

Curriculum Guidelines for the 12-Year Basic Education  
Elementary School, Junior High School, and Upper  
Secondary 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 taking advantage of readily available local talented people, culture and spatial or digital media. By utilizing their senses, perceptions and feelings, students will be able to improve self-directed learning and exploratory abilities, as well as identify the meaning and characteristics of arts through activities such as physical practice, participation in implementation, and field visits. Furthermore, this enables students to understand issues related to the interaction of arts and various aspects of life, including societal, generational, cultural, governmental, and communal issues. 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 Arts Domain include required courses such as Music, Visual Arts, and Performing Arts at the educational stage of elementary and junior high schools, as well as Music, Fine Arts, and Arts and Life in upper secondary schools, and four Enrichment and Expanded Elective Courses such as Performance Creation, Multimedia Music, Basic Design, and New Media Arts. Under the ideas of *initiative, interaction, common good* in *General Curriculum Guidelines of 12-Year Basic Education*, courses in the domain of Arts can not only

inspire students' artistic potential and interests, but also further establish a harmonious symbiosis relationship, inherited culture and innovative art of respect, diversity, empathy, fairness, justice, and sustainable development between people and themselves, others, and the environment.

Curriculum development in the domain of Arts emphasizes core competencies to link up, unify and develop the curriculum and learning of elementary schools, junior high schools, and upper secondary schools. The course content promptly links various domains/subjects, integrates various issues, and combines the basic competency of the domain of Arts with social and cultural concerns. 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. Curriculum Goals**

The domain of Arts 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 domain of Arts 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

Elementary School				Junior High School			Upper secondary school		
Learning Stage II		Learning Stage III		Learning Stage IV			Learning Stage V		
G. 3	G. 4	G. 5	G. 6	G. 7	G. 8	G. 9	G. 10	G. 11	G. 12
Arts Domain (3 s/w)		Arts Domain (3 s/w)		Arts Domain (3 s/w): Music, Visual Arts, Performance Arts			Required	Music, Fine Arts, Arts and Life (10 credits)	
							enriched and expanded elective courses	Performance Creation (2), Multimedia Music (2), Basic Design (1), New Media Arts (1) (6 credits)	
<div>1. Under the domain curriculum framework, the learning content in the domain of Arts in elementary and junior high schools should include three subjects: Music, Visual Arts, and Performing Arts.</div> <div>2. Elementary schools follow the principle of domain-oriented teaching. In addition to domain teaching, junior high schools may also implement subject-specific teaching; each subject can be alternatively offered in different grades and semesters, and can be consecutively arranged. However, the amount of sessions for each subject in the domain should be maintained and not reduced.</div>							<div>1. There are three MOE-required courses with 10 credits, and each subject has at least 2 credits. Under the principle of reducing the number of subjects taught every week, each subject can be alternatively offered in different grades and semesters, and can be consecutively arranged.</div> <div>2. Arts and Life subject includes the following three categories: visual applications, music applications and performing arts.</div>		

## IV. Core Competency

The *core competency* in the Domain of Arts emphasizes that learning in arts is not limited to knowledge and skills, but should focus on the integrative learning of arts, life and culture to demonstrate the holistic development of learners through expression, appreciation, and practice.

The table below explains how the core competencies for different educational stages in the *General Guidelines* can be integrated into the fundamental beliefs and curriculum goals. The core competency in the domain of Arts is also the pivot of curriculum development to benefit the continuity between different education stages and the integration of various domains/subjects.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Arts		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (S-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 To participate in arts activities and to explore the aesthetic feeling of life.	藝-J-A1 To participate in arts activities and to enhance aesthetic perception.	藝-S-U-A1 To participate in arts activities and to enhance the aesthetic feeling of life and value of life.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Arts		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (S-U)
	<b>A2</b>  <b>Logical Thinking and Problem Solving</b>	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.	<b>藝-E-A2</b> To recognize design thinking and to understand the meaning of artistic practice.	<b>藝-J-A2</b> To try design thinking, exploring ways to solve problems in artistic practice.	<b>藝-S-U-A2</b> To use design and critical thinking to solve problems with artistic practice.
	<b>A3</b>  <b>Planning, Execution, Innovation, and Adaptation</b>	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.	<b>藝-E-A3</b> To learn to plan arts activities, and to enrich life experiences.	<b>藝-J-A3</b> To attempt to plan and execute arts activities, and to develop creativity in response to the needs of the situation.	<b>藝-S-U-A3</b> To 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.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Arts		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (S-U)
<b>B</b>  <b>Communication and Interaction</b>	<b>B1</b>  <b>Semiotics and Expression</b>	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.	<b>藝-E-B1</b> To understand artistic symbols to express affective views.	<b>藝-J-B1</b> To use artistic symbols to express views and styles.	<b>藝-S-U-B1</b> To use artistic symbols to express affective views and styles, and to use them as a way of communication.
	<b>B2</b>  <b>Information Technology Literacy and Media Literacy</b>	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.	<b>藝-E-B2</b> To learn about the characteristics of technology and media as well as their relationship with arts.	<b>藝-J-B2</b> To speculate about the relationship among technology, media, and arts in creating and appreciating.	<b>藝-S-U-B2</b> To use multimedia and technology for creative thinking, criticism, and communication.



Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Arts		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (S-U)
	<b>B3</b> <b>Artistic Appreciation and Aesthetic Literacy</b>	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.	<b>藝-E-B3</b> To apply multisensory to perceive the connection between arts and life, fertilizing the aesthetic experience.	<b>藝-J-B3</b> To apply multisensory, explore and understand the relationship between arts and life, in an effective manner to show aesthetic awareness.	<b>藝-S-U-B3</b> To 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)	Upper Secondary School (S-U)
<b>C</b>  <b>Social Participation</b>	<b>C1</b>  <b>Moral Praxis and Citizenship</b>	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.	<b>藝-E-C1</b> To identify social issues in arts activities.	<b>藝-J-C1</b> To explore the meaning of social issues in arts activities.	<b>藝-S-U-C1</b> To cultivate the awareness and responsibility of paying attention to social issues through arts activities.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Arts		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (S-U)
	<b>C2</b> <b>Interpersonal Relationships and Teamwork</b>	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.	<b>藝-E-C2</b> Through arts practice, to learn to understand the feelings of others and the ability of teamwork.	<b>藝-J-C2</b> Through arts practice to build the knowledge of altruism and gregariousness, and to cultivate the ability of teamwork, communication, and coordination.	<b>藝-S-U-C2</b> Through arts practice to develop appropriate interpersonal interaction and to enhance teamwork and communication and coordination skills.
	<b>C3</b> <b>Multi-cultural and Global Understanding</b>	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.	<b>藝-E-C3</b> To experience the diversity of local and global arts and culture.	<b>藝-J-C3</b> To understand the diversity and differences of local and global arts and culture.	<b>藝-S-U-C3</b> To explore the diversity and trends of local and global arts and culture.

## V. Learning Focus

### 1. Instruction

- (1) Learning focus: The learning focus is developed based on the fundamental beliefs, curriculum goals and core competencies of the domain, including *learning performance* and *learning content* to guide curriculum design, teaching materials development, textbook editing and review, teaching and the implementation of learning assessment.
- (2) Domain curriculum structure: To organize the curriculum structure of the domain of Arts with learning aspects of performance, appreciation, and practice; based on this framework, to establish the critical content of each subject in this field, and then guide the development of learning performance and learning content.
- (3) *The Table of Correspondence Between the Learning Focuses of the Domain of Arts 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 rigorosity of curriculum development.
- (4) *Description of Issues Integrated Arts Domain-Specific Curriculum* (see Appendix II), wherein the learning focuses of the domain of Arts 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.
- (5) Encoding
  - A. Subject abbreviation: M for Music, V for Visual Arts, P for Performing Arts. The required subjects in learning stage V include M for Music, FA for Fine Arts, AL for Arts and Life; Enrichment and Expanded Elective Courses include PC for Performance Creation, MM for Multimedia Music, BD for Basic Design, and NMA for New Media Arts.

B. Learning performance and learning content include three coding categories. Described as follows:

Learning Focus	Learning Aspect (the first digit)	Learning Stage (the second digit)	the Serial Number (the third digit)
Learning Performance	Expression 1, Appreciation 2, Practice 3	II, III, IV, V	1, 2, 3...
Learning Content	Expression E, Appreciation A, Practice P	II, III, IV, V	1, 2, 3...

- (6) The learning contents of MOE-required Music, Fine Arts, as well as Arts and Life courses at Stage V marked with “\*” indicate the content recommended to be added when each subject exceeds 2 credits.

## 2. Learning Focus of Each Subject in the Domain in Each Education Stage

### A. Elementary School

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
Learning Stage II: Grades 3-4	Expression	Performance	<b>1-II-1</b> Be able to establish the basic skills of singing and instrument playing through rote singing, rote playing, and reading music.	<b>M E-II-1</b> Songs in multiple forms, such as solo, unison, etc. Basic singing skills, such as sound exploration, posture, etc. <b>M E-II-2</b> Basic performance skills of simple percussion instruments and melodic instruments. <b>M E-II-3</b>
		Visual Exploration	<b>1-II-2</b> Be able to explore visual elements, and express self-feelings and imaginations.	
		Media Skills	<b>1-II-3</b>	

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
			Be able to explore the characteristics and techniques of the media, and do the creation.	Ways of reading music, such as staff, sol-fège, time signature, etc.
		Performance Elements	<b>1-II-4</b> Be able to perceive, explore and express the elements and forms of performing arts.	<b>M E-II-4</b> Music elements, such as rhythm, dynamics, tempo, etc.
		Creation Display	<b>1-II-5</b> Be able to perceive and explore musical elements upon guidance, try simple improvisations, and show interest in creation. <b>1-II-6</b> Be able to use visual elements and imagination to enrich art-making. <b>1-II-7</b> Be able to create short performances. <b>1-II-8</b> Be able to combine different media to express ideas in performance.	<b>M E-II-5</b> Simple improvisation, such as physical improvisation, rhythm improvisation, melody improvisation, etc.  <b>V E-II-1</b> The exploration of color perception, shape, and space. <b>V E-II-2</b> Knowledge of media, techniques, and tools. <b>V E-II-3</b> Point-line-plane, two- and three-dimension, associative creation experiences in art-making.  <b>P E-II-1</b> Vocal sound, movement and spatial elements and expression forms.

