



香港藝術發展獎
Hong Kong Arts Development
AWARDS
2017

得獎名單

List of Awardees

終身成就獎 Life Achievement Award

曹誠淵 Tsao Sing-yuen, Willy

傑出藝術貢獻獎 Award for Outstanding Contribution in Arts

羅家英 (行堂) Law Ka-ying (Hang-tong)
盧國沾 Lo Kwok-jim, Jimmy
杜琪峯 Johnnie Kei-fung To

藝術家年獎 Artist of the Year

藝術評論 Arts Criticism
舞蹈 Dance
戲劇 Drama
電影 Film
文學藝術 Literary Arts
媒體藝術 Media Arts
音樂 Music
視覺藝術 Visual Arts
戲曲 Xiqu

黃勁輝 Wong King-fai
周佩韻 Chow Pui-wan, Pewan
陳曙曦 Chan Chu-hei
黃進 Wong Chun
岑崑南 (崑南) Shum Kwan-nam, Quanan
黎肖嫻 Lai Chiu-han, Linda
陳明志 Chan Ming-chi
黃麗貞 Wong Lai-ching, Fiona
高潤權 Ko Yun-kuen

藝術新秀獎 Award for Young Artist

藝術評論 Arts Criticism
舞蹈 Dance
戲劇 Drama
文學藝術 Literary Arts
媒體藝術 Media Arts
音樂 Music
視覺藝術 Visual Arts
戲曲 Xiqu

洪思行 Hung Sze-hang, Edison
李偉能 Lee Wai-nang, Joseph
黃俊達 Wong Chun-tat
宋子江 Song Zijiang, Chris
羅玉梅 Law Yuk-mui
吳懷世 Ng Wai-sai, Wilson
李繼忠 Lee Kai-chung
李沛妍 Li Pui-yan, Eliza

藝術教育獎 Award for Arts Education

學校組 School Division

香港浸會大學附屬學校王錦輝中小學
Hong Kong Baptist University Affiliated School
Wong Kam Fai Secondary and Primary School
天主教普照中學
Po Chiu Catholic Secondary School
林大輝中學
Lam Tai Fai College

非學校組 Non-School Division

M +
誇啦啦藝術集匯
The Absolutely Fabulous Theatre Connection
東華三院愛不同藝術
Tung Wah Group of Hospitals i-dArt

優異表現獎 Certificate of Merit

浸信會呂明才中學
Baptist Lui Ming Choi Secondary School
中華基督教會屯門堂教育機構
Tuen Mun Church Educational Organisation,
Tuen Mun Church, CCC
東華三院徐展堂學校
Tung Wah Group of Hospitals Tsui Tsin Tong School

優異表現獎 Certificate of Merit

全人藝動
Art for All
香港青年藝術協會
Hong Kong Youth Arts Foundation
天台塾
Rooftop Institute

藝術推廣獎 Award for Arts Promotion

簡梁以瑚
Evelyna Liang Kan
水煮魚文化製作有限公司
Spicy Fish Cultural Production Limited
聖雅各福群會
St. James' Settlement

藝術贊助獎 Award for Arts Sponsorship

法國巴黎銀行
BNP Paribas
中國建設銀行 (亞洲)
China Construction Bank (Asia)
周生生集團國際有限公司
Chow Sang Sang Holdings International Limited
嘉華國際集團有限公司
K. Wah International Holdings Limited

藝術新秀獎 (電影) 獎項從缺。
Award for Young Artist (Film) is not presented.

藝術教育獎 (非學校組) Award for Arts Education (Non-School Division)

誇啦啦藝術 集滙

The Absolutely Fabulous Theatre Connection

得獎計劃：醫學人文科 (表演藝術)
Award-winning Project:
Medical Humanities (Performance Arts)

如果把藝術教育看成兩個個體——藝術與教育，就如二人的締結，相互交流配合，達至一加一大於二的效果。誇啦啦藝術集滙相信，其天秤的一邊是藝術的力量，能夠跨越困難、突破恐懼或沉默；一邊是學習的提升，尤其是針對非藝術群體的藝術學習。誇啦啦藝術集滙曾於2014年獲「藝術教育獎」，今年藉着與香港大學李嘉誠醫學院協作的「醫學人文科」(表演藝術)再次獲獎，以一、二年級本科生為對象，以表演藝術課程提升人文教育。

藉藝術探索人文

「醫學人文科」(表演藝術)被納入學院的常規課程，由誇啦啦藝術集滙設計及主導，資深藝術教育家分別教授戲劇、音樂和形體藝術。在課程中，學生觸及人的感情和肢體表達，從而探索醫學的人文面向。

