

ST. MARGARET'S GIRLS' COLLEGE, HONG KONG
Proposed Drama Programmes supported by EDB's Diversity Learning Grant & Evaluation

Background Information:

Target group: 7th cohort of New Senior Secondary students
 Duration: 2015/16 to 2017/18 (3 years)

Summary:

PROGRAMME	STRATEGIES & ANTICIPATED BENEFITS	DURATION			NO. OF STUDENTS			EVALUATION OF STUDENT LEARNING
		15-16	16-17	17-18 (projected)	15-16	16-17	17-18 (projected)	
A. Inter-class English Drama Competition	To enhance understanding of theatrical syntax through hands-on application of knowledge learned in Drama Education lessons	✓			30			<ul style="list-style-type: none"> - In-class participation - Audience feedback - Post-show reflection
B. NET Section Competitions	To increase exposure to different forms of theatre and dramatic expression	✓	✓	✓	5	10	10	<ul style="list-style-type: none"> - Attitude and participation during rehearsals - Post-show reflection
C. Hong Kong School Drama Festival	To offer advanced drama training for further enriching professional know-how, including playwriting, acting and stage management		✓	✓		10	10	<ul style="list-style-type: none"> - Attitude and participation during rehearsals - Post-show reflection

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Summary:

PROGRAMME	EVALUATION		
	15-16	16-17	17-18 (projected)
A. Inter-class English Drama Competition	<p><u>In-class participation:</u> Students were enthusiastic and active. 95% of students mastered basic drama-related skills, including writing and staging a scene.</p> <p><u>Audience feedback:</u> Students enjoyed the performance from other classes and gained insight for improving their own performance.</p> <p><u>Post-show reflection:</u> Students expressed that more time was needed. Teacher explained that it was all part of the learning process and students were honest in pointing out their mistakes. They also offered constructive feedback for their classmates for improvement.</p>		
B. NET Section Competitions	<p><u>Attitude and participation:</u> Despite their busy schedules, students tried their best to attend every rehearsal. They were curious about the new skills required and were eager to put theory into practice.</p> <p><u>Post-show reflection:</u> Students were awed by the performances put on by other participating schools. They reflected on the creative minds</p>	<p><u>Attitude and participation:</u> Though there were setbacks this year, students managed to come up with well-developed stories for the competition. They were generally motivated and tried their best to make their play as perfect as possible.</p> <p><u>Post-show reflection:</u> Due to various limitations, students were amazed by the breath-taking puppet</p>	✓

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	<p>other students possessed and made notes for briefing new participants in the following year.</p> <p>Students also expressed that the two new forms of theatre, i.e. improvised drama and puppetry, were fun and engaging. They suggested signing up again in the coming year.</p>	<p>designs from other schools. However, students were somewhat confident about their language skills.</p> <p>It was agreed that they should have spent more time practicing puppetry technique, as instructed by the teacher.</p>	
<p>C. Hong Kong School Drama Festival</p>		<p><u>Attitude and participation:</u> With more academic pressure this year, students found it difficult to meet for rehearsals. This was especially true for students who had GCSE this year. However, those students were willing to arrange additional sessions with the tutor for practicing pronunciation.</p> <p><u>Post-show reflection:</u> The judges applauded students for their effort, which was obvious from their performance. However, students' understanding of the story was somewhat shallow. Also, students' artistry was immature, which results from lack of practice and experience.</p>	<p>✓</p>