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
				<b>P E-II-2</b> The begin, middle and ending of dance or drama skits. <b>P E-II-3</b> The combination of sound, action, and various media.
Learning Stage II: Grades 3-4	Appreciation	Aesthetic Perception	<b>2-II-1</b> Be able to use various methods including musical terms and body movements to respond to listening experiences. <b>2-II-2</b> Be able to discover the visual elements in life and express feelings. <b>2-II-3</b> Be able to express the perception of participating in the performing arts activities and express emotions.	<b>M A-II-1</b> Instrumental and vocal music, such as solo, Taiwanese folk songs, art songs, and the composition background or lyrics connotation. <b>M A-II-2</b> Relevant musical vocabulary, such as musical terms describing musical elements for rhythm, dynamics, and tempo, or related general terms. <b>M A-II-3</b> The ways of responding, such as body movement, language expression, painting, and performance. <b>V A-II-1</b>
		Aesthetic Understanding	<b>2-II-4</b> Be able to recognize and describe the background of music creation, and experience the connection between music and life. <b>2-II-5</b>	

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
			<p>Be able to observe life objects and artworks, and cherish the creations of oneself and others.</p> <p><b>2-II-6</b> Be able to recognize different domestic types of performing arts.</p> <p><b>2-II-7</b> Be able to describe the characteristics of self and others' works.</p>	<p>Visual elements, beauty of life, visual association.</p> <p><b>V A-II-2</b> Natural objects and man-made objects, artworks, and artists.</p> <p><b>V A-II-3</b> Folklore activities.</p> <p><b>PA-II-1</b> The basic elements of sound, action, and plot.</p> <p><b>PA-II-2</b> Domestic performing arts groups and representative figures.</p> <p><b>PA-II-3</b> Life events and action process.</p>
Learning Stage II: Grades 3-4	Practice	Arts Engagement	<p><b>3-II-1</b> Be willing to participate in various arts events, explore one's own artistic interests and abilities, and show appropriate etiquette of appreciation.</p> <p><b>3-II-2</b></p>	<p><b>M P-II-1</b> Music events, concert etiquette.</p> <p><b>M P-II-2</b> Music and Life.</p> <p><b>V P-II-1</b></p>



Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
			Be able to observe and appreciate the relationship between arts and life.	Local and ethnic arts and cultural events, visiting etiquette.
		Life Application	<b>3-II-3</b> Be able to choose music, colors, layouts, scenes, etc. for different objects, spaces, or situations to enrich the aesthetic experience. <b>3-II-4</b> Be able to beautify the living environment through object collection or artistic creation. <b>3-II-5</b> Be able to understand and explore the relationship and interaction between oneself and community through artistic expression.	<b>V P-II-2</b> Arts collection, life practice, environment layout.  <b>P P-II-1</b> Work division of performance and presentation, theatre etiquette. <b>P P-II-2</b> Various forms of performing arts activities. <b>P P-II-3</b> Broadcasting, film and television and stage media. <b>P P-II-4</b> Theatre games, improvisation activities, role-play.

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
Learning Stage III: Grades 5-6	Expression	Performance	<b>1-III-1</b> Be able to express emotions through rote singing, rote playing, and reading music.	<b>M E-III-1</b> Songs in multiple forms, such as round, choral singing, etc. Basic singing skills, such as breathing, resonance, etc. <b>M E-III-2</b> Classification of musical instruments, basic performance skills, solo, unison, and ensemble. <b>M E-III-3</b> Musical elements, such as: melody, mode, etc.
		Visual Exploration	<b>1-III-2</b> Be able to use visual elements and constituent elements to explore the creative process.	<b>M E-III-4</b> Music notation and the ways of reading music, such as: musical terminology, solfege, etc. Notation, such as: graphic, numbered, staff, etc.
		Media Skills	<b>1-III-3</b> Be able to learn multiple media and techniques, and expression of art-making.	<b>M E-III-5</b> Simple creations, such as: rhythm creation, melody creation, form creation, etc.
		Performance Elements	<b>1-III-4</b> Be able to perceive, explore and express the elements and techniques of performing arts.	

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
		Creation Display	<p><b>1-III-5</b> Be able to explore and use musical elements, make simple creations, and express one's thoughts and emotions.</p> <p><b>1-III-6</b> Be able to learn design thinking, to carry out concept development and implementation.</p> <p><b>1-III-7</b> Be able to conceive the creative theme and content of the performance.</p> <p><b>1-III-8</b> Be able to try different creative forms and engage in performance activities.</p>	<p><b>V E-III-1</b> The identification and communication of visual elements, colors, and constituent elements.</p> <p><b>V E-III-2</b> Media, techniques, and creative expression types.</p> <p><b>V E-III-3</b> Design thinking and implementation.</p> <p><b>P E-III-1</b> The expressive use of sound, body, dramatic elements (subject, plot, dialogue, character, rhyme, spectacle) and movement (body parts, actions/steps, space, dynamics/time, and relationships.)</p> <p><b>P E-III-2</b> Thematic movement creation, story performance.</p> <p><b>P E-III-3</b> Integrated presentation of action materials, visual images, and sound effects.</p>

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
Learning Stage III: Grades 5-6	Appreciation	Aesthetic Perception	<b>2-III-1</b> Be able to use appropriate musical vocabulary to describe various musical works and music performances, in order to share aesthetic experiences. <b>2-III-2</b> Be able to discover the components of arts and principles of arts in artistic works and express their ideas. <b>2-III-3</b> Be able to reflect and respond to the relationship between performance and life.	<b>M A-III-1</b> Instrumental and vocal music, such as folk songs from various countries, local and traditional music, classical and pop music, etc., as well as the composers, performers, traditional arts, and creation backgrounds. <b>M A-III-2</b> Related musical vocabulary, such as musical terms for melody and mode, or related general terms. <b>M A-III-3</b> Musical aesthetic principles, such as repetition, contrast etc.
		Aesthetic Understanding	<b>2-III-4</b> Be able to explore the connection relationship between music creation backgrounds and life, and express individual viewpoints to realize the artistic value of music. <b>2-III-5</b> Be able to express views on daily articles and works of arts, and appreciate different arts and cultures. <b>2-III-6</b>	<b>V A-III-1</b> Arts vocabulary, principles of art and design, and visual aesthetic. <b>V A-III-2</b> The characteristics of living objects, works of art and popular culture. <b>V A-III-3</b> Folk art.

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
			<p>Be able to distinguish the types and characteristics of performing arts.</p> <p><b>2-III-7</b></p> <p>Be able to understand and interpret the elements of performing arts, and express opinions.</p>	<p><b>P A-III-1</b></p> <p>The cultural background and historical story of the family and the community.</p> <p><b>P A-III-2</b></p> <p>Domestic and International performing arts groups and representatives.</p> <p><b>P A-III-3</b></p> <p>The combination of creative categories, forms, contents, techniques, and elements.</p>
Learning Stage III: Grades 5-6	Practice	Arts Engagement	<p><b>3-III-1</b></p> <p>Be able to participate in and record various arts events, and then be aware of local and global culture of arts.</p> <p><b>3-III-2</b></p> <p>Be able to understand the arts performance process, and show respect, coordination, communication, and other abilities.</p>	<p><b>M P-III-1</b></p> <p>Music activities.</p> <p><b>M P-III-2</b></p> <p>Music and group activities.</p> <p><b>V P-III-1</b></p> <p>Local and global arts exhibitions and archives.</p> <p><b>V P-III-2</b></p> <p>Life design, public art, environmental art.</p>
		Life Application	<p><b>3-III-3</b></p> <p>Be able to use various media to collect arts information and performance content.</p> <p><b>3-III-4</b></p>	

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
			<p>Be able to collaborate with others to plan artistic creations or performances, and briefly explain its aesthetic experience.</p> <p><b>3-III-5</b></p> <p>Be able to perceive issues through artistic creation or exhibition and performance, and express humanistic concern.</p>	<p><b>P P-III-1</b></p> <p>Various forms of performing arts activities.</p> <p><b>P P-III-2</b></p> <p>Performance crew responsibility, performance content, schedule, and space planning.</p> <p><b>P P-III-3</b></p> <p>The information comments, video or audio materials of exhibition/performance.</p> <p><b>P P-III-4</b></p> <p>Issues are integrated into performance, story theatre, dance theatre, community theatre, and children's theatre.</p>

## B. Junior High School

### a. Music

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
Learning Stage IV: Grades 7-9	Expression	Performance	<b>M 1-IV-1</b> Be able to understand music symbols and respond to conductors, to sing and perform, also show music sense.	<b>M E-IV-1</b> Songs in multiple forms. Basic singing skills, such as vocalization skills, expressions, etc. <b>M E-IV-2</b> The structure of musical instruments, principles of sound production, performing skills, and different performing forms. <b>M E-IV-3</b> Music notation and terminology, notation or basic music software. <b>M E-IV-4</b> Musical elements, such as: timbre, mode, harmony, etc. <b>M E-IV-5</b> Basic conducting.
		Creation Display	<b>M 1-IV-2</b> Be able to express thoughts through arranging music with traditional, contemporary, or pop music styles.	
	Appreciation	Aesthetic Perception	<b>M 2-IV-1</b>	<b>M A-IV-1</b> Instrumental and vocal music, such as traditional opera, musical, world music, film

