Curriculum Guidelines for the 12-Year Basic Education

Vocational Senior High School

The Domain of Arts

Ministry of Education

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I. Fundamental Beliefs

Arts originate from life and are applied to life. They are the accumulation of culture, the primary way to cultivate aesthetic literacy and implement holistic education. In the art world, people use art symbols and the various representations of artworks to communicate, as well as to convey ineffable feelings and viewpoints. Due to the nature and characteristics of arts, arts can evoke students' intuition, reasoning, and imagination, and advance their creativity and thinking. From the learning process of expression, appreciation, and practice, students can undergo aesthetic experiences, create artistic value, and comprehend the meaning of life and culture.

In the 21st century, arts education has diverse perspectives. Schools should seek to provide students with the opportunities to explore and feel the people, events, objects, and scenery in the living environments, as well as to recognize and appreciate various art forms of artworks. By utilizing their senses, perceptions, and feelings, students can identify the characteristics and meanings of arts, and understand related issues of arts and eras, cultures, countries, ethnic groups, society, and life through practicing and exploring expression techniques and feelings of various art forms, visiting art professionals. Teachers should encourage students to develop their autonomous creative capacity, to learn communication, expression, creation, and presentation, to enrich their body, mind, and spirit, to cultivate aesthetic literacy and macro visions, to feel the happiness of life, and to create a society of beauty and goodness with others based on personal experiences and imaginations.

Courses in this Arts Domain include required courses such as Music, Fine Arts as well as Arts and Life. Under the ideas of *initiative, interaction, common good* in *General Curriculum Guidelines of 12-Year Basic Education*, courses are designed based on the student-directed approach of arts curriculum, following the *core competency*, and set the goals based on the essence of artistic creation, appreciation, and practice in life. First, analyze the connotation of the learning aspects of *expression, appreciation,* and *practice*, and develop the learning focus based on Music, Fine Arts, and Arts and Life accordingly. The study of arts can not only inspire students' artistic potential and interests, but

also through the expression, appreciation, and practice of arts, it can also enhance the harmonious symbiosis, inheriting culture and innovative art of respect, diversity, empathy, and sustainable development between people and themselves, others, and the environment.

Curriculum development in the Arts Domain in vocational senior high schools strengthens the application of arts in life, connects with professional academic group learning, integrates into issues in a timely manner, and focuses on cultivating teamwork and communication with others through the course of artistic practice, as career preparation and development. On the whole, through the diverse arts learning and the accumulation of aesthetic experiences, the curriculum should cultivate the student-directed perception, aesthetic thinking, and creative expression ability, enhance their artistic cultivation and aesthetic literacy, and develop their professional knowledge for applying what they have learned.

II. Educational Goals and Curriculum Goals

1. Educational goals of vocational senior high school
- (1) To cultivate core competencies, shape the modern citizen.
- (2) To strengthen basic knowledge, guide lifelong learning.
- (3) To train professional skills, meet needs of industries.
- (4) To nurture moral characters, enhance personal value.

2. Curriculum Goals in the Arts Domain

The Arts Domain curriculum aims to cultivate students with artistic cultivation and aesthetic literacy, as well as the competency of lifelong learning when facing the future and carrying out different careers. Its goals are as follows:

- (1) To enhance students' ability to perceive, explore, understand, and express relevant knowledge and skills in the Arts Domain and subjects.
- (2) To culture students' competency of arts performance and living with good use of multiple media and forms in arts and life to convey thoughts and affection.
- (3) To strengthen students' aesthetic perception, understanding, analysis, and judgment of arts and culture to enhance the life of beauty

and goodness.

(4) To cultivate students' interests and active participation in arts and culture and experience the relationship and value of life and artistic culture.

(5) To encourage students to pass down culture and innovative arts, and to promote diversity, empathy, caring, and sustainable development among people, themselves, others, and the environment.

