



As sugestões e as aplicações dos professores e de avaliador artístico:

'Depois de participar neste plano, a capacidade de apreciação e o sentimento dos alunos ficam elevadas.' Disse subdirector de escola Hou Kong Lao Zhi Dan.

'Desde 2004 que a nossa escola tem participado no Plano de Generalização da Educação Artística para Alunos do Ensino Secundário, que é uma parte de curso. Depois da disposição da escola, a actividade é processada no tempo da sala de aula, pois, precisamos de mudar da aula actual, mas o chefe de turma e os alunos também participam activamente. Um famoso disse 'Se não tivesse arte, esta sociedade ficava triste; Se não tivesse arte, a vida ficava débil.' Depois de participarem neste plano durante alguns anos, a capacidade de apreciação e o sentimento dos alunos ficam elevadas. Eles também acham que obtêm bons resultados. Pois, acho que o plano já atingiu o objectivo previsto. Aprecio mais a disposição da educação da etiqueta, antes de representação formal. Apesar de uns minutos, acho que esta é uma boa formação da cultura moral e da qualidade dos alunos, deixam-nos mudar gradual e imperceptivelmente.'

'Acho que a DSEJ organiza esta actividade, é muito significativa.' Disse o professor da dança da Escola de Dança do Conservatório de Macau

'Hoje vi esta actividade, sinto mais profundamente. Era actor, apresentava a dança para espectadores por meus membros e troncos. Mas desta vez, apreciei esta actividade como espectador e tenho outro sentido. Acho muito significativo que a DSEJ organize esta actividade. Tem uma função positiva para elevar o desenvolvimento da causa dançarina e promover a especialidade dançarina dos alunos. Depois de vir a Macau, acho que não há muitas actividades dançarinas realizadas em Macau. A educação artística deve ser promovida na escola secundária. Agora a DSEJ toma as medidas neste aspecto, promovendo estas actividades nos vários âmbitos da educação artística. A sua função deve ser muito profunda e de longo alcance. Auxiliando o desenvolvimento dos valores e da vida

individuais, bem como o desenvolvimento da educação cultural e a sociedade económica. Depois de ver a representação, este programa é muito rico, popular e entendível. Acho que ele tem uma função mais importante para popularizar e a promover dança, os recursos também são úteis.'

'O plano da educação pode ser continuado, promovê-lo persistentemente, após alguns dias, realmente pode ter efeito.' Disse o avaliador artístico Sr. Zhou Fan Fu

Após alguns anos, a promoção do Plano de Generalização da Educação Artística para Alunos do Ensino Secundário da DSEJ apresenta claramente o efeito, lembro-me de apreciar o teatro de fantoche no primeiro ano, os alunos do 1º ano do ensino secundário geral ainda não sabiam o que é o teatro. Este ano vi os alunos do 1º ano do ensino secundário complementar que participaram na apreciação da música ocidental, sinto os espectadores adultos valem a pena para ver o grau do bom conhecimento do teatro e o grau da atenção dos alunos. As atmosferas do concerto geral e da representação de dança são inferiores ao grau da atenção dos alunos, pois, o plano da educação pode ser continuado, promovê-lo persistentemente, após alguns dias, realmente pode ter efeito. Ao contrário, agora estou preocupado como a escola poderá coordenar este plano a longo prazo? Porque realmente esta actividade precisa da coordenação da escola nos vários lados, antes de ir ao teatro ou depois de apreciar representação, também precisa de fazer a actividade de apoio, deixando este plano mais fácil de obter o bom efeito. Agora os alunos do 3º ano do ensino secundário complementar encerram o plano relativo à ópera chinesa, muitas pessoas estão preocupadas com os alunos que não se interessam por esta arte, mas acredito que a arte tem o seu encanto próprio, só precisa da medida certa para os alunos a contactar. Todos os alunos estão encantados com ela.

