THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**:** Bachelor of Education (Honours) (Visual Arts) Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts)
Programme QF Level	**:** 5
Course Title	**:** Curriculum Studies in Visual Arts Education
Course code	**:** ART3176
Department	**:** Cultural and Creative Arts
Credit Points	**:** 3
Contact Hours	**:** 39
Pre-requisite(s)	**:** Education in Art
Medium of Instruction	**:** CMI
Course Level	**:** 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course presents an overview of school-based curriculum design in Visual Arts education. The aim of this course is to enhance students' ability in analyzing the orientation/approach of *Visual Arts Curriculum Guide (P1-S3)*, as well as understanding and applying the essential concepts for designing a school-based curriculum in Visual Arts subject. Through case study, students will be able to review and evaluate the implementation of Visual Arts curriculum in Hong Kong primary / secondary school and consider feasible ways to revise a school-based curriculum in Visual Arts subject for the school they have studied so as to meet the trend of curriculum change.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$: Define the orientations/approaches of *Visual Arts Curriculum Guide (P1-S3)*

CILO$_2$: Identify elements of a school-based curriculum design in visual arts subject and the external and internal factors of situational analysis

CILO$_3$: Critically evaluate a school-based visual arts curriculum and revise the curriculum in accordance with the *Visual Arts Curriculum Guide (P1-S3)*

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Paradigm shift and different orientation/approach of Visual Arts education; 2. Concepts of Central and school-based curriculum;	CILO$_1$	Lecture School visits Group discussion
1. Elements that affect the decision making of Visual Arts teachers on school-based curriculum development: External and internal factors; 2. Characteristics and organization of school-based Visual Arts curriculum design (scheme of work) in primary / secondary schools.	CILO$_1$ & CILO$_2$	Lecture Group discussion
1. Critical review of the *3 domains and the #4 targets of a school-based Visual Arts curriculum; 2. Methods in designing a school-based Visual Arts curriculum; 3. Presentation of the rationales on the revised scheme of work.	CILO$_2$ & CILO$_3$	Group discussion Group presentation Peer review

* 3 domains: Visual arts knowledge, visual arts appreciation and criticism, and visual arts making.
# 4 targets: Developing creativity and imagination, developing skills and processes, cultivating critical responses, and understanding arts in context.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
I) CLASSWORK (In-class activities and presentation in group) 1. Identify and compare the external and internal factors that affect the decision making of primary and secondary school Visual Arts teachers on school-based curriculum development; 2. Critical review of the *3 domains and the #4 targets of a primary / secondary school-based Visual Arts curriculum and assessment design (scheme of work) 3. Based on the thematic unit design concept (4-6 units), critically share the factors that need to be considered in the planning and organization (horizontal or vertical) of the revised school-based visual arts curriculum	40%	$CILO_{1,2,3}$
II) FINAL ASSESSMENT **1. E-Portfolio** • Organize all class work, including individual and group exercises, by creating a personal e-portfolio • Critically reflect on what the individual has learned in the course	30%	$CILO_{1, 2, 3}$
2. Reflective Essay (1,000 words in Chinese) • Critically point out issues of the school-based visual arts curriculum development in Hong Kong through building a personal ePortfolio and citing examples shared by peers for holistic reflection • Demonstrate an understanding of the *Visual Arts Curriculum Guide* and the planning and organization of the school-based visual arts curriculum, and cite peers' opinions to propose a plan to improve the "School-based Visual Arts Curriculum Design" • Make a holistic and critical reflection on the personal goals set before starting the course	30%	

5. Required Text(s)

課程發展議會 (2003)：《視覺藝術科課程指引（小一至中三）》，檢自 https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/arts-edu/curriculum-docs/va_guide_p1_s3_c.pdf

課程發展議會與香港考試及評核局聯合編訂 (2015)：《藝術教育學習領域視覺藝術課

程 及 評 估 指 引 （ 中 四 至 中 六 ） 》 ， 檢 自
https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/arts-edu/curriculum-docs/VA_CA_Guide_c-100418.pdf

香港課程發展議會 (2015)：《更新藝術教育學習領域課程（小一至中六）》，檢自
http://www.edb.gov.hk/attachment/tc/curriculum-development/renewal/AE/brief_AE%20KLA_C.pdf

香港課程發展議會 (2017)：《藝術教育課程指引（小一至中六）》，檢自
http://www.edb.gov.hk/tc/curriculum-development/renewal/guides.html#AE

6. Recommended Readings

Atkinson, D., & Dash, P. (Eds) (2005). *Social and critical practice in art education***.** Stoke on Trent [England]: Trentham Books.