III. Time Allocation and Subject Combinations

Domain	School	Subject Title and Credits		Learning Stage V		
		Required Subjects		X	XI	XII
Arts	Vocational Senior High School	Music	4 Credits	The Arts Domain includes three MOE-required courses: Music, Fine Arts, and Arts and Life. Each subject must have at most 2 credits. Each school chooses two subjects from the three subjects of Music, Fine Arts, and Arts and Life with a total of 4 credits. The combination of subjects depends on the school's curriculum configuration, and it is recommended to have those classes in the first school year.		
		Fine Arts				
		Arts and Life (Visual Applications, Music Applications, Performing Arts)				

IV. Core Competency

The table below explains how the core competencies for different educational stages in the *General Guidelines* can be integrated into the domain of the fundamental beliefs and curriculum goals.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Arts		
			Elementary School (E)	Junior High School (J)	Vocational Senior High School (V-U)
A **Autonomous Action**	**A1** **Physical and Mental Wellness and Self-Advancement**	Possess the ability to conduct sound physical and mental developments, and maintain an appropriate view of humans and self. Through decision making, analyses, and knowledge acquisition, students can effectively plan their career paths, search for meaning in life, and continually strive for personal growth.	藝-E-A1 Participate in arts activities and to explore the beauty of life.	藝-J-A1 Participate in arts activities and to enhance aesthetic perception.	藝-V-U-A1 Participate in arts activities, to cultivate the body and mind, and to enhance the beauty of life and the value of life.
	A2 **Logical Thinking and Problem Solving**	Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and endeavor in meta-thoughts, with the ability to reflect and conduct actions, to effectively tackle and solve problems in daily life.	藝-E-A2 Recognize design thinking and to understand the meaning of artistic practice.	藝-J-A2 Try design thinking, exploring ways to solve problems in artistic practice.	藝-V-U-A2 Use design thinking and to criticism to solve problems with artistic practice.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Arts		
			Elementary School (E)	Junior High School (J)	Vocational Senior High School (V-U)
	A3 **Planning, Execution, Innovation, and Adaptation**	Possess the ability to devise and execute plans, as well as the ability to explore and develop a variety of professional knowledge; enrich life experience and fully utilize creativity to improve one's adaptability to social change.	藝-E-A3 Learn to plan arts activities, and to enrich life experiences.	藝-J-A3 Attempt to plan and execute arts activities, and to develop creativity in response to the needs of the situation.	藝-V-U-A3 Give full play to the spirit of innovation, and to have the ability to plan, execute and reflect on arts performances to respond to social changes.
B **Communication and Interaction**	**B1** **Semiotics and Expression**	Possess the ability to understand and use various types of symbols, including languages, characters, mathematics and science, bodily postures, and arts to communicate and interact with others, and understand and feel empathy for others. Be able to make use of these abilities in daily life or at the workplace.	藝-E-B1 Understand artistic symbols to express affective views.	藝-J-B1 Use artistic symbols to express views and styles.	藝-V-U-B1 Use artistic symbols to express affective views and styles, and to use them as a way of communication.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Arts		
			Elementary School (E)	Junior High School (J)	Vocational Senior High School (V-U)
	B2 **Information Technology Literacy and Media Literacy**	Possess the ability to effectively use technology, information, and media of all types, develop competencies related to ethics and media literacy, and develop the ability to analyze, speculate about, and criticize humans' relationships with technology, information, and media.	**藝-E-B2** Learn about the characteristics of technology and media as well as their relationship with arts.	**藝-J-B2** Speculate about the relationship among technology, media, and art in creating and appreciating.	**藝-V-U-B2** Use technology and multimedia for creative thinking, criticism, and communication.
	B3 **Artistic Appreciation and Aesthetic Literacy**	Possess the abilities of art awareness, creation, and appreciation, experience artistic culture through reflection on arts in daily life, enrich artistic experiences, and develop the ability to appreciate, create, and share arts.	**藝-E-B3** Apply multisensory to perceive the connection between arts and life, fertilizing the aesthetic experience.	**藝-J-B3** Apply multisensory, explore and understand the relationship between arts and life, in an effective manner to show aesthetic awareness.	**藝-V-U-B3** Apply multisensory to experience and appreciate artistic culture and life.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Arts		
			Elementary School (E)	Junior High School (J)	Vocational Senior High School (V-U)
C **Social Participation**	**C1** **Moral Praxis and Citizenship**	Possess competency in putting morality in practice from the personal sphere to the social sphere, and gradually develop a sense of social responsibility and civic consciousness; take the initiative in concern for public topics and actively participate in community events; pay attention to the sustainable development of humanity and the natural environment; and exhibit the qualities of moral character to recognize, appreciate, and practice good deeds.	藝-E-C1 Identify social issues in artistic arts activities.	藝-J-C1 Explore the meaning of social issues in arts activities.	藝-V-U-C1 Cultivate the awareness and responsibility of paying attention to social issues.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Arts		
			Elementary School (E)	Junior High School (J)	Vocational Senior High School (V-U)
	C2 **Interpersonal Relationships and Teamwork**	Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish strong interactive relationships; establish communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities requiring teamwork.	藝-E-C2 Through arts, to learn to understand the feelings of others and the ability of teamwork.	藝-J-C2 Through arts practice, to build the knowledge of altruism and gregariousness, and to cultivate the ability of teamwork, communication, and coordination.	藝-V-U-C2 Strengthen teamwork as well as communication and coordination in the process of artistic practice.
	C3 **Multi-cultural and Global Understanding**	Stick to one's own cultural identity, respect and appreciate multiculturalism, show active concern for global issues and international situations, demonstrate the ability to adapt to the contemporary world and to social needs, develop international understanding and a multicultural value system, and strive for world peace.	藝-E-C3 Experience the diversity of local and global arts and culture.	藝-J-C3 Understand the diversity and differences of local and global arts and culture.	藝-V-U-C3 Observe the characteristics of local arts and culture, as well as the diversity and trends of global arts and culture.