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
			Be able to use appropriate musical vocabulary, appreciate various musical works, and experience the beauty of artistic culture.	music and others. Various forms of music performances, as well as composers, music performance groups, and creation background.
		Aesthetic Understanding	<b>M 2-IV-2</b> Be able to explore the relationship and meaning between the music creation and social culture, and express diverse views through discussion.	<b>M A-IV-2</b> Related musical vocabulary, such as musical terms for timbre, harmony, or related general terms. <b>M A-IV-3</b> Principles of musical aesthetic, such as: balance, gradation, etc.
	Practice	Arts Engagement	<b>M 3-IV-1</b> Be able to explore the commonality of music and other arts through diverse music activities, and to care about local and global arts culture.	<b>M P-IV-1</b> Music and interdisciplinary cultural events of arts. <b>M P-IV-2</b> Issues related to local humanistic concern and global arts and culture.
		Life Application	<b>M 3-IV-2</b> Be able to use technology media to collect arts and cultural information or listen to music, so as to cultivate the interests and developments of self-directed learning of music.	<b>M P-IV-3</b> The characteristics and types of music-related jobs.



b. Visual Arts

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
Learning Stage IV: Grades 7-9	Expression	Visual Exploration	<b>V 1-IV-1</b> Able to express emotions and ideas using elements and principles of arts.	<b>V E-IV-1</b> Color theory, plastic expression, symbol. <b>V E-IV-2</b> Techniques of two & three dimensions and mixed media.
		Media Skills	<b>V 1-IV-2</b> Be able to use diverse media and techniques to express personal or community viewpoints.	<b>V E-IV-3</b> Digital images, digital media.
		Creation Display	<b>V 1-IV-3</b> Be able to use digital and audiovisual media to express creative ideas. <b>V 1-IV-4</b> Be able to express understanding of living environment and social culture through thematic making.	<b>V E-IV-4</b> Environmental art, community art.
	Appreciation	Aesthetic Perception	<b>V 2-IV-1</b> Be able to appreciate works and accept diverse viewpoints.	<b>V A-IV-1</b> Art general knowledge, art appreciation methods.
		Aesthetic Understanding	<b>V 2-IV-2</b> Be able to understand the meaning of visual symbols and express diverse viewpoints.	<b>V A-IV-2</b> Traditional art, contemporary art, visual culture. <b>V A-IV-3</b>

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
			<b>V 2-IV-3</b> Be able to understand the function and value of arts products to expand diverse horizons.	Local and ethnic art, global art.
	Practice	Arts Engagement	<b>V 3-IV-1</b> Be able to cultivate an attitude of concern for the local arts and cultural environment through the participation of diverse arts events. <b>V 3-IV-2</b> Be able to plan or report on arts events and to show care for the natural environment and social issues.	<b>V P-IV-1</b> Public art, local and arts events of various ethnic groups, arts legacy. <b>V P-IV-2</b> Curation and execution. <b>V P-IV-3</b> Design thinking, life aesthetic. <b>V P-IV-4</b> The characteristics and types of visual arts related jobs.
		Life Application	<b>V 3-IV-3</b> Be able to apply design thinking and artistic knowledge to seek solutions in response to life situations.	

c. Performing Arts

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
Learning Stage IV: Grades 7-9	Expression	Performance Elements	<b>P 1-IV-1</b> Be able to use specific elements, styles, skills, and body language to express ideas, to develop various abilities, and present them in the theatre.	<b>P E-IV-1</b> Drama or dance elements such as sound, body, emotion, time, space, effort, improvisation, and movement. <b>P E-IV-2</b>
		Creation Display	<b>P 1-IV-2</b> Be able to understand the form, text, and performance skills, and to create and present. <b>P 1-IV-3</b> Be able to connect with other arts and to create.	Body movement and vocabulary, character establishment and performance, various types of textual analysis and creation. <b>P E-IV-3</b> A combination of drama, dance and other artistic elements.
	Appreciation	Aesthetic Perception	<b>P 2-IV-1</b> Be able to perceive and feel the connection between creation and aesthetic experience.	<b>P A-IV-1</b> Performing arts is connected with life aesthetics, local culture and performances in specific venues.
		Aesthetic Understanding	<b>P 2-IV-2</b> Be able to recognize the development context, cultural connotation, and representative figures of various performing arts. <b>P 2-IV-3</b>	<b>P A-IV-2</b> Types, representative works and figures of local and various ethnic groups, East and West, traditional and contemporary performing arts.

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
			Be able to use appropriate vocabulary to clearly express, analyze and evaluate the works of self and others.	<b>P A-IV-3</b> Performance form analysis, textual analysis.
	Practice	Arts Engagement	<b>P 3-IV-1</b> Be able to use theatre-related techniques to rehearse and perform in a planned way. <b>P 3-IV-2</b> Be able to use various creations to discuss public issues, show humanistic concern and independent thinking ability.	<b>P P-IV-1</b> Performance team organization and structure, basic theatre design and production. <b>P P-IV-2</b> Diversified forms such as applied drama, applied theatre and applied dance. <b>P P-IV-3</b>
		Life Application	<b>P 3-IV-3</b> Be able to combine technology media to convey information and to show works of various performance forms. <b>P 3-IV-4</b> Be able to develop the habit of appreciating performing arts and to have adaptive development.	Video production, applied media, computer and mobile device related applications. <b>P P-IV-4</b> The characteristics and types of performing arts activities and performances, and occupations related to performing arts.

### C. Upper secondary school Required Courses

#### a. Music

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
Learning Stage V: Grades 10-12	Expression	Performance	<b>M 1-V-1</b> Be able to interpret music with the knowledge of reading music and singing and playing skills, to sing or perform, and to enhance aesthetic feeling of life.	<b>M E-V-1</b> Various singing (playing) techniques and forms. <b>M E-V-2</b> Music interpretation, music styles *.
		Creation Display	<b>M 1-V-2</b> Be able to improvise, adapt or compose music, and to express and communicate creation ideas. <b>M 1-V-3</b> Be able to pay attention to social issues, and to use notation or audio-visual software to record and share works.	<b>M E-V-3</b> Conducting skills. <b>M E-V-4</b> Music elements, such as texture, form, etc. <b>M E-V-5</b> Simple composition techniques, such as: repetition, sequence, variation, etc.
	Appreciation	Aesthetic Perception	<b>M 2-V-1</b> Be able to use appropriate musical vocabulary to appreciate and analyze musical works of different periods and regions, and to explore the diversity of music and culture.	<b>M A-V-1</b> Music of various styles. <b>M A-V-2</b> Music performance forms. <b>M A-V-3</b>

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
		Aesthetic Understanding	<b>M 2-V-2</b> Be able to explore the relationship between the creation background and culture, and explain self-viewpoint.	Relevant musical vocabulary, such as musical terms for texture and form, or related general terms. <b>M A-V-4</b> Principles of musical aesthetic. <b>M A-V-5</b> Musicians and musical performance groups.
	Practice	Arts Engagement	<b>M 3-V-1</b> Be able to explore issues relate to local and global culture of arts, and show concern for society and culture through music.	<b>M P-V-1</b> Contemporary multiculturalism. <b>M P-V-2</b> Issues related to the preservation of cultural assets and global arts and cultures.
		Life Application	<b>M 3-V-2</b> Be able to perform music interdisciplinary project-based practical courses or performances to enhance the ability of teamwork and self-directed learning.	<b>M P-V-3</b> Interdisciplinary applications of music*.

b. Fine Art

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
Learning Stage V: Grades 10-12	Expression	Visual Exploration	<b>FA 1-V-1</b> Be able to use various visual symbols to interpret life experiences and to communicate with others.	<b>FA E-V-1</b> Application of principles of color and form, two- and three-dimensional composition principle*, visual symbol analysis and interpretation*.
		Media Skills	<b>FA 1-V-2</b> Be able to use media and techniques to show innovation. <b>FA 1-V-3</b> Be able to use digital and audio-visual media for creative performance.	<b>FA E-V-2</b> Painting, three-dimensional, mixed media and expression skills, reproducible media and expression skills *. <b>FA E-V-3</b> Audiovisual media and skills, digital media and skills*.
		Creation Display	<b>FA 1-V-4</b> Be able to show reflection on living environment and social culture through creation based on issues. <b>FA 1-V-5</b> Be able to integrate artistic knowledge and important issues, and to carry out interdisciplinary artistic creation.	<b>FA E-V-4</b> Public art, community art*. <b>FA E-V-5</b> Life issues creation, interdisciplinary project-based creation *.
	Appreciation	Aesthetic Perception	<b>FA 2-V-1</b> Be able to use methods of analyzing arts, and to express and communicate various viewpoints.	<b>FA A-V-1</b> Arts concept, arts criticism, aesthetic value*. <b>FA A-V-2</b>

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
		Aesthetic Understanding	<b>FA 2-V-2</b> Be able to analyze the meaning of visual symbols and images, and to express and communicate various viewpoints. <b>FA 2-V-3</b> Be able to analyze the cultural context of art products and to further contemplate about local and global characteristics.	Culture of digital arts, traditional arts, artistic styles*, contemporary arts*. <b>FA A-V-3</b> Taiwan Fine Arts, Chinese Fine Arts*, World Fine Arts*.
	Practice	Arts Engagement	<b>FA 3-V-1</b> Be able to show exploration and care of local and world culture through active participation in various cultural events of arts. <b>FA 3-V-2</b> Be able to publish diverse arts events and to convey reflections on important local and global issues.	<b>FA P-V-1</b> Art organizations and institutions, cultural assets, local and various ethnic cultural events of arts. <b>FA P-V-2</b> Theme art activities and curation, curation in the cloud. <b>FA P-V-3</b> Cultural creativity, life aesthetics*.
		Life application	<b>FA 3-V-3</b> Be able to apply design thinking and artistic knowledge to propose solutions to specific issues. <b>FA 3-V-4</b>	<b>FA P-V-4</b> Arts and society, ecological arts, arts action*, arts career*.



Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
			Be able to show care and reflection on humanistic and environmental issues through arts events.	

c. Arts and Life

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content		
				Visual Application	Music Application	Performing Arts
Learning Stage V: Grades 10-12	Expression	Application Basis	<b>AL 1-V-1</b> Be able to use design thinking to strengthen the ability of observing, exploring, and expressing various artistic styles in life. <b>AL 1-V-2</b> Be able to understand the creative principles, organizational elements, and expression methods of types of arts.	<b>AL E-V-1</b> The material, structure, and form of artificial objects. <b>AL E-V-2</b> Design and multimedia*.	<b>AL E-V-3</b> Music and technology media. <b>AL E-V-4</b> Music and interdisciplinary performance creation*.	<b>AL E-V-5</b> Improvisation and creation of body, sound, drama, and dance. <b>AL E-V-6</b> Activities planning, rehearsal, integration and production of theatre and technology media*.
	Appreciation	Aesthetic Perception	<b>AL 2-V-1</b> Be able to have aesthetic experience and appreciation of various arts.	<b>AL A-V-1</b> Design and Image, Film Art. <b>AL A-V-2</b>	<b>AL A-V-3</b> Music and Sound Image Arts. <b>AL A-V-4</b>	<b>AL A-V-5</b> Appreciation and analysis of the performance forms and

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content		
				Visual Application	Music Application	Performing Arts
		Aesthetic Understanding	<b>AL 2-V-2</b> Be able to understand the relationship among arts, society, history, and culture.	Design and environment*.	Music and environmental space*.	styles of drama, dance, and theatre. <b>AL A-V-6</b> Various performing arts workers, theatre artists and groups.
	Practice	Arts Engagement	<b>AL 3-V-1</b> Be able to recognize cultural assets and to enrich artistic life.	<b>AL P-V-1</b> Design thinking and aesthetic experience.	<b>AL P-V-3</b> Pop music and creative industries.	<b>AL P-V-5</b> Habits of participating in various performing arts, local and cultural activities of different ethnic groups.
		Life Application	<b>AL 3-V-2</b> To link regional culture and global issues.	<b>AL P-V-2</b> Design and culture*.	<b>AL P-V-4</b> Music and culture*.	<b>AL P-V-6</b> Performing arts applied to life, career, traditional culture, and civic issues*.

## D. Enrichment and Expanded Elective Courses in Upper Secondary School

### a. Performance Creation

The Performance Creation course aims to enhance and deepen the learners' ability to create and explore drama, dance, and theatre. Through observation and imitation, students are not only good at using body and sound to try to combine current events in life and integrate them into issues, so as to create performances individually or collectively, but also have the skills to analyze performance artworks and propose personal performance perception and aesthetic discourse.

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
Learning Stage V: Grades 10-12	Expression	Performance Elements	<b>PC 1-V-1</b> Be able to use performance elements to present drama or dance works.	<b>PC E-V-1</b> Sound, body, emotion, time, space, effort, improvisation, action elements and combinations.
		Creation Display	<b>PC 1-V-2</b> Be able to analyze and create works of drama or dance. <b>PC 1-V-3</b> Be able to use space for theatre performances, and to work with others to complete a drama or dance together.	<b>PC E-V-2</b> Role analysis and acting, action analysis, script creation, plays reading, theme action creation, creative drama, creative dance. <b>PC E-V-3</b> Theatre performance planning, design, rehearsal, and performance execution.

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
	Appreciation	Aesthetic Perception	<b>PC 2-V-1</b> Be able to discuss about performers or works through observation and multiple feedback. <b>PC 2-V-2</b> Be able to integrate the aesthetic and appreciation of performing arts into life.	<b>PC A-V-1</b> Observation, insight, analysis, speculation, and criticism. <b>PC A-V-2</b> Life aesthetics, drama aesthetics, dance aesthetics, theatre aesthetics. <b>PC A-V-3</b> Performing artists and groups, traditional arts, arts administration, theatre forms and related technical configurations.
		Aesthetic Understanding	<b>PC 2-V-3</b> Be able to recognize the cultural heritage and historical significance of various performance forms, styles, and performance spaces.	
	Practice	Arts Engagement	<b>PC 3-V-1</b> Be able to plan, experience and perform theatre works. <b>PC 3-V-2</b> Be able to actively watch and participate in performing arts productions, and to engage in related career explorations.	<b>PC P-V-1</b> Presentation of issues, cross-domain cooperation, performances inside and outside the school. <b>PC P-V-2</b> Performing arts consumers, performing arts professionals, related industry information, lifelong learning.
		Life Application	<b>PC 3-V-3</b> Be able to combine issues from the perspective of proficiency in humanities, to create scripts or to choreograph dances.	<b>PC P-V-3</b>

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
			<b>PC 3-V-4</b> Be able to use technology information and media to produce and promote, and to understand the impact of communication technology on media content.	Drama and dance are applied to physical and mental health, traditional cultures, and local social activities. <b>PC P-V-4</b> Image, video and audio shooting and editing.

b. Multimedia Music

Multimedia Music course aims to provide learning opportunities and presentation forms for students at the senior secondary schools stage to explore and create music. Through digital technology, music, and multiple elements, such as text, sound, video and animation, and other arts are integrated and created to present diverse musical performance and enhance multimedia music creation and performance experiences.

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
Learning Stage V: Grades 10-12	Expression	Arrangement	<b>MM 1-V-1</b> Be able to edit music through software for editing and collaging. <b>MM 1-V-2</b> Be able to modify and edit the sound. <b>MM 1-V-3</b> Be able to design suitable sound effects and music for images.	<b>MM E-V-1</b> Music software, musical form. <b>MM E-V-2</b> Use of mixers, synthesizers, and effectors. <b>MM E-V-3</b>

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
		Composition	<b>MM 1-V-4</b> Be able to compose music with personal styles by sound materials around ones.	Audio-visual editing software, sound effect design, skills of writing incidental music, arrangement style.
	Appreciation	Aesthetic Perception	<b>MM 2-V-1</b> Be able to appreciate different types of multimedia music, and to explore its connection with social culture.	<b>MM A-V-1</b> The development background and social culture of multimedia music. <b>MM A-V-2</b>
		Aesthetic Understanding	<b>MM 2-V-2</b> Be able to understand and interpret creation background and techniques of multimedia music.	Representative works of various types of multimedia music.
	Practice	Arts Engagement	<b>MM 3-V-1</b> Be able to produce and present projects through multimedia music.	<b>MM P-V-1</b> Project production and presentation. <b>MM P-V-2</b>
		Life Application	<b>MM 3-V-2</b> Be able to use suitable media to present individual or group multimedia music works. (Combine issues or interdisciplinary arts).	Intellectual property rights, multimedia and internet literacy, internet sharing platform.

c. Basic Design

The Basic Design course aims for students to learn the beauty of things, design thinking methods, and creative inspiration. The learning content is to experience and understand the practical value of design from life, apply the basic principles of design to discover the beauty of design, enhance the sense of form and expression, and recognize various design viewpoints and values through creative thinking.

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
Learning Stage V: Grades 10-12	Expression	Media Skills	<b>BD 1-V-1</b> Be able to use suitable media and tools to present self-made design works and to share with others.	<b>BD E-V-1</b> Medium and techniques for making. <b>BD E-V-2</b> The composition of points, lines, and planes. <b>BD E-V-3</b> Draft of pattern and design.
		Creation Display	<b>BD 1-V-2</b> Be able to draw and express kinds of pattern. <b>BD 1-V-3</b> Be able to design a work by using principles such as points, lines, and planes.	
	Appreciation	Aesthetic Perception	<b>BD 2-V-1</b> Be able to apply design principles of design to analyze the differences between self and others' works.	<b>BD A-V-1</b> Design creativities, skills, observations, and analysis. <b>BD A-V-2</b> Basic design principles.
		Aesthetic Understanding	<b>BD 2-V-2</b> Be able to understand basic design principles. <b>BD 2-V-3</b>	<b>BD A-V-3</b> Design and culture.

Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
			Be able to explore the design of different countries and cultures.	
	Practice	Arts Engagement	<b>BD 3-V-1</b> Be able to adopt the design thinking process to discover and to solve life problems.	<b>BD P-V-1</b> Design thinking. <b>BD P-V-2</b> Design style.
		Life Application	<b>BD 3-V-2</b> Be able to actively participate in design-related activities and to observe design works of different countries and cultures.	

d. New Media Art

The advent of the digital age has allowed artists to deconstruct traditional creative thinking and has also made the forms of contemporary art diverse and varied. The New Media Arts course mainly starts from the three learning aspects of expression, appreciation, and practice. It leads students to understand the contemporary digital culture, analyze and interpret the creative aesthetics of new media arts from the various aspects of post-modern art. It also tries to make students operate with digital hardware and software to complete cross-disciplinary artistic creation. Through this course, students are encouraged to realize digital technology as not only a tool but also *media* in artistic activities, by which ideas and creative methods are formulated and presented.