Boughton, D. (2004). Assessing art learning in changing contexts: High-stakes accountability, international standards and changing conception of artistic development. In E.W. Eisner, & M.D. Day (Eds.), *Handbook of research and policy in art education,* (pp.585-605). NJ: Lawrence Erlbaum Associates.

Eger, J.M. (2008). The arts in contemporary education. *The School Administrator, 65*(3), 32-35.

Eisner, E. (2009). What education can learn from the arts? *Art Education*, *62*(2), 6-9.

Freedman, K. (2000). Social perspectives on art education in the U.S.: Teaching visual culture in a democracy. *Studies in Art Education, 41*(4), 314-329.

Lam, T.S.J. (2011). Deliberation and School-Based Curriculum Development--A Hong Kong Case Study. *New Horizons In Education*, *59*(2), 69-82.

Morris, P. (1998). *Hong Kong school curriculum: Development, issues and policies*. Hong Kong University Press.

Print, M. (1993). *Curriculum development and design*. St. Leonards, N.S.W.: Allen & Unwin.

Wiggins, G., & McTighe, J. (2011). *The understanding by design: Guide to creating high-quality units.* Alexandria, Virginia: ASCD. (Chapter 4: Developing an initial unit sketch)

Wiles, J., & Bondi, J.C. (2015). *Curriculum development: A guide to practice* (9th ed.). Boston: Pearson.

Rayment, T. (Ed) (2007). *The problem of assessment in art & design.* Bristol: Intellect.

王麗雁 (2003)：視覺文化與藝術教育──美國與台灣的發展經驗，載於黃素蘭、劉仲嚴、區潔愛編《第四屆海峽兩岸美術教育交流會論文集》，(頁 54-59)，香港，香港美術教育協會。

郭禎祥 (2003)：視覺文化與藝術教育──美國與台灣的發展經驗，載於黃素蘭、劉仲嚴、區潔愛編《第四屆海峽兩岸美術教育交流會論文集》，(頁 2-6)，香港，香港美術教育協會。

黃壬來編 (2002)：《藝術與人文教育》，台北，桂冠圖書股份有限公司。

黃政傑 (1991)：《課程設計》，台北，東華書局。

黃素蘭、張善培 (2002)：香港美術科教師的課程取向，《教育研究學報》，17(1)，頁137-160。

劉仲嚴 (2004)：《藝術教育學新論：後現代藝術教育》，香港，香港藝術發展局。

7. Related Web Resources
EDB Website

Visual Arts - Curriculum Support Resources
https://www.edb.gov.hk/en/curriculum-development/kla/arts-edu/resources/va-curri/index.html#Handbook
Learning and Teaching Resource List
https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/arts-edu/resources/va-curri/VA_L_T-Resources-List.pdf
An English-Chinese Glossary of Terms Commonly Used in the Learning and Teaching of Visual Arts (視覺藝術科學與教常用英漢辭彙)
https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/arts-edu/resources/va-curri/visual_arts_glossary20171206.pdf

HKEAA Website
HKEAA Home page
http://www.hkeaa.edu.hk/tc/
HKDSE Elective Subjects: Visual Arts
http://www.hkeaa.edu.hk/en/hkdse/assessment/subject_information/category_a_subjects/hkdse_subj.html?A2&2&25

Useful Website
Getty Museum Education Department   http://www.getty.edu/education/
Hong Kong Society for Education in Art http://www.hksea.org.hk/
National Art Education Association   https://www.arteducators.org/about
National Endowment for the Arts   https://www.arts.gov/publications
Student ePortfolio   https://www.lttc.eduhk.hk/?p=3439
Suggestions on building ePortfolio   https://www.lttc.eduhk.hk/?p=16711

8. **Related Journals**
   香港美術教育
   中國美術教育
   藝術教育研究
   國際藝術教育學刊
   Art Education
   Studies in Art Education
   Journal of Teaching and Learning

9. **Academic Honesty**
   The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. **Others**
   Nil

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