V. Learning Focus

1. Learning Focus and Encoding Description

(1) Learning Focus

Learning Focuses include *learning performance* and *learning content*, developed from the curriculum goals. *Learning performance* refers to the knowledge, skills, and competency that students can achieve; *learning content* refers to the content that must be learned to accomplish these knowledge, skills, and achievement. The learning focuses are used to guide the curriculum design, the development of teaching materials, the editing and review of textbooks, and the basis for evaluating teaching and learning outcomes.

The Table of Correspondence Between the Learning Focuses of the Arts Domain and Core Competencies (see Appendix I) illustrates how core competencies are cultivated through the implementation of these focuses. It also provides guidance for the design of cross-disciplinary/subject and enhances the rigorousness of curriculum development.

The list of Description of Issues Integrated Arts Domain-Specific Curriculum (see Appendix II), wherein the learning focuses of the Arts Domain can be implemented in alignment with the exploration of vital issues, has been drawn up to broaden the scope of arts learning and support the development of core competencies.

(2) Encoding

A. Subject abbreviation: M for Music, FA for Fine Arts, AL for Arts and Life.

Learning performance and learning content include three coding categories. Described as follows: **Learning Aspect**	**The first digit**	**The second digit**	**The third digit**
Learning Performance	Expression 1, Appreciation 2, Practice 3	Learning stage V	serial number
Learning Content	Expression E, Appreciation A, Practice P	Learning stage V	serial number

2.   Social Learning Focus in Each Subject

(1)   Music

Learning Aspect	Critical Content	Learning Performance	Learning Content
Expression	Performance	**M 1-V-1** Be able to sing or perform according to music score and arrange or compose through notation or technology media in order to express self-viewpoints and creativity.	**M E-V-1** Singing (playing) skills, basic conducting, simple composition techniques, musical interpretation.
Expression	Creation Display		**M E-V-2** Music symbols, musical terms, musical elements, notation, vocal and instrumental music, music software or applications.
Appreciation	Aesthetic Perception	**M 2-V-1** Be able to use appropriate musical vocabulary to describe singing or musical performance, explain the background	**M A-V-1** Music vocabulary, singing (playing) knowledge and ability, musical characteristics and styles, and principles of musical aesthetic.