Learning Stage	Learning Aspect	Critical Content	Learning Performance	Learning Content
Learning Stage V: Grades 10-12	Expression	Digital Creation	<b>NMA 1-V-1</b> Be able to select and use digital and audio-visual media to convey artistic thinking.	<b>NMA E-V-1</b> Digital creation process and experience, digital hardware and software operation.
		Cross-Domain Integration	<b>NMA 1-V-2</b> Be able to use knowledge of new media arts to complete cross-disciplinary artistic creation.	<b>NMA E-V-2</b> Digital arts case analysis.
	Appreciation	Diversity in Aesthetics	<b>NMA 2-V-1</b> Be able to analyze and interpret new media arts creations in a multi-faceted manner, and to make aesthetic judgments.	<b>NMA A-V-1</b> New media aesthetic characteristics, multi-sensory experience.
		Interaction and Feedback	<b>NMA 2-V-2</b> Be able to participate in new media arts exhibitions, to experience interactive artworks and to give perceptual feedback of works.	<b>NMA A-V-2</b> Experience with interactive works.
	Practice	Presentation and Exhibition	<b>NMA 3-V-1</b> Be able to perform in static or dynamic form through new media arts creation.	<b>NMA P-V-1</b> Online creation and publication.
		Life Application	<b>NMA 3-V-2</b> Be able to make full use of digital tools and new media arts knowledge to enhance the artistic beauty of digital life.	<b>NMA P-V-2</b> Mobile media, digital creative industries.

### 3. Learning Focus in the Domain of Arts Framework

#### A. Learning Performance Sorted by Learning Stage

Coding	Learning Performance
<b>Required Courses Outline</b>	
<b>Learning Stage II: Grades 3-4</b>	
<b>Expression</b>	
1-II-1	Be able to establish the basic skills of singing and instrument playing through rote singing, rote playing, and reading music.
1-II-2	Be able to explore visual elements, and express self-feelings and imaginations.
1-II-3	Be able to explore the characteristics and techniques of the media, and do the creation.
1-II-4	Be able to perceive, explore and express the elements and forms of performing arts.
1-II-5	Be able to perceive and explore musical elements upon guidance, try simple improvisations, and show interest in creation.
1-II-6	Be able to use visual elements and imagination to enrich art-making.
1-II-7	Be able to create short performances.
1-II-8	Be able to combine different media to express ideas in performance.
<b>Appreciation</b>	
2-II-1	Be able to use various methods including musical terms and body movements to respond to listening experiences.
2-II-2	Be able to discover the visual elements in life and express feelings.
2-II-3	Be able to express the perception of participating in the performing arts activities and express emotions.
2-II-4	Be able to recognize and describe the background of music creation, and experience the connection between music and life.
2-II-5	Be able to observe life objects and artworks, and cherish the creations of oneself and others.
2-II-6	Be able to recognize different domestic types of performing arts.
2-II-7	Be able to describe the characteristics of self and others' works.
<b>Practice</b>	
3-II-1	Be willing to participate in various arts events, explore one's own artistic interests and abilities, and show appropriate etiquette

	of appreciation.
3-II-2	Be able to observe and appreciate the relationship between arts and life.
3-II-3	Be able to choose music, colors, layouts, scenes, etc. for different objects, spaces, or situations to enrich the aesthetic experience.
3-II-4	Be able to beautify the living environment through object collection or artistic creation.
3-II-5	Be able to understand and explore the relationship and interaction between oneself and community through artistic expression.
<b>Learning Stage III: Grades 5-6</b>	
<b>Expression</b>	
1-III-1	Be able to express emotions through rote singing, rote playing, and reading music.
1-III-2	Be able to use visual elements and constituent elements to explore the creative process.
1-III-3	Be able to learn multiple media and techniques, and expression of art-making.
1-III-4	Be able to perceive, explore and express the elements and techniques of performing arts.
1-III-5	Be able to explore and use musical elements, make simple creations, and express one's thoughts and emotions.
1-III-6	Be able to learn design thinking, to carry out concept development and implementation.
1-III-7	Be able to conceive the creative theme and content of the performance.
1-III-8	Be able to try different creative forms and engage in performance activities.
<b>Appreciation</b>	
2-III-1	Be able to use appropriate musical vocabulary to describe various musical works and music performances, in order to share aesthetic experiences.
2-III-2	Be able to discover the components of arts and principles of arts in artistic works and express their ideas.
2-III-3	Be able to reflect and respond to the relationship between performance and life.
2-III-4	Be able to explore the connection relationship between music creation backgrounds and life, and express individual viewpoints to realize the artistic value of music.
2-III-5	Be able to express views on daily articles and works of arts, and appreciate different arts and cultures.

2-III-6	Be able to distinguish the types and characteristics of performing arts.
2-III-7	Be able to understand and interpret the elements of performing arts, and express opinions.
<b>Practice</b>	
3-III-1	Be able to participate in and record various arts events, and then be aware of local and global culture of arts.
3-III-2	Be able to understand the arts performance process, and show respect, coordination, communication, and other abilities.
3-III-3	Be able to use various media to collect arts information and performance content.
3-III-4	Be able to collaborate with others to plan artistic creations or performances, and briefly explain its aesthetic experience.
3-III-5	Be able to perceive issues through artistic creation or exhibition and performance, and express humanistic concern.
<b>Learning Stage IV: Grades 7-9</b>	
<b>Expression</b>	
M 1-IV-1	Be able to understand music symbols and respond to conductors, to sing and perform, also show music sense.
M 1-IV-2	Be able to express thoughts through arranging music with traditional, contemporary, or pop music styles.
V 1-IV-1	Able to express emotions and ideas using elements and principles of arts.
V 1-IV-2	Be able to use diverse media and techniques to express personal or community viewpoints.
V 1-IV-3	Be able to use digital and audiovisual media to express creative ideas.
V 1-IV-4	Be able to express understanding of living environment and social culture through thematic making.
P 1-IV-1	Be able to use specific elements, styles, skills, and body language to express ideas, to develop various abilities, and present them in the theatre.
P 1-IV-2	Be able to understand the form, text, and performance skills, and to create and present.
P 1-IV-3	Be able to connect with other arts and to create.
<b>Appreciation</b>	
M 2-IV-1	Be able to use appropriate musical vocabulary, appreciate various musical works, and experience the beauty of artistic culture.
M 2-IV-2	Be able to explore the relationship and meaning between the music creation and social culture, and express diverse views through discussion.
V 2-IV-1	Be able to appreciate art works and accept diverse viewpoints.

V 2-IV-2	Be able to understand the meaning of visual symbols and express diverse viewpoints.
V 2-IV-3	Be able to understand the function and value of arts products to expand diverse horizons.
P 2-IV-1	Be able to perceive and feel the connection between creation and aesthetic experience.
P 2-IV-2	Be able to recognize the development context, cultural connotation, and representative figures of various performing arts.
P 2-IV-3	Be able to use appropriate vocabulary to clearly express, analyze and evaluate the works of self and others.
<b>Practice</b>	
M 3-IV-1	Be able to explore the commonality of music and other arts through diverse music activities, and to care about local and global arts culture.
M 3-IV-2	Be able to use technology media to collect arts and cultural information or listen to music, so as to cultivate the interests and developments of self-directed learning of music.
V 3-IV-1	Be able to cultivate an attitude of concern for the local arts and cultural environment through the participation of diverse arts events.
V 3-IV-2	Be able to plan or report on arts events and to show care for the natural environment and social issues.
V 3-IV-3	Be able to apply design thinking and artistic knowledge to seek solutions in response to life situations.
P 3-IV-1	Be able to use theatre-related techniques to rehearse and perform in a planned way.
P 3-IV-2	Be able to use various creations to discuss public issues, show humanistic concern and independent thinking ability.
P 3-IV-3	Be able to combine technology media to convey information and to show works of various performance forms.
P 3-IV-4	Be able to develop the habit of appreciating performing arts and to have adaptive development.
<b>Learning Stage V: Grades 10-12</b>	
<b>Expression</b>	
M 1-V-1	Be able to interpret music with the knowledge of reading music and singing and playing skills, to sing or perform, and to enhance aesthetic feeling of life.
M 1-V-2	Be able to improvise, adapt or compose music, and to express and communicate creation ideas.
M 1-V-3	Be able to pay attention to social issues, and to use notation or audio-visual software to record and share works.
FA 1-V-1	Be able to use various visual symbols to interpret life experiences and to communicate with others.

FA 1-V-2	Be able to use media and techniques to show innovation.
FA 1-V-3	Be able to use digital and audio-visual media for creative performance.
FA 1-V-4	Be able to show reflection on living environment and social culture through creation based on issues.
FA 1-V-5	Be able to integrate artistic knowledge and important issues, and to carry out interdisciplinary artistic creation.
AL 1-V-1	Be able to use design thinking to strengthen the ability of observing, exploring, and expressing various artistic styles in life.
AL 1-V-2	Be able to understand the creative principles, organizational elements, and expression methods of types of arts.
<b>Appreciation</b>	
M 2-V-1	Be able to use appropriate musical vocabulary to appreciate and analyze musical works of different periods and regions, and to explore the diversity of music and culture.
M 2-V-2	Be able to explore the relationship between the creation background and culture, and explain self-viewpoint.
FA 2-V-1	Be able to use methods of analyzing arts works, and to express and communicate various viewpoints.
FA 2-V-2	Be able to analyze the meaning of visual symbols and images, and to express and communicate various viewpoints.
FA 2-V-3	Be able to analyze the cultural context of art products and to further contemplate about local and global characteristics.
AL 2-V-1	Be able to have aesthetic experience and appreciation of various arts.
AL 2-V-2	Be able to understand the relationship among arts, society, history, and culture.
<b>Practice</b>	
M 3-V-1	Be able to explore issues relate to local and global culture of arts, and show concern for society and culture through music.
M 3-V-2	Be able to perform music interdisciplinary project-based practical courses or performances to enhance the ability of team-work and self-directed learning.
FA 3-V-1	Be able to show exploration and care of local and world culture through active participation in various cultural events of arts.
FA 3-V-2	Be able to publish diverse arts events and to convey reflections on important local and global issues.
FA 3-V-3	Be able to apply design thinking and artistic knowledge to propose solutions to specific issues.
FA 3-V-4	Be able to show care and reflection on humanistic and environmental issues through arts events.
AL 3-V-1	Be able to recognize cultural assets and to enrich artistic life.
AL 3-V-2	To link regional culture and global issues.