Centro de Juventude do Fórum da DSEJ

Extracto da "Revista dos Professores", No. 26, Outubro de 2009

02

Pursue with determination Will be sure to achieve the goal Popular Arts Education Program for Secondary School Students

For the sake of enhancing the ability of Macao students to watch and appreciate different artistic performances and their recognition on arts, the Education and Youth Affairs Bureau launched the "Popular Arts Education Program for Secondary School Students" in the academic year 2004/2005. The program started to target at junior grade one middle school students to watch performances and introduction from professional arts groups in regular theatre during class hours through arrangements by schools. Then the program extended to higher grade students and added a new type of artistic performance in every subsequent year. The program was extended to senior grade two middle school students in the academic year 2008/2009. The invited arts groups included Guangdong Puppet Troupe, Hong Kong Repertory Theater, Hong Kong Theatre Farmers, Hong Kong Chinese Orchestra, Guangzhou

Symphony Orchestra and Hong Kong Dance Company which introduced puppetry, drama, Chinese music, western music and dances to Macao students.

Continuing on P. 10





The program aimed to allow students of different academic grades to learn different types of artistic performances through active teachings. Students recognized simple arts and learnt to watch artistic performances through watching artistic performances with professional guiding. At the same time, students could join the program and took the chance to know different types of characters in artistic performances areas which broadened their life vision. After five years' promotion, the number of participations by student from more than 40 schools accumulated to about 70,000 times.

In the academic year 2009/2010, the Education and Youth Affairs Bureau will first invite the "Shanghai Traditional Opera School Junior Jing Kun Opera Troupe" to join the artistic watching activity [Quintessence Chinese culture appreciation, fine taste opera] for all senior grade three middle school students in Macao. These students are the first batch of middle school students to join this program since junior grade one. They watch different types of artistic performances in every year until their middle school graduation.

After all, what were the feelings of these targeted students after their participation? What were the suggestions of related teachers on this program? What were the evaluations of art critics on the whole program? We conducted a few interviews with them and hoped to share their opinions, thoughts and suggestions with the readers.

Feelings of students:

"After watching performances inside the theatre, I feel that my living character is elevated."

"After I appreciated the performance in theatre once a year, I felt that my character of thought and feelings was elevated. Therefore in future I shall be much willing to go into the theatre, especially to watch the performance of classical music."

"Participating in the program enabled me to watch different kinds of music from different angles."

"I liked the performance of drama best, because it was very interesting and had lifestyle. It made me engrossed in the plot easily and created resonance. These performances taught me to applaud at the right moment. The most important was that we needed to watch the performances respectfully and attentively whatever types of performances they were. I remembered that the composer Xian Xinghai once said that music was the oven for cultivation of disposition. Before, I watched pop music concerts more and never had the chance to watch classical music playing. After I joined this program, it allowed me to know how to watch different kinds of music from different angles. In future I shall listen to classical music more."

"It allows us to know how to watch and appreciate dancing and to understand the culture underneath dancing as well."

"I felt that the performance [Dance Appreciation, Aesthetic Understanding] was great. It allowed us to know how to watch dancing and to understand the culture underneath dancing as well. At the same time, I deeply felt the strong influences in dancing. The integration of the dancers and music made us recognize the culture underneath dancing. In the performance [Chrysanthemum Taiwan], the dancers' performance with hearts, complemented by music, allowed me to feel the situation at that time. In school, we have little chance to come across dancing. This program held by the Education and Youth Affairs Bureau allows us to learn and watch dancing through not only its beautiful actions but also the contents of dancing as well."

"The performance through integration of different kinds of dancing is really rich and substantial."

"I am learning dancing. Therefore I had special interest in the performance [Dance Appreciation, Aesthetic Understanding]. This performance, an integration of different kinds of dances, was rich and substantial. It gave me a fresh feeling. If I have chance, I hope that the Education and Youth Affairs Bureau will continue to hold this kind of program and give more chances to the adolescents to learn more extracurricular knowledge."