Learning Aspect	Critical Content	Learning Performance	Learning Content
	Aesthetic Understanding	and style of music in different periods and cultures, and feel and appreciate the beauty of music.	**M A-V-2** Vocal and instrumental music, music genres and forms, local and traditional music, representative works, instruments, musicians, and musical performance groups from various periods.
Practice	Arts Engagement	**M 3-V-1** Be able to participate in music activities actively, and develop the interest and habit of enjoying music. Also establish a connection among music and people, oneself, nature, and the environment, and integrate music into life.	**M P-V-1** Various music events, music galas and festivals, music policies and current events, music careers.
	Life Application		**M P-V-2** Project-based courses in music, multiculturalism, contemporary issues, interdisciplinary applications of music.

(2) Fine Arts

Learning Aspect	Critical Content	Learning Performance	Learning Content
Expression	Visual Explora-tion	**FA 1-V-1** Be able to compare, analyze, and apply artis-tic knowledge, visual symbols, digital and au-dio-visual materials, and other media and techniques, to create specific themes or inter-disciplinary creations, in order to convey ideas, connotations, and to show innovative thinking.	**FA E-V-1** Principles of arts, two- and three-dimensional composition, color and shape, spatial expres-sion, commercial art and design, artworks about life issues.
Expression	Media Skills	**FA 1-V-1** Be able to compare, analyze, and apply artis-tic knowledge, visual symbols, digital and au-dio-visual materials, and other media and techniques, to create specific themes or inter-disciplinary creations, in order to convey ideas, connotations, and to show innovative thinking.	**FA E-V-2** Painting and drawing, digital media, three-di-mensional media, mixed media and duplicata-ble media, audio-visual media, and skills.
Expression	Creation Display	**FA 1-V-1** Be able to compare, analyze, and apply artis-tic knowledge, visual symbols, digital and au-dio-visual materials, and other media and techniques, to create specific themes or inter-disciplinary creations, in order to convey ideas, connotations, and to show innovative thinking.	**FA E-V-2** Painting and drawing, digital media, three-di-mensional media, mixed media and duplicata-ble media, audio-visual media, and skills.
Appreciation	Aesthetic Perception	**FA 2-V-1** Be able to explore and analyze the creation purpose, theme, form, and content of art prod-ucts, cultural context and meaning, local and global characteristics, gender meaning, and power relations of various symbols, and ex-press various viewpoints of aesthetic feeling and life value.	**FA A-V-1** Art concept, art criticism and appreciation, Taiwanese art, traditional art, digital art, and aesthetics.
Appreciation	Aesthetic Understanding	**FA 2-V-1** Be able to explore and analyze the creation purpose, theme, form, and content of art prod-ucts, cultural context and meaning, local and global characteristics, gender meaning, and power relations of various symbols, and ex-press various viewpoints of aesthetic feeling and life value.	**FA A-V-2** Public art, cultural assets, visual and mass culture, digital culture, art and gender, eco-logical art (nature, marine etc.).
Practice	Arts Engagement	**FA 3-V-1** Be able to show the exploration and care of local and world culture through active partici-pation in diverse arts and cultural activities;	**FA P-V-1** Art celebrations, local and ethnic arts and cul-tural events, arts and cultural spaces and fields, arts and cultural current events, arts

Learning Aspect	Critical Content	Learning Performance	Learning Content
		also, be able to make use of design thinking and artistic knowledge to express care and reflection on important issues (gender, human rights, environment, marine, etc.).	and cultural policies, art careers, and workplace ethics.
	Life Application		**FA P-V-2** Design thinking, universal design, life aesthetic, cultural and creative industries, theme art events and curations.

(3) Arts and Life

Arts and Life includes: Visual Application, Music Application, and Performing Arts. At least one of them should be offered in each school.