<b>Enrichment and Expanded Elective Courses Outline</b>	
<b>Learning Stage V: Grades 10-12</b>	
<b>Expression</b>	
PC 1-V-1	Be able to use performance elements to present drama or dance works.
PC 1-V-2	Be able to analyze and create works of drama or dance.
PC 1-V-3	Be able to use space for theatre performances, and to work with others to complete a drama or dance together.
MM 1-V-1	Be able to edit music through software for editing and collaging.
MM 1-V-2	Be able to modify and edit the sound.
MM 1-V-3	Be able to design suitable sound effects and music for images.
MM 1-V-4	Be able to compose music with personal styles by using sound materials around ones.
BD 1-V-1	Be able to use suitable media and tools to present self-made design works and to share with others.
BD 1-V-2	Be able to draw and express kinds of pattern.
BD 1-V-3	Be able to design a work by using principles such as points, lines, and planes.
NMA 1-V-1	Be able to select and use digital and audio-visual media to convey artistic thinking.
NMA 1-V-2	Be able to use knowledge of new media arts to complete cross-disciplinary artistic creation.
<b>Appreciation</b>	
PC 2-V-1	Be able to discuss about performers or works through observation and multiple feedback.
PC 2-V-2	Be able to integrate the aesthetic and appreciation of performing arts into life.
PC 2-V-3	Be able to recognize the cultural heritage and historical significance of various performance forms, styles, and performance spaces.
MM 2-V-1	Be able to appreciate different types of multimedia music, and to explore its connection with social culture.
MM 2-V-2	Be able to understand and interpret creation background and techniques of multimedia music.
BD 2-V-1	Be able to apply design principles of design to analyze the differences between self and others' works.
BD 2-V-2	Be able to understand basic design principles.
BD 2-V-3	Be able to explore the design of different countries and cultures.

NMA 2-V-1	Be able to analyze and interpret new media arts creations in a multi-faceted manner, and to make aesthetic judgments.
NMA 2-V-2	Be able to participate in new media arts exhibitions, to experience interactive artworks and to give perceptual feedback of works.
<b>Practice</b>	
PC 3-V-1	Be able to plan, experience and perform theatre works.
PC 3-V-2	Be able to actively watch and participate in performing arts productions, and to engage in related career explorations.
PC 3-V-3	Be able to combine issues from the perspective of humanistic concern, to create scripts or to choreograph dances.
PC 3-V-4	Be able to use technology information and media to produce and promote, and to understand the impact of communication technology on media content.
MM 3-V-1	Be able to produce and present projects through multimedia music.
MM 3-V-2	Be able to use suitable media to present individual or group multimedia music works. (Combine issues or interdisciplinary arts).
BD 3-V-1	Be able to adopt the design thinking process to discover and to solve life problems.
BD 3-V-2	Be able to actively participate in design-related activities and to observe design works of different countries and cultures.
NMA 3-V-1	Be able to perform in static or dynamic form through new media arts creation.
NMA 3-V-2	Be able to make full use of digital tools and new media arts knowledge to enhance the artistic beauty of digital life.



B. Learning Content Sorted by Learning Stage

<b>cording</b>	<b>Learning Content</b>
<b>Required Courses Outline</b>	
<b>Learning Stage II: Grades 3-4</b>	
<b>Expression</b>	
M E-II-1	Songs in multiple forms, such as solo, unison, etc. Basic singing skills, such as sound exploration, posture, etc.
M E-II-2	Basic performance skills of simple percussion instruments and melodic instruments.
M E-II-3	Ways of reading music, such as staff, solfege, time signature, etc.
M E-II-4	Music elements, such as rhythm, dynamics, tempo, etc.
M E-II-5	Simple improvisation, such as physical improvisation, rhythm improvisation, melody improvisation, etc.
V E-II-1	The exploration of color perception, shape, and space.
V E-II-2	Knowledge of media, techniques, and tools.
V E-II-3	Point-line-plane, two- and three-dimension, associative creation experiences in art-making.
P E-II-1	Vocal sound, movement and spatial elements and expression forms.
P E-II-2	The begin, middle and ending of dance or drama skits.
P E-II-3	The combination of sound, action, and various media.
<b>Appreciation</b>	
M A-II-1	Instrumental and vocal music, such as solo, Taiwanese folk songs, art songs, and the composition background or lyrics connotation.
M A-II-2	Relevant musical vocabulary, such as musical terms describing musical elements for rhythm, dynamics, and tempo, or related general terms.
M A-II-3	The ways of responding, such as body movement, language expression, painting, and performance.
V A-II-1	Visual elements, beauty of life, visual association.
V A-II-2	Natural objects and man-made objects, artworks, and artists.
V A-II-3	Folklore activities.

P A-II-1	The basic elements of sound, action, and storyline.
P A-II-2	Domestic performing arts groups and representative figures.
P A-II-3	Life events and action process.
<b>Practice</b>	
M P-II-1	Music events, concert etiquette.
M P-II-2	Music and Life.
V P-II-1	Local and ethnic arts and cultural events, visiting etiquette.
V P-II-2	Arts collection, life practice, environment layout.
P P-II-1	Work division of performance and presentation, theatre etiquette.
P P-II-2	Various forms of performing arts activities.
P P-II-3	Broadcasting, film and television and stage media.
P P-II-4	Theatre games, improvisation activities, role-play.
<b>Learning Stage III: Grades 5-6</b>	
<b>Expression</b>	
M E-III-1	Songs in multiple forms, such as round, choral singing, etc. Basic singing skills, such as breathing, resonance, etc.
M E-III-2	Classification of musical instruments, basic performance skills, solo, unison and ensemble.
M E-III-3	Musical elements, such as: melody, mode, etc.
M E-III-4	Music notation and the ways of reading music, such as: musical terminology, solfege, etc. Notation, such as: graphic, numbered, staff, etc.
M E-III-5	Simple creations, such as: rhythm creation, melody creation, form creation, etc.
V E-III-1	The identification and communication of visual elements, colors, and constituent elements.
V E-III-2	Media, techniques, and creative expression types.
V E-III-3	Design thinking and implementation.
P E-III-1	The expressive use of sound, body, dramatic elements (subject, plot, dialogue, character, rhyme, spectacle) and movement (body parts, actions/steps, space, dynamics/time, and relationships.)

P E-III-2	Thematic movement creation, story performance.
P E-III-3	Integrated presentation of action materials, visual images, and sound effects.
<b>Appreciation</b>	
M A-III-1	Instrumental and vocal music, such as folk songs from various countries, local and traditional music, classical and pop music, etc., as well as the composers, performers, traditional arts, and creation backgrounds.
M A-III-2	Related musical vocabulary, such as musical terms describing musical elements such as for melody and mode, or related general terms.
M A-III-3	Musical aesthetic principles, such as repetition, contrast etc.
V A-III-1	Arts vocabulary, principles of art and design, and visual aesthetic.
V A-III-2	The characteristics of living objects, works of art and popular culture.
V A-III-3	Folk art.
P A-III-1	The cultural background and historical story of the family and the community.
P A-III-2	Domestic and International performing arts groups and representatives.
P A-III-3	The combination of creative categories, forms, contents, techniques, and elements.
<b>Practice</b>	
M P-III-1	Music activities.
M P-III-2	Music and group activities.
V P-III-1	Local and global art exhibitions, art archives.
V P-III-2	Life design, public art, environmental art.
P P-III-1	Various forms of performing arts activities.
P P-III-2	Performance crew responsibility, performance content, schedule, and space planning.
P P-III-3	The information comments, video or audio materials of exhibition/performance.
P P-III-4	Issues are integrated into performance, story theatre, dance theatre, community theatre, and children's theatre.
<b>Learning Stage IV: Grades 7-9</b>	
<b>Expression</b>	

M E-IV-1	Songs in multiple forms. Basic singing skills, such as vocalization skills, expressions, etc.
M E-IV-2	The structure of musical instruments, principles of sound production, performing skills, and different performing forms.
M E-IV-3	Music notation and terminology, notation or basic music software.
M E-IV-4	Musical elements, such as: timbre, mode, harmony, etc.
M E-IV-5	Basic conducting.
V E-IV-1	Color theory, plastic expression, symbol.
V E-IV-2	Techniques of two & three dimensions and mixed media.
V E-IV-3	Digital images, digital media.
V E-IV-4	Environmental art, community art.
P E-IV-1	Drama or dance elements such as sound, body, emotion, time, space, effort, improvisation, and movement.
P E-IV-2	Body movements and vocabulary, character establishment and performance, various types of textual analysis and creation.
P E-IV-3	A combination of drama, dance and other artistic elements.
<b>Appreciation</b>	
M A-IV-1	Instrumental and vocal music, such as traditional opera, musical, world music, film music and others. Various forms of music performances, as well as composers, music performance groups, and creation background.
M A-IV-2	Related musical vocabulary, such as musical terms for timbre, harmony, or related general terms.
M A-IV-3	Principles of musical aesthetic, such as: balance, gradation, etc.
V A-IV-1	Art general knowledge, art appreciation methods.
V A-IV-2	Traditional art, contemporary art, visual culture.
V A-IV-3	Local and ethnic art, global art.
P A-IV-1	Performing arts is connected with life aesthetic, local culture and performances in specific venues.
P A-IV-2	Types, representative works and figures of local and various ethnic groups, East and West, traditional and contemporary performing arts.
P A-IV-3	Performance form analysis, textual analysis.
<b>Practice</b>	