Continuing on P.11





"I had deep impression on the marionette in puppet performance [Kiss of Chinese Traditional Arts], because it was interesting. It was unexpected that puppet could play so many high degree of difficult actions. The watching activities allowed me to understand much about the history and types of puppet and greatly elevated my watching ability. From that I learnt to respect the performers and to keep quiet during their performances."

"When I saw the puppeteer using his hands to control the puppet and the puppet's facial expressions, I was deeply impressed. In school I join the interest class and seldom have chance to do it myself. After I watched the performance of puppet, I am eager to learn this kind of art and I have deeper understanding on arts learning."

Suggestions and evaluations from teachers and art critics:

"After participating in this program, the watching ability and cultivation of character of students were elevated as a whole. --- Liu Zhidan, Deputy Supervisor of Hou Kong Middle School

"Our school has joined the Popular Arts Education Program for Secondary School Students since the year 2004 as part of our curriculum. Activities are arranged to carry out during class hours, therefore we need to adjust our exiting class hours. Still the class teachers and students are very active to participate. A well-known person once said that it would be a sorrowful society if there was no arts education and life was pale as well. After a few years of participating in the Popular Arts Education Program for Secondary School Students, the watching ability and cultivation of characters of students are elevated as a whole. Students felt to have a great harvest. Therefore I feel the program has achieved its expected purpose. Moreover, I appreciate the arrangement of etiquette education before the formal performances. Although it only lasts for a few minutes, I feel that the civilized spirit and artistic quality are a good cultivation to students and it achieves the purpose of inspiring them unconsciously."

"It was meaningful that the Education and Youth Affairs Bureau hosted this activity". --Teacher from Macao Conservatory Dance School

"After today's activity, I was deeply impressed. I was once a performer and used my limbs and trunk to introduce dancing to audiences. But as an audience below the stage, this time my feeling was quite different. I felt that it was meaningful that the Education and Youth Affairs Bureau hosted this activity. It had a positive effect on the development of Macao dancing career and the promotion of students' professional specialty on dancing. After I came to Macao, I always felt that the local activity on dancing was not enough. I think arts education should start from students. Now the Education and Youth Affairs Bureau took actions in this aspect. It provided activities on different aspects of arts education. The accomplishments were deep and far

reaching. The influences cover from the individuals who were unconsciously inspired on individual values, view of life to as great as the whole economic society and the development of cultural education. After today's show, I felt that the forms of content were very rich. It was funny in learning, general and easy to understand. It allowed the audiences who were even sitting below the stage to be engrossed in the play wholly. I think it has a great effect on the promotion of universal dancing and these measures are very useful.

"If an education program is sustainable and long lasting, after some period of time it will sure have a fruitful result" -- art critic, Mr. Chow Fan-fu

"After some years' promotion of Popular Arts Education Program for Secondary Students by the Education and Youth Affairs Bureau, it was clear that there were fruitful results now. I remembered that in the first year, when the junior grade one middle school students watched the puppet shows, they did not know what a theatre was. This year when the senior grade one middle school students were watching western music performance, their familiar degree of familiarity with the theatre and engrossment were worth to be watched by grown up people. We found that the degree of engrossment of students was not so high in other general concerts and dancing shows. Therefore if an education program is sustainable and everlasting, after some period of time it will sure have a fruitful result. On the opposite, now what I worry is that whether the school can complement with this program in long term? It is because that this activity actually needs schools to complement in different aspects. Before and after the show, the students need a complete set of complementary activities in order to enable the program to achieve a better result. Now the senior grade three middle school students will face the artistic item of musical drama. It is a worry of many people that the musical drama is a little bit far from students. But I really believe that there is charm existing in arts itself. Only that we need to provide a correct channel for the students, then the charm of arts will influence each of them."

Education and Youth Affairs Bureau, Youth Centre of "Forum"
Excerpted from: «Teachers' Magazine» 26th Issue, October 2009