Learning Aspect	Critical Content	Learning Performance	Learning Content		
			Visual Application	Music Application	Performance Arts
Expression	Application Basis	**AL 1-V-1** Be able to use design thinking to strengthen the ability to observe, explore, and express forms of arts in life. Also understand the creative principles, combination elements, and techniques of expression of artistic styles in life.	**AL E-V-1** Basic design, principles of color theory, design, and multimedia.	**AL E-V-3** Music and interdisciplinary performance creation.	**AL E-V-5** Improvisation and creation of drama and dance.
			AL E-V-2 Interior design and space planning, architecture	**AL E-V-4** Pop music and creative industries.	**AL E-V-6** Event planning, rehearsal, integration and production of

Learning Aspect	Critical Content	Learning Performance	Learning Content		
			Visual Application	**Music Application**	**Performance Arts**
			and landscape design.		body, sound, emotion, time, space, effort, movement, theatre, and technology media.
Appreciation	Aesthetic Perception	**AL 2-V-1** Be able to cultivate the competency of aesthetic awareness and appreciation of various arts, and understand the interactive relationship between art development and society, history, and culture.	**AL A-V-1** Public Art, Film Art.	**AL A-V-3** Music and Sound Image Arts.	**AL A-V-5** Appreciation, critique, and performance execution of drama, dance, and theatre performance forms and styles.
	Aesthetic Understanding		**AL A-V-2** The relationship between design and gender, green buildings, and the expression of domestic and foreign life and culture, such as festival art.	**AL A-V-4** Music and environmental space.	**AL A-V-6** The characteristics and types of jobs related to various performing arts workers and groups.

Learning Aspect	Critical Content	Learning Performance	Learning Content		
			Visual Application	**Music Application**	**Performance Arts**
Practice	Arts Engagement	**AL 3-V-1** Actively participate in diversified arts events, recognize cultural assets, enrich artistic life, link regional culture and global issues, and respect the cultural rights of different countries and ethnic groups.	**AL P-V-1** Design and culture, creative industries.	**AL P-V-3** Music and culture.	**AL P-V-5** Various performing arts, cultural events of local and various ethnic groups.
	Life Application		**AL P-V-2** Art and cultural venues.	**AL P-V-4** Music and technology media.	**AL P-V-6** Performing arts are applied to life, culture, career, and citizenship issues.

3. Learning Focus in the Arts Domain Framework

(1) Learning Performance Sorted by Learning Stage

coding		Learning Performance
Expression	M 1-V-1	Be able to sing or perform according to music score and arrange or compose through notation or technology media in order to express self-viewpoints and creativity.
	FA 1-V-1	Be able to compare, analyze, and apply artistic knowledge, visual symbols, digital and audio-visual materials, and other media and techniques, to create specific themes or interdisciplinary creations, in order to convey ideas, connotations, and to show innovative thinking.
	AL 1-V-1	Be able to use design thinking to strengthen the ability to observe, explore, and express forms of art in life. Also understand the creative principles, combination elements, and techniques of expression of artistic styles in life.
Appreciation	M 2-V-1	Be able to use appropriate musical vocabulary to describe singing or musical performance, explain the background and style of music in different periods and cultures, and feel and appreciate the beauty of music.
	FA 2-V-1	Be able to explore and analyze the creation purpose, theme, form, and content of art products, cultural context and meaning, local and global characteristics, gender meaning, and power relations of various symbols, and express various viewpoints of aesthetic feeling and life value.
	AL 2-V-1	Be able to cultivate the competency of aesthetic awareness and appreciation of various arts, and understand the interactive relationship between art development and society, history, and culture.
Practice	M 3-V-1	Be able to participate in music activities actively, and develop the interest and habit of enjoying music. Also, establish a connection among music and people, oneself, nature, and the environment, and integrate music into life.
	FA 3-V-1	Be able to show the exploration and care of local and world culture through active participation in diverse arts and cultural activities; also, be able to make use of design thinking and artistic knowledge to express care and reflection on important issues (gender, human rights, environment, marine, etc.).
	AL 3-V-1	Actively participate in diversified arts events, recognize cultural assets, enrich artistic life, link regional culture and global issues, and respect the cultural rights of different countries and ethnic groups.

