲曲 Xiqu

唐姪 Tang Ya
王耀祖 Wong Yiu-cho
曾翠珊 Tsang Tsui-shan
許方華 Hui Fong-wah, Phoebe
林丰 Lam Fung
關尚智 Kwan Sheung-chi
王潔清 Wang Kit-ching

藝術教育獎 Award for Arts Education 學校組 School Division	金獎 Gold Award	保良局羅氏信託學校 Po Leung Kuk Law's Foundation School
	銀獎 Silver Award	大埔舊墟公立學校 (實湖道) Tai Po Old Market Public School (Plover Cove)
	銅獎 Bronze Award	丹拿山循道學校 Chinese Methodist School, Tanner Hill
	優異表現獎 Certificate of Merit	香港四邑商工總會陳南昌紀念中學 HKSYC & IA Chan Nam Chong Memorial College 可道中學 (齋色園主辦) Ho Dao College (Sponsored by Sik Sik Yuen) 保良局田家炳兆康幼稚園 Po Leung Kuk Tin Ka Ping Siu Hong Kindergarten 和富慈善基金李宗德小學 W F Joseph Lee Primary School
非學校組 Non-school Division	金獎 Gold Award	何鴻毅家族基金有限公司 The Robert H. N. Ho Family Foundation Limited
	銀獎 Silver Award	1a 空間 1a space
	銅獎 Bronze Award	香港教育劇場論壇 Hong Kong Drama / Theatre And Education Forum
	優異表現獎 Certificate of Merit	城市當代舞蹈團 - CCDC 舞蹈中心 CCDC Dance Centre, City Contemporary Dance Company 馮笑嫻 Fung Siu Han, Anissa
藝術推廣獎 Award for Arts Promotion 團體 / 機構組 Group/Organisation Category	金獎 Gold Award	設計及文化研究工作室 / 何鴻毅家族基金 Design and Cultural Studies Workshop / The Robert H. N. Ho Family Foundation
	銀獎 Silver Award	香港攝影文化協會 Hong Kong Photographic Culture Association
	銅獎 Bronze Award	香港中樂團 Hong Kong Chinese Orchestra
媒體組 Media Category	金獎 Gold Award	730 媒體有限公司 AM730 Media Limited
	銀獎 Silver Award	稜創意有限公司 Prism Creation Ltd.
	銅獎 Bronze Award	大公報 Ta Kung Pao (H.K.) Ltd.
藝術贊助獎 Award for Arts Sponsorship	凱達環球 Aedas Architects	

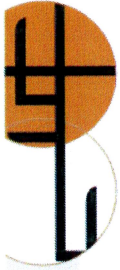
藝術教育獎

Award for Arts Education

藝術教育與社會息息相關，對新一代的成長尤為重要。「藝術教育獎」的設立，旨在表揚在藝術教育方面卓越成績的學校、機構及藝術工作者，希望藉此鼓勵更多機構及人士投身發展藝術教育的工作。此獎項分為學校及非學校兩個參賽組別，各設金、銀、銅三個獎項，以及優異表現獎。

Arts education is essential to the growth of the younger generation. The Award for Arts Education aims at according recognition to schools, organisations and arts practitioners who have distinguished achievement in this area. The Award also hopes to encourage more organisations and arts practitioners to participate in and contribute to the development of arts education in Hong Kong. The Award is categorised into school and non-school, with gold, silver and bronze awards and Certificate of Merit in each category.

評審計算期：2010年9月1日至2011年8月31日
Assessment Period: 1 September 2010 to 31 August 2011



藝術教育獎

Award for Arts Education

金獎 Gold Award

學校組 School Division

保良局羅氏信託學校 Po Leung Kuk Law's Foundation School

得獎計劃 Awarded Project

弱有所得 In Art We Trust

作為一間特殊學校，保良局羅氏信託學校多年來不斷探索以藝術融入教學，發展適合嚴重智障學生的藝術形式，他們於 2010/11 年度便以「弱有所得」為主題，積極舉辦聯校藝術活動，加強主流和特殊學校之間的共融，讓傷、健同學互補長短，各展所長，各有所得。

發揮同學的特質

計劃的重點項目之一為「弱有所得」共融戲劇工作坊，以巡迴學校的工作坊形式，讓智障學生到訪不同的主流學校進行戲劇活動，互相交流。導師運用「即興劇場」等遊戲，讓他們與主流學校的同學一起進行即興創作。該校活動輔導員陳少麟舉例：「例如有同學經常表現出一副愛理不理的樣子，於是便找他扮演『波士與職員』中的職員，或『顧客與售貨員』中的售貨員。基本上是按同學們的特質去發揮，過程中大家都很投入、很開心！」

該校更以唯一一所特殊學校的身分，以大型原創歌舞劇《童聲魅影》參與聯校戲劇匯演，並獲邀參與香港電台主辦的「太陽計劃」，成為唯一的嚴重智障學校獨立表演隊伍。此外，透過參與「麵包與木偶」大型社區嘉年華，學校邀請木偶藝術家到校舉辦工作坊，教導學生製作木偶，並參與社區巡遊和舞台匯演，與市民及參觀者近距離接觸。校方更舉辦聯校藝術創作日及公開展覽，加深社區人士對智障學生的了解，以及對展能藝術的認識。陳少麟說：「藝術正是最好的媒介讓學生藉此走進社區，並讓大眾接納他們。」



