

The Primary Curriculum (P3-6)



Arts



(CORE) Arts Education KLA Visual Arts Curriculum

- Developing creativity and imagination, cultivating critical responses
- Developing skills and processes through art-making
- Expressing the psychological effect of art in a simple yet clear way
- Understanding arts in context: realising art relates to its natural, historical and cultural environment and directly to people's life stories

(EXTENDED) Integrating Arts and Sciences: "The Arts Education KLA can contribute to the promotion of STEM education through incorporating elements of STEM into arts learning activities"

(CORE) Personal, Social and Humanities Education KLA General Studies Curriculum

Strand 4: Community and Citizenship

- Hong Kong history and cultural heritage

Strand 5: National Identity and Chinese Culture

- Chinese history and cultural heritage



General Studies

(CORE) Personal, Social and Humanities Education, Science Education and Technology Education KLAs General Studies Curriculum



Strand 2: People and Environment

- Features and growth processes of living things, their similarities and differences, their simple classification
- Different environments and their interdependence with living things
- Respecting and caring for the welfare and diversity of plants and animals, concern for endangered species
- How human activities affect the local and national environment, climate change, concern, understanding and taking action

Strand 5: National Identity and Chinese Culture

- Geography and physical characteristics of the territory of China
- The relationship between the natural world and people's life in China

Strand 6: Global Understanding and the Information Era

- The influence of the physical environment, science, technology and social issues on culture

(EXTENDED) Science and Technology related Learning Activities

"Cross-curricular projects/STEM education activities should account for 19% of total lesson time in the primary school curriculum"

The Junior Secondary Curriculum (S1-3)



Arts



(CORE) Arts Education KLA Visual Arts Curriculum

- Nurturing aesthetic sensitivity, creativity and imagination
- Exploring multiple perspectives through art and using it to communicate ideas and emotions
- Cultivating critical responses and expressing these appropriately
- Analysing the use of visual effects and the emotional and psychological responses they evoke
- Connecting the arts with other disciplines for greater understanding of culture and history, and fostering respect for diverse cultural heritages

(EXTENDED) Integrating Arts and Sciences: "The Arts Education KLA can contribute to the promotion of STEM education through incorporating elements of STEM into arts learning activities"

(CORE) Personal, Social and Humanities Education KLA Chinese History Curriculum

- Artworks (jade, bronze and woodwork, ceramics, paintings and more) created or depicting the whole breadth of the timeline studied: from Neolithic times, through various dynasties (Han, Tang, Song, Ming, Qing), to modern-day China

Science & Geography



Science Education KLA Curriculum

(CORE) Unit 1 - Introducing Science

- Recognise that scientific knowledge is derived from systematic observation, experimentation and analysis, through which imagination and creativity is required

(CORE) Unit 3 - Looking at Living Things

- Recognise the importance of biodiversity to the sustainable development of the natural environment, and its benefits to humans (e.g. provision of resources such as food, medicine, raw materials)

(CORE) Unit 7 - Earth and Space

- Recognise that plants are the producers and animals are the consumers in most food chains

Personal, Social and Humanities Education KLA Geography Curriculum

(CORE) Living with Natural Hazards - Are We Better Equipped Than Others?

- Tectonic plates
- Tectonic movement in earthquakes, mountain formation

(Elective) Changing Climate, Changing Environments

- Climate change in Hong Kong, China, and the world
- The impact of climate change on the environment



小學課程 (小三至小六)



藝術



(主修課程) 藝術教育 - 視覺藝術課程

- 發展創意與想像力，培養批判性思維
- 透過藝術創作培養技能與創作流程
- 以簡潔明確的方式表達藝術的心理效應
- 認識藝術的背景：理解藝術與自然、歷史、文化環境的關係，以及與人們生活故事的直接連結

(延伸學習) 藝術與科學的融合

藝術教育學習領域可透過將 STEM 元素融入藝術學習活動，促進 STEM 教育的推廣。

(核心課程) 個人、社會與人文教育學習領域 - 常識科課程

學習範疇四：社區與公民

認識香港歷史與文化遺產

學習範疇五：國民身份與中國文化

認識中國歷史與文化遺產



常識科



(主修課程) 個人、社會及人文教育、科學教育與技術教育

- 常識科課程

學習範疇一：健康與生活

- 生物的特徵與生長過程，及其相似性和差異，簡單分類
- 不同環境及其與生物的相互依存關係
- 尊重和關心植物和動物的福利與多樣性，關注瀕危物種
- 人類活動對本地及國家環境的影響，關注理解氣候變化及行動

學習範疇五：國民身份認同與中華文化

- 中國地域的地理及物理特徵
- 自然世界與中國人生活之間的關係

學習範疇六：了解世界與認識資訊年代

- 自然環境、科學、科技及社會問題對文化的影響

(延伸課程) 與科學和科技相關的學習活動

跨學科項目/STEM教育活動應佔小學課程總課時的19%

初中課程 (中一至中三)



藝術



(主修課程) 藝術教育 - 視覺藝術課程

- 培養美感觸覺、創造力與想像力
- 透過藝術探索多角度觀點，並運用藝術傳達思想與情感
- 培養批判性回應能力，並適切地表達觀點
- 分析視覺效果的運用及其引發的情感與心理反應
- 將藝術與其他學科連結，以深化對文化與歷史的理解，並培養對多元文化遺產的尊重

(延伸課程) 藝術與科學的整合：「通過將STEM元素融入藝術學習活動，促進STEM教育的推廣，達至多元學習。」

(主修課程) 個人、社會與人文教育 - 中國歷史課程

- 藝術作品（如玉器、青銅器、木工、陶瓷、繪畫等）創作或描繪的時間線範圍：從新石器時代，經過各個朝代（漢、唐、宋、明、清），到現代中國。

科學和地理



科學教育學習課程

(主修課程) 單元一：認識科學

- 認識科學知識源自有系統的觀察、實驗與分析，並需運用想像力與創造力。

(主修課程) 單元三：認識生物

- 認識生物多樣性對自然環境可持續發展的重要性，以及其對人類的益處（例如提供食物、藥物、原材料等資源）。

(主修課程) 單元七：地球與太空

- 認識植物在大多數食物鏈中是生產者，而動物則是消費者。

個人、社會與人文教育學習 - 地理課程

(主修課程) 與自然災害共處 - 我們是否比其他地方裝備得更好？

- 枯動板塊
- 地震、山脈形成中的構造運動

(選修課程) 變化中的氣候 變化中的環境

- 香港、中國及全球的氣候變化
- 氣候變化對環境的影響