(2) Learning Content Sorted by Learning Stage

coding		Learning Content
Expression	M E-V-1	Singing (playing) skills, basic conducting, simple composition techniques, musical interpretation.
	M E-V-2	Music symbols, musical terms, musical elements, notation, vocal and instrumental music, music software or applications.
	FA E-V-1	Principles of arts, two- and three-dimensional composition, color and shape, spatial expression, commercial art and design, artworks about life issues.
	FA E-V-2	Painting and drawing, digital media, three-dimensional media, mixed media and duplicatable media, audio-visual media, and skills.
	AL E-V-1	Basic design, principles of color theory, design, and multimedia.
	AL E-V-2	Interior design and space planning, architecture and landscape design.
	AL E-V-3	Music and interdisciplinary performance creation.
	AL E-V-4	Pop music and creative industries.
	AL E-V-5	Improvisation and creation of drama and dance.
	AL E-V-6	Event planning, rehearsal, integration and production of body, sound, emotion, time, space, effort, movement, theatre, and technology media.
Appreciation	M A-V-1	Music vocabulary, singing (playing) knowledge and ability, musical characteristics and styles, and principles of musical aesthetic.
	M A-V-2	Vocal and instrumental music, music genres and forms, local and traditional music, representative works, instruments, musicians, and musical performance groups from various periods.
	FA A-V-1	Art concept, art criticism and appreciation, Taiwanese art, traditional art, digital art, and aesthetics.
	FA A-V-2	Public art, cultural assets, visual and mass culture, digital culture, art and gender, ecological art (nature, marine etc.).
	AL A-V-1	Public Art, Film Art.
	AL A-V-2	The relationship between design and gender, green buildings, and the expression of domestic and foreign life

coding		Learning Content
		and culture, such as festival art.
	AL A-V-3	Music and Sound Image Arts.
	AL A-V-4	Music and environmental space.
	AL A-V-5	Appreciation, critique, and performance execution of drama, dance, and theatre performance forms and styles.
	AL A-V-6	The characteristics and types of jobs related to various performing arts workers and groups.
Practice	M P-V-1	Various music events, music galas and festivals, music policies and current events, music careers.
	M P-V-2	Project-based courses in music, multiculturalism, contemporary issues, interdisciplinary applications of music.
	FA P-V-1	Art celebrations, local and ethnic arts and cultural events, arts and cultural spaces and fields, arts and cultural current events, arts and cultural policies, art careers, and workplace ethics.
	FA P-V-2	Design thinking, universal design, life aesthetic, cultural and creative industries, theme art events and curations.
	AL P-V-1	Design and culture, creative industries.
	AL P-V-2	Art and cultural venues.
	AL P-V-3	Music and culture.
	AL P-V-4	Music and technology media.
	AL P-V-5	Various performing arts, cultural events of local and various ethnic groups.
	AL P-V-6	Performing arts are applied to life, culture, career, and citizenship issues.

VI. Implementation Directions

1. Curriculum Development

Curriculum development in the Arts Domain should be based on the principles of initiative, interaction, common good, to strengthen the knowledge of basic core. The principles for curriculum development should be as followed:

(1) Relevancy: Curriculum development in the Arts Domain should take into account the differences in goals of different educational stages and student learning, and plan based on teaching hours to provide appropriate learning content. The arrangement of teaching hours can be arranged alternatively according to actual needs.

(2) Universality: Curriculum development in the Arts Domain should take into account the differences of various professions, master the common and universal core knowledge, and plan in a single subject, cross-disciplinary/subject approach.

(3) Connection: Curriculum development in the Arts Domain must link students' aptitude and learning experience, School-Based characteristics, regional uniqueness, and globalization trends. In addition, by working with various professional academic groups, cross-disciplinary/subject of integrated, exploratory, or practical arts curriculum content will be developed for students to learn.