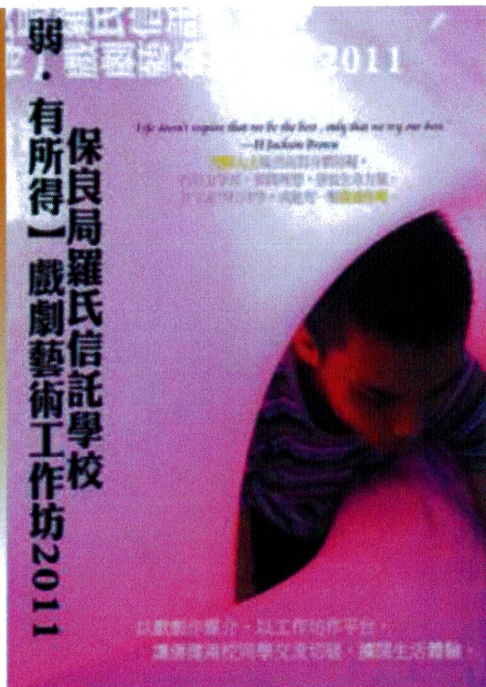
「五感」戲劇教學法

在校內，學校一直提倡以戲劇模式進行教學，但為加強學生的能力與需要，發展出嶄新的「改良核心課程」及「綜藝進深課程」，在當中滲入「五感」於戲劇教學法，借助藝術來開啟學生的感官知覺，導向教育目標。陳少麟表示：「由於嚴重智障同學的『認知能力』十分參差，我們決定以著重『感官』上的刺激為方向，例如藉著燈光、顏色、氣氛等變化，讓他們在表情、動作方面有更多不同的表現。」有見教學效果相當顯著，學校在未來將會繼續以藝術融入課程。

評審評語

積極推行藝術教育，善用藝術發掘智障學生的潛質，開啟和拓展他們的感官知覺經驗，並提供平台讓他們發展藝術才華，提升學童的自我形象。計劃整體規劃內外兼備，有意念及視野，活動形式富創意，也可為其他學校起示範作用。向智障學童推行藝術教育並非易事，學校堅持不懈的努力與取得的成績令人鼓舞。





Over the years, the Po Leung Kuk Law's Foundation School, a special school, has sought to incorporate art into its teaching curriculum and develop art forms that are suitable for students with Severe Intellectual Disabilities (SID). To enhance integration between mainstream and special schools, they organised joint-schools arts activities under the theme "In Art We Trust" in 2010/11. These brought together both able-bodied and disabled students, allowed them to demonstrate their talents as well as learn and benefit from each other.

Making the Best of the Students' Personalities

One of the project's highlights was the school touring inclusive drama workshop. This allowed Intellectual Disabilities (ID) students to visit different mainstream schools, during which they interacted and engaged in drama activities with the mainstream students. During games like Improvised Theatre, the instructors helped ID and mainstream students to create ad-hoc plays together. As the Activities Counsellor of the PLK Law's Foundation School, Chan Siu-lun, explained: "Some students often appeared to be aloof. So we got them to play the role as a boss in 'Boss and Staff' or the customer in 'Customer and Salesperson'. Basically, the idea was to give full play to the students' individual personalities. Everyone got very involved and had lots of fun in the process."

The school participated in the Joint-Schools Drama Festival by staging its own large-scale original musical, "Children of the Opera". It was the only SID school involved. In addition, it was also the only performing group from a SID school to participate in the RTHK's "Solar Project". When it participated in the large-scale community carnival "Bread & Puppet", the school invited puppeteers to hold on-site workshops to teach students how to make puppets. The youngsters were also involved in community parades and stage performances, a chance for close interaction with the public and other participants. A joint-schools arts creation day and exhibitions were also held to facilitate better public understanding of ID students and the arts produced by the disabled. "Arts are the best medium for students to get in touch with the community and be accepted by the public," Chan said.

The "Five Senses" Method of Drama in Education

This year, the school introduced new drama-in-education methods of teaching based on drama in order to cater to the abilities and needs of the students. The new courses it developed – the Improved Core Course and Integrated Arts Advanced Course – feature the "Five Senses" Method of drama in education, for which drama is used to open up the sensory perceptions of the students and guide them towards certain educational outcomes. "Students with severe ID have diverse levels of cognitive abilities. So, we decided to focus on sensory stimulation, such as changes in light, colours and ambiance, to help them express different facial expressions and actions," Chan said. Given the very positive results, the school will continue to incorporate art into its curriculum.

Panelists' Opinion

The school actively implements arts education by using art to explore the potentials of ID students. Not only does it open up and develop their sensory perceptions, but also provides them with a platform for developing their artistic talents and enhancing their self-esteem. The project was well planned with a clear mission and vision, and it was supported by creative activities. All these serve as a model for other schools. Implementing arts education among ID students is no easy task, the results of the school's hard work and their tenacity are very encouraging.