一年級課程以「白衣下的人」為主題，以戲劇和音樂出發，讓學生探索 and 表達情感。誇啦啦藝術集滙行政總裁邱歡智表示：「此兩種藝術媒介本質上着重自我觀察和了解他人，劇場的肢體語言和角色扮演對醫生與病人的關係尤其重要，音樂則引發深層聆聽，滋潤心靈，培養人文氣質。」學生更會以誇啦啦改編自外科醫生的虛構個案作出研究。

二年級生在學科上開始接觸大量生理系統專用詞彙，把肢體動作連繫身體部位及器官則能夠讓他們透過第一身感覺回應「痛楚和治療」的主題。



藝術來自舞台，科學來自實驗室？

現實生活從來就無分界別，但現今香港中小學教育模式則把知識分類成科、系或院。在越趨複雜的世界，我們必須從一門知識跳到另一門，試着比對與連接，或許能發掘更多身邊的事物。

細菌只在培養皿中滋長，但醫護學生絕不能只在實驗室培育。計劃成功激發醫科學生的藝術觸覺，體驗醫學與表演藝術融合的可能性。歸根究底，醫人也是醫心，醫護人員要顧及的層面不亞於藝術所涉獵的。

「醫學人文科」表演藝術課程舉辦迄今已有六年，參與人數接近3,000多人。誇啦啦藝術集滙成立十週年，邱歡智對跨界學習十分樂觀：「我們期望學生不忘藝術學習經歷之餘，更在意藝術所能協助其成長和專業培訓的潛能。透過計劃，讓我們見證藝術與科學的分野逐漸模糊，醫生與藝術家抱持的人文觀念越趨重疊。」

計劃理念創新，透過為大學醫科學生提供藝術常規課程，增強其溝通及表達情感的能力，成功將藝術應用於教育之上。計劃與非藝術專業的群體連結作跨界伙伴，結合藝術與專業培訓，為傳統學科培訓注入新元素，能成為其他藝術教育同業參考及跨界協作的例子。

If a marriage is about a beautiful union of two souls, the winning project in this category also takes two to tango. The Absolutely Fabulous Theatre Connection (AFTEC) believes in the power of arts to disentangle learning issues and to break through fear or silence as much as in the transcendence of learning in the non-art sectors. After the first award in the same category in 2014, their second winning project, Medical Humanities (Performance Arts), a collaboration with the Li Ka Shing Faculty of Medicine in the University of Hong Kong, has demonstrated an integrated approach to enhance humanities education among year one and two undergraduates.

Explore humanity through arts

The Performance Arts module designed and led by AFTEC and taught by seasoned artist-educators is an integral part of the Medical Humanities credit-bearing curriculum. Through the imaginative encounter in the fields of drama, music and movement, the medical students would explore the humanistic aspect of the sciences and the expression of human emotions and bodies.

With "The Person behind the White Coat" as the over-arching theme for year one undergraduates, AFTEC emphasises the exploration of emotions through theatre and music as a springboard to the Performance Arts module. Lynn Yau, Chief Executive of AFTEC, remarks, "Both art forms intrinsically afford introspection and knowing the other. Role playing and body language in theatre are essential to doctor-patient relationships whereas music cultivates deep listening and offers an oasis to the often disregarded heart, the individual temperament and the human spirit." Fictitious case study materials created by a real surgeon have also been adopted.

In their second academic year, students would begin to learn different physiological systems. Linking movement to body parts and organs, the relationship with the body as a structure vividly illustrates the "Suffering & Healing" theme borne out of one's own experience.

Arts from stage, science from lab?

The world we live in has always been trans-disciplinary, but modern pedagogy silo disciplines as subjects, departments or faculties. In an increasingly complex world, we only stand to gain by moving through seemingly disconnected knowledge spheres, comparing and connecting, and ultimately coming to a deeper understanding of issues at hand.

While bacteria are cultivated in petri dishes, medical physicians are not nurtured in laboratories alone. The project has succeeded in stimulating the artistic muscles in medical students so to let them experience the possible integration of medical sciences and performance arts. Medicine, being about human beings whom doctors-to-be have to speak and listen to, is often as multi-layered as arts.

It has been six years since the Performance Arts module was introduced in the faculty. AFTEC hopes there will be a longer-lasting influence for the nearly 3,000 participants to date. "We hope (the students) will be mindful of not just the arts but the potential of the arts to support their growth as young professionals and in their medical practice. Through this project, we are seeing an ever decreasing divide between arts and sciences, and more and more of a shared humanity with doctors and artists ardently wanting to do good." Yau gives a positive note and thumbs-up to cross-disciplinary teaching, ten years after the inauguration of the organisation.

By offering an art curriculum in a Medical Faculty, the undergraduates are open to new opportunities to develop communication skills and expression of emotions. The project has promoted an innovative application of arts in education. The collaboration with non-arts disciplines has rejuvenated conventional ways of professional training and thus set a role model for arts educators with a focus of cross-disciplinary collaboration.