(4) Topicality: In addition to ensuring the cultivation of core literacies, curriculum development in the Arts Domain should be planned through three learning aspects of performance, appreciation, and practice, and timely incorporate important issues such as: human rights, gender equality, environment, marine, etc., as well as traditional art, contemporary media, pop music or cultural assets.

(5) Prospective: Curriculum development in the Arts Domain should focus on the future career development of students, as well as the artistic and aesthetic literacy that modern citizens should possess.

2. Teaching Material Selection and Composition

In addition to textbooks, arts teaching materials include various teaching resources, such as books, objects, digital audio-visual teaching materials, etc. The principles for compiling teaching materials are as follows:

(1) Three learning aspects: The compilation and selection of teaching materials should conform to the fundamental beliefs, curriculum goals, core competencies in the domain, and learning focus of the curriculum guidelines. The three learning aspects of *expression*, *appreciation*, and *practice* should be the central axis, and the teaching hours and teaching goals should be coordinated to arrange the appropriate amount of teaching materials.

(2) Issue Integration: Teaching material should strengthen local and traditional art and culture, take account of the relationship among local, traditional, and contemporary art and culture, and include issues in relation to current social events, such as: human rights, gender equality, environment, marine...etc., in order to attach importance to the connection between arts and life, and train students to have the ability and competency of solving problems with art and caring the society. In addition, when compiling teaching materials, efforts should be made to avoid presenting gender and ethnic material improperly, also to avoid conveying stereotypes in specific gender, ethnic group...etc. When it comes to the prejudice or discrimination hidden in cultural customs, teachers should review and criticize it.

(3) Connection and Cohesion: The content of the teaching materials should focus on the vertical connection with the first four stages of learning in the Arts Domain, and the horizontal integration in the fifth stage; the content of each unit should be closely linked, and each unit should be accompanied by appropriate exercises or assessment materials.

(4) Making use of what students learn: The content of the teaching materials should take account of the abilities, needs, interests, life experience of the students in each region, and the human and material re-

sources of each school. Also, strengthen the connection with the professional curriculum of each group of subjects to help learners explore future career development.

(5) Learning is the focus: The editing of teaching materials should be clear and easy to understand. The text and illustrations used should take into account the sense of beauty; the translation of characters or nouns shall be subject to the announcement of the MOE.

(6) Teaching materials and teaching aids: Teaching materials, supplementary teaching materials, and teaching aids should be arranged according to the above principles. Local governments and schools can consider regional characteristics, as well as students' abilities, needs, interests, life experience, ethnic background, cultural characteristics, human and material resources, and other conditions, and adjust or develop regional or School-Based arts teaching materials.

(7) Diversified teaching resources: Teachers can compile or incorporate supplementary teaching materials and teaching aids according to the characteristics and needs of the professional academic groups, and match them with multiple teaching resources to enrich the learners' artistic experience.

(8) To help teachers understand the curriculum guidelines, please refer to the *12-year Basic Education Curriculum Handbook for Elementary Schools, Junior High Schools, and General Senior High Schools：Arts* for supplementary explanations of related terms.

3. **Teaching Implementation**

The Arts Domain focuses on guiding students' self-directed learning, interactive conversation, and arts engagement as the main teaching axis, applying a diversified and flexible and alternative curriculum teaching methods, taking students as the learning center, achieving effective teaching, and building up its artistic core competency. In addition to space and events, it can also be combined with other subjects, with teaching methods such as extra-curricular activities, comprehensive activities, various issues, inter-school observations, and cultural activities.

(1) Planning teaching content: Teachers should choose appropriate textbooks or self-edited materials, and appropriately adjust the teaching material content and progress based on the students' prior knowledge, learning ability, and individual differences. The planning must take into account students' interests and feelings, experience and abilities, physical development and learning psychology, and integrate current events, audiovisual media, social resources, and local culture. In addition, teachers may need to integrate teaching with other subjects which are cross-disciplinary/subject as needed.