M P-IV-1	Music and interdisciplinary cultural events of arts.
M P-IV-2	Issues related to local humanistic concern and global arts and culture.
M P-IV-3	The characteristics and types of music-related jobs.
V P-IV-1	Public art, local and arts events of various ethnic groups, arts legacy.
V P-IV-2	Curation and execution.
V P-IV-3	Design thinking, life aesthetic.
V P-IV-4	The characteristics and types of visual arts related jobs.
P P-IV-1	Performance team organization and structure, basic theatre design and production.
P P-IV-2	Diversified forms such as applied drama, applied theatre and applied dance.
P P-IV-3	Video production, applied media, computer and mobile device related applications.
P P-IV-4	The characteristics and types of performing arts activities and performances, and occupations related to performing arts.
<b>Learning Stage V: Grades 10-12</b>	
<b>Expression</b>	
M E-V-1	Various singing (playing) techniques and forms.
M E-V-2	Music interpretation, music style*.
M E-V-3	Conducting skills.
M E-V-4	Music elements, such as texture, form, etc.
M E-V-5	Simple composition techniques, such as: repetition, sequence, variation, etc.
FA E-V-1	Application of principles of color and form, two- and three-dimensional composition principle*, visual symbol analysis and interpretation*.
FA E-V-2	Painting, three-dimensional, mixed media and expression skills, reproducible media and expression skills *.
FA E-V-3	Audiovisual media and skills, digital media, and skills*.
FA E-V-4	Public art, community art*.
FA E-V-5	Life issues creation, interdisciplinary project-based creation *.
AL E-V-1	The material, structure, and form of artificial objects.

AL E-V-2	Design and multimedia*.
AL E-V-3	Music and technology media.
AL E-V-4	Music and interdisciplinary performance creation*.
AL E-V-5	Improvisation and creation of body, sound, drama, and dance.
AL E-V-6	Activities planning, rehearsal, integration and production of theatre and technology media*.
<b>Appreciation</b>	
M A-V-1	Music of various styles.
M A-V-2	Music performance forms.
M A-V-3	Relevant musical vocabulary, such as musical terms for texture and form, or related general terms.
M A-V-4	Principles of musical aesthetic.
M A-V-5	Musicians and musical performance groups.
FA A-V-1	Arts concept, arts criticism, aesthetic value*.
FA A-V-2	Culture of digital arts, traditional arts, artistic styles*, contemporary arts*.
FA A-V-3	Taiwan Fine Arts, Chinese Fine Arts*, World Fine Arts*.
AL A-V-1	Design and Image, Film Art.
AL A-V-2	Design and environment*.
AL A-V-3	Music and Sound Image Arts.
AL A-V-4	Music and environmental space*.
AL A-V-5	Appreciation and analysis of the performance forms and styles of drama, dance, and theatre.
AL A-V-6	Various performing arts workers, theatre artists and groups.
<b>Practice</b>	
M P-V-1	Contemporary multiculturalism.
M P-V-2	Issues related to the preservation of cultural assets and global arts and cultures.
M P-V-3	Interdisciplinary applications of music*.
FA P-V-1	Art organizations and institutions, cultural assets, local and various ethnic cultural events of arts.

FA P-V-2	Theme art activities and curation, curation in the cloud.
FA P-V-3	Cultural creativity, life aesthetics*.
FA P-V-4	Arts and society, ecological arts, arts action*, arts career*.
AL P-V-1	Design thinking and aesthetic experience.
AL P-V-2	Design and culture*.
AL P-V-3	Pop music and creative industries.
AL P-V-4	Music and culture*.
AL P-V-5	Habits of participating in various performing arts, local and cultural activities of different ethnic groups.
AL P-V-6	Performing arts applied to life, career, traditional culture, and civic issues*.
<b>Enrichment and Expanded Elective Courses Outline</b>	
<b>Learning Stage V: Grades 10-12</b>	
<b>Expression</b>	
PC E-V-1	Sound, body, emotion, time, space, effort, improvisation, action elements and combinations.
PC E-V-2	Role analysis and acting, action analysis, script creation, plays reading, theme action creation, creative drama, creative dance.
PC E-V-3	Theatre performance planning, design, rehearsal, and performance execution.
MM E-V-1	Music software, musical form.
MM E-V-2	Use of mixers, synthesizers, and effectors.
MM E-V-3	Audio-visual editing software, sound effect design, skills of writing incidental music, arrangement style.
BD E-V-1	Medium and techniques for making.
BD E-V-2	The composition of points, lines, and planes.
BD E-V-3	Draft of pattern and design.
NMA E-V-1	Digital creation process and experience, digital hardware and software operation.
NMA E-V-2	Digital arts case analysis.
<b>Appreciation</b>	

PC A-V-1	Observation, insight, analysis, speculation, and criticism.
PC A-V-2	Life aesthetics, drama aesthetics, dance aesthetics, theatre aesthetics.
PC A-V-3	Performing artists and groups, traditional arts, arts administration, theatre forms and related technical configurations.
MM A-V-1	The development background and social culture of multimedia music.
MM A-V-2	Representative works of various types of multimedia music.
BD A-V-1	Design creativities, skills, observations, and analysis.
BD A-V-2	Basic design principles.
BD A-V-3	Design and culture.
NMA A-V-1	New media aesthetic characteristics, multi-sensory experience.
NMA A-V-2	Experience with interactive works.
<b>Practice</b>	
PC P-V-1	Presentation of issues, cross-domain cooperation, performances inside and outside the school.
PC P-V-2	Performing arts consumers, performing arts professionals, related industry information, lifelong learning.
PC P-V-3	Drama and dance are applied to physical and mental health, traditional cultures, and local social activities.
PC P-V-4	Image, video and audio shooting and editing.
MM P-V-1	Project production and presentation.
MM P-V-2	Intellectual property rights, multimedia and internet literacy, internet sharing platform.
BD P-V-1	Design thinking.
BD P-V-2	Design style.
NMA P-V-1	Online creation and publication.
NMA P-V-2	Mobile media, digital creative industries.



## VI. Implementation Directions

### 1. Curriculum Development

Curriculum development in the domain of Arts should integrate social resources and cultural assets, and focus on the collaboration of teachers of different subjects in the domain of Arts, so as to condense a common image of arts education, and carry out alternative, progressive, diversified, and innovative curriculum design. According to the characteristics of the domain of Arts and educational trends, the principles for curriculum development should be as followed:

- (1) Competency driven: The curriculum should ensure the core competency of arts, and the planning should aim to cultivate students to integrate interests, knowledge, and skills of arts learning, and apply arts to life situations, life development and career exploration, etc.
- (2) Progressive development: Curriculum planning should be sequential and consistent, taking into account the physical and psychological development of students and the growth of artistic cognition. It will be gradually enriched and expanded, to accumulate students' artistic knowledge and strengthen their aesthetic experience continuously. Continuing the life courses of the first learning stage, the second one mainly enriches the basic cognition of arts. The third one emphasizes the application of artistic knowledge. The fourth learning stage gradually cultivates issues thinking and values constructing. The fifth one balances the artistic literacy of social citizens and the development of professional artistic careers.
- (3) Connection and coherence: The curriculum should link students' arts learning experiences in the past, present and future, and strengthen the vertical coherence of arts learning at all stages of education. At the same time, teachers and students should jointly construct a School-Based arts curriculum, link other domains/subjects horizontally, and then expand to the community or school district to develop local-specific courses.
- (4) Principles for integration: Under the domain curriculum framework, the curriculum can adopt cross-disciplinary/subject themes, topics, or phenomenon-oriented designs. Curriculum development should refer to Appendix II: *Description of Issues Integrated Arts Domain-Specific Curriculum*, and integrate gender equality,

human rights, environment, marine education, and other related issues. In the elementary school stage, the domain teaching is the principle. In the junior high school stage, under the domain curriculum structure, the domain or subject-specific teaching can be alternatively adopted according to the actual conditions of the school. In the senior high school stage, subject-specific teaching is the principle under the domain curriculum framework. The cross-disciplinary/subject arts curriculum is strengthened through cross-disciplinary/subject, practice, and exploration courses. In addition, expanded electives courses of upper secondary schools are all cross-domain/disciplinary project-based practical courses. They can also be used as a reference for setting school-required courses and diverse elective courses.

- (5) **Balanced combination:** When planning arts courses, schools should consider the total number of time/credits in the domain, and provide appropriate and balanced teaching materials. At the same time, the learning content of each subject in the domain of Arts should be homogeneous and of even quantity, and the curriculum should be combined under the principle of reducing the number of subjects taught per week. The total number of learning sessions/credits in the domain should be maintained and not reduced to achieve the overall goal of arts education.
- (6) **Diversified and Adaptive:** Schools should, in learning stage V, offer required and elective diversified arts learning courses, based on students' aspirations and learning needs, so as to provide students with artistic interests and dispositions. At the same time, schools at all levels should organize Arts Domain teacher communities, such as the *Art Teaching and Research Committee*, to activate arts teaching and improve students' learning, and in accordance with the school's educational vision, develop diverse and adaptable School-Based Arts Domain characteristic courses, and encourage teachers to carry out course experimentation and innovation, as well as share the results of course practice.

