

英文摘要

Abstract

Arts education becomes a compulsory subject as a result of recent curriculum reform in the territory. Consequently, arts education attracts much attention. In terms of arts education, private school teachers focusing on helping students to acquire the skill of imitation has been a long standing practice. Arts appreciation curriculum has never been considered in a serious manner. Hence, students do not have a chance to develop their knowledge and appreciation ability.

This research work stems from an ‘all-rounded-person’ perspective. I consider the enhancement of quality life of local citizens by promoting ‘life in arts’ and ‘arts in life’ can be an effective means. As such, exploring and developing localized cultural resources in order to enrich the current arts curriculum become a major concern in this research. The objective is to let students to live ‘within’ the multi-macanese cultures in harmony. This research also reveals the conditions of arts education and arts appreciation curriculum in Macao.

This is a piece of qualitative research. I employ collaborative research method to conduct this research. By inviting teachers to collaborate in this research, I believe that both the research process and result can effect a positive change in future arts curriculum development. Such collaboration can also be considered as a new source for future education reform.

The followings are the findings of this research:

First findings:

There are certain defects in the arts education in schools. For instance, students are 'kept' inside classroom repeatedly doing their handicrafts and drawings.

Second findings:

Arts teachers are in need of government support in integrating arts curriculum.

Third findings:

Teachers consider that arts appreciation education can combine with everyday life. It can also be worked out by self-learning.

Based on the above findings, my suggestions are as follows:

1. Educational and Youth Affairs Department can encourage teachers in government and private schools to develop their own school-based arts curriculum that fits the needs of schools and students.
2. Educational and Youth Affairs Department , Faculty of Education in the University of Macao and Macau Polytechnic should organize refreshing courses to upgrade arts teachers in Macao .The courses should include both knowledge and practice . Cognitive learning: Sino-Western Arts History, History of Macao, post-modern visual culture, the cognitive development of children's sense of beauty. Research plan: Curriculum development, appreciation and analysis of Macao arts culture, topic research can be launched to raise the standard of teachers.

3. Teachers can make use of the characteristics of local culture , scenic spots and current social condition to consider the plan of the appreciation curriculum .Teachers can also make use of the resources of the community service organizations from their local community , for instance , teachers can guide students to have arts appreciation and do research about the local culture by making use of the buildings just near the school , or making use of the current international , social or religion activities .

4. Arts appreciation curriculum can work together with other subjects. Teachers of different subjects can co-operate and plan topic research in order to enhance the quality of the curriculum.

De facto, development of localized arts appreciation curriculum is significant to curriculum reform. I sincerely hope that this research can open up more possibilities for curriculum development in the territory.