(2) Establishing a learning situation: Teachers should create an art learning situation suitable for this stage of learning. This can be done by using cases, role-playing, visualization guidance, software, and hardware equipment to stimulate learning motivation, arrange learning processes, and encourage students to learn actively. Also, teachers can guide students to promote the artistic behavior level, such as: experiment, perceive, detect, explore, practice, think about values and attitudes, and take responsibility for learning.

(3) Developing basic skills: Teachers should emphasize the importance of basic skills, provide good demonstrations, and prompt important skills. According to the essence of teaching materials, teachers also can adopt other strategies such as lecture, explanation, demonstration, Q&As, presentations, discussions, games, practices, performances, cooperative learning, etc.

(4) Cultivating aesthetic attitude: Teachers should inspire students to experience and learn with multiple senses, guide performance, appreciation, and practice, develop the feeling and perception of beauty, and present such perceptions in various spaces and fields.

(5) Promoting teacher-student interaction: Teachers should possess artistic professions and humanistic qualities, guide students to have self-directed learning, interactive communication, and social participation in a positive, open, and enthusiastic manner; respect students' interpretation, originality, unique performance, or problem-solving methods, agree with students' mutual assistance and cooperation, and provide positive feedback to students' appropriate performance.

(6) To practice the value of equality: Students should be guided to eradicate sexism in the arts occupations today. To emphasize independent exploration and career development in accordance with students' interests and strengths in terms of life development and career exploration in this domain.

4. Teaching Resources

In order to effectively carry out the teaching in the Arts Domain, the following principles should be paid attention to when it comes to the school's teaching resources and equipment:

(1) To enhance the teaching environment: The educational elements of arts in life can be integrated into the layout of the processional classrooms in the Arts Domain, effectively enhancing the of students.

(2) To enrich teaching media: In order to implement the learning focus in the Arts Domain, schools should actively enrich related books, audiovisual materials, electronic resources, and various teaching media to facilitate teachers' teaching.

(3) To use various resources: Teachers should design various teaching aids and provide them for teaching. Properly use community resources, social and cultural assets, natural resources, and related creative industries, combine with civic venue space and funding for off-campus workplace experience, expand students' artistic life horizons, and provide students with opportunities to observe and learn.

(4) To make good use of the Internet platforms: Teachers should connect to the Internet communication platforms related to arts courses, and provide opportunities for students to do self-directed learning and observe each other.

5. Learning Assessment

Learning assessment is to understand and interpret information through the relevant data of students' art learning process and results, for seeking improvement or continuation of art teaching, and for establishing a supporting system for students' learning development. Relevant data about the art

learning process and results, such as the process and experience of arts creation, arts creation and philosophy, experience reports of arts performance appreciation, arts quizzes, collective creation, project-based practice research, off-campus visits, or artist studios visit and many more. The assessments of learning should start from the course design, plan, and design-related learning activities through goal orientation, for example, use appropriate learning sheets to understand the students' learning situation in detail, as the basis for individual tutoring. The relevant principles are as follows:

(1) Process: The learning assessment should take into account the process and results of time and space, so as to truly understand the learning situation of students, and to use it as a guide and assist individual learning differences.

(2) Feedback: The learning assessment should be implemented during the teaching process, to provide students with reflective learning feedback in a timely manner.

(3) Diversity: The assessment methods should consider diverse strategies, such as questioning, performance, presentation, practice, archives, project-based research, etc. Through goal-oriented planning to effectively understand the learning situation of the student with different artistic abilities, aptitude development, or aesthetic preference.

(4) Identification: The content of learning assessment should implement the core connotation of the knowledge and skills of various disciplines in the Arts Domain, to plan appropriate assessment strategies.

(5) Objectivity: Arts learning includes cognition, skills, and affection. There should be objective assessment reference indicators as the basis for grading when evaluating.

(6) Communication: Formative or summative assessment results provide students with information on their own learning progress. It is an important communication channel for teachers and parents to guide and support students' learning, as well as an important basis for teaching and curriculum improvement.