## **2. Teaching Material Selection and Composition**

Arts teaching materials are taken from life and applied to life; besides textbooks, they also contain various forms of teaching resources, such as books, objects, digital audio-visual teaching materials, etc. Teachers can develop and compile a variety of appropriate competency-driven teaching materials to accumulate teaching resources.

## (1) R&D and Application

### A. Common Principles

- a. The teaching materials of each learning stage include three learning aspects: expression, appreciation, and practice, emphasizing the basic concepts, principles, and life applications of art and aesthetic feeling. When compiling teaching materials, material developers should select appropriate and essential artistic vocabulary based on critical connotations, and integrate single or multiple learning performances and learning content to transform and develop competency-driven teaching material.
- b. Supplementary teaching materials and teaching aids should conform to fundamental beliefs of the curriculum guidelines, curriculum goals, core literacy in the domain, and learning focus. They should be designed with competency-driven teaching and learning strategies.
- c. In order to enhance the richness of learning in the domain of Arts, as well as local caring and international perspective, the teaching material compilation should be combined with related issues. Teachers should add various issues, such as gender equality, human rights, environment, marine education, and other materials. Especially the *humanistic concern* among the learning focus, can be appropriately combined with issues.
- d. When compiling teaching materials, efforts should be taken to avoid conveying stereotypes in specific gender, ethnic groups...etc. The materials should show respect to the cultural performance of each ethnic group. When it comes to the prejudice or discrimination hidden in cultural customs, teachers should review and criticize it.
- e. The teaching material compilation should link to other domains/subjects, attach importance to the Taiwanese local arts and arts of various ethnic groups, take into account traditional arts, cultural assets, contemporary art and culture, and local characteristics and school characteristics. Make use of different forms of cultural assets, and guide students to experience arts and culture.

- f. At least one unit of the teaching materials for each educational stage shall adopt a cross-disciplinary/subject theme, issue, project, or phenomenon-oriented integrated design; the teaching materials development should pay attention to the integration of arts and social culture, arts and living environment, and emphasize the integration between subjects and those cross-disciplinary and cross-domain in the domain of Arts, to cultivate students' ability to solve problems with arts, and to pay attention to the coherence and cohesion of courses at each learning stage.
  - g. 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, as well as the physical and mental development and needs of students.
  - h. At each learning stage, appropriate and essential artistic vocabulary should be selected according to the learning content, so that students can better understand, express, communicate, and apply them in artistic culture and real-life contexts.
  - i. In order to assist teachers to understand this Guidelines, please refer to the *12-year Basic Education Curriculum Handbook for Elementary Schools, Junior High Schools, and Upper secondary schools : Arts* for supplementary explanations of related terms.
- B. Regional/School Characteristic Teaching Material Research and Development
- a. 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, to adjust or develop regional or School-Based arts teaching materials.
  - b. Teachers should compile or choose diversified and appropriate teaching resources, based on the needs of students and the characteristics of communities to enrich arts learning experiences of students.

## (2) Principles of Compiling and Selecting Teaching Materials for Each Subject

### A. Music

- a. The arrangement of music concepts in music teaching materials should follow the learning stage, from easy to difficult. For example, musical elements, including: dynamics, tempo, timbre, rhythm, melody, harmony, texture, musical form, etc.; compositional techniques, including: imitation, repetition, contrast, ostinato, figured bass, etc.
- b. Teaching materials should include representative works of various music genres, musical forms, and periodical styles. Teaching materials should value the Taiwanese music and music of various ethnic groups. Moreover, they should be drawn from life experiences of students, and be connecting to current issues or cross-disciplinary/subject. The selecting teaching materials in senior high schools stage, not only continue those of junior high schools, but also encourage the presentation and appreciation of students' work, as well as demonstrate individual or group music learning achievements, and be able to know more about those who work in the music industry to understand the role and function of music in society.
- c. The compilation of songs should be in line with the unit theme or content. The lyrics (including translated words and lyrics) should suit the physical and mental development of students. Song selection with suitable vocal ranges should be considered with different personal voices, growing periods and applicability, without gender stereotypes. Appreciation materials should focus on the connection among music and historical, social, and humanistic backgrounds, and timely complimented with music scores or explanation.
- d. Musical instrument teaching can be selected according to students' interests, schools, and local characteristics, providing opportunities for diversified learning and rich aesthetic experiences. It can also cooperate with the production of simple musical instruments to establish students' understanding of musical instruments and arts culture.

### B. Visual arts/Fine arts

- a. The teaching material compilation should be linked to students' life experiences. It should guide students to learn about media, techniques, components and principles of arts, symbol concepts, and artistic appreciation consequentially through real experiences. Also, it should encourage students to express themselves creatively and think in diverse ways.
  - b. The teaching material compilation can guide students to participate in contemporary art events in an appropriate manner, get to know about different art workers, their work as well as backgrounds, and understand the meaning and value of art to both individuals and society as a whole.
- C. Performing Arts
- a. Performing Arts teaching materials include contemporary and traditional performance knowledge, voice and body expression, understanding and practice of performing arts elements, creative principles and methods, presentation and performance, aesthetic experience and appreciation, etc.
  - b. Performing Arts teaching materials such as drama, dance, theatre, film and television media should take life inspiration, be deconstructed and reorganized in practice. Therefore, students can experience the thoughts and feelings of others, and express personal creativity and diverse thinking.
  - c. Teaching materials should be actively integrated contemporary issues or other domains/subjects, and extract appropriate materials as teaching aids to guide students to improvise, feel, imagine, and think to further explore, express, and actualize.
  - d. Teaching materials should be integrated with theatre artists' information, jobs responsibilities, and production processes. Artists can be invited to school. Students can have off-campus visits and explore the work of artists.
- D. Arts and Life
- a. The compilation of teaching materials should focus on the meaning and value of arts to life.
  - b. Examples of works required in teaching materials should take into account both physical cultural assets (such as architecture, temples, monuments, etc.) and soft cultural assets (such as music, drama, etc.) Those work examples should be selected according to the characteristics and needs of the region, school, and students.

- c. Appreciation, practice, or performance of various teaching materials should be advanced from easy to difficult, combined with the application of computer technology. The selection of teaching materials should take into account the characteristics of the region and the characteristics of the students, select representative artists, and introduce their productions and correlation with their life.

### **3. Teaching Implementation**

Arts teaching focuses on guiding students' artistic exploration, self-directed learning, interactive dialogue, and practical participation. Centering around students, apply diverse and alternative teaching methods, teaching materials and aids, and various musical instruments, to cultivate core artistic literacy. In addition to domain-oriented teaching, arts education can be interdisciplinary with other domains/subjects, combined with alternative curriculum components, club activities, group activities, and other courses, using a variety of teaching methods. When giving examples or guiding reflections, introduce gender equality, human rights, and the environment, marine education, and other issues to enrich the teaching content.

- (1) To establish a learning situation: Teachers should create an arts 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. Additionally, teachers should guide awareness, perception, experimentation, explore, practice, think about values and attitudes, and have students to take responsibility for learning.
- (2) To develop basic skills: Teachers demonstrate and emphasize important skills. According to the nature of teaching materials, teachers also can adopt other strategies such as lecture, explanation, demonstration, Q&As, presentations, discussions, games, practices, performances, cooperative learning, etc., to develop student's basic arts skills.
- (3) To cultivate 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.

- (4) To promote teacher-student interaction: Teachers can guide students to have self-directed learning, interactive communication, and social engagement in a positive, open, and enthusiastic manner; respect students' interpretation, originality, unique performance, or problem-solving methods, and can provide positive feedback to students' appropriate performance.
- (5) 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**

- (1) Building learning spaces: Schools should build and enrich arts classrooms, related art exhibition spaces, books, and teaching aids, etc., according to the actual needs of teaching year by year; if it is a new school building, it is advisable to design a multi-functional arts education center.
- (2) Enriching teaching resources: Schools should schedule expanding and maintaining related software and hardware facilities, actively enrich related books, audiovisual materials, e-books, and other teaching media, and support students to have self-directed learning.
- (3) Integrating various resources: Teachers should design various teaching aids for teaching use; properly use community or private resources, social and cultural assets, natural resources, and related creative industries. Also, combine various venue spaces and funds for off-campus learning experiences, expand students' artistic vision and provide opportunities for students to observe and learn.
- (4) Making good use of Internet platforms: Teachers can connect to or construct an Internet platform for teaching in the domain of Arts, to provide students with opportunities for self-directed learning and mutual observation.

#### **5. Learning Assessment**

The assessment of learning in the domain of Arts emphasizes the learning process and context, and integrates artistic knowledge, performance process, and completed works into daily practice. Therefore, it is more critical to evaluate art learning in real situations. Teachers should consider the following principles when planning learning assessments:



- (1) Focus on literacy: Learning assessment should be able to help students develop core competencies in the domain. Therefore, the assessment rubrics and methods should focus on performance-based portfolios, integrated applications, interest inspirations, and contextualized practices with the spirit of taking initiative, engaging in interaction, and seeking mutually beneficial outcomes.
- (2) Adopt various methods: Based on the characteristics of the diversification of modern art activities and media diversity, learning assessment should adopt multiple methods. In addition to student self-assessment, peer assessment, portfolio assessment, performance-based assessment, records or reports of learning experiences, portfolios, demonstrations, performances, anecdotes, appreciation, etc. can also be used. Also, emphasize the various presentations of quality and quantity, including multiple timings, multiple scenarios, or multiple evaluation strategies, etc.
- (3) Support learning: Learning assessment should be able to provide students with a timely, clear, and continuous understanding of the state of art learning. Teachers can discuss assessment rubrics with students, use learning logs, interviews, cooperative group assessments, and observation methods, to understand the learning status, and provide feedback to help students improve their learning strategies and interests.