

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Creative Arts and Culture/ Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) (co-terminal double degree)
Programme QF Level	: 5
Course Title	: Sculpture, Installation and Environmental Art
Course Code	: ART4184
Department	: Cultural and Creative Arts (CCA)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 4

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"):

- **Professional Excellence;**
- **Ethical Responsibility; &**
- **Innovation.**

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 enables students to investigate the aesthetic, social, cultural, historical and

psychological perspectives of three-dimensional art expression, with focus on a specific site in local settings. The local and global development of installation and environmental art will be studied. Students will show evidence which demonstrates the development of materiality in sculpture and the possibilities of applying spatial and temporal concepts in three-dimensional artworks. These experiences may help students make practical considerations for managing performances in relation to stage design and other creative media.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ undertake studies that examines the development of installation and environmental art in local and global contexts;
- CILO₂ demonstrate basic competence in employing different media and methods, and understanding of spatial and temporal concepts to create installation artworks at a specific site in local settings;
- CILO₃ demonstrate analytical skills while evaluating personal artworks and those of peers;
- CILO₄ demonstrate social and cultural awareness, with feasibility considerations for managing resources and the constructed environment;
- CILO₅ apply appropriate media and visual strategies to express their views; and
- CILO₆ demonstrate ability to apply and transfer learned knowledge and skills to teaching in school/community.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Ideas, concepts and feasibility: Analysis of the research and test model	CILO _{1, 2 & 3}	<ul style="list-style-type: none"> • Lecture • Class exercise • Presentation • Self and peer critique
2. Realization technique including building up of basic form, additive technique, subtractive technique.	CILO _{2, 3 & 5}	<ul style="list-style-type: none"> • Lecture/ Site visit/ Museum visit • Class discussion
3. Hong Kong installation art: Appreciation and contextual study	CILO _{1, 2, 3, 4 & 5}	<ul style="list-style-type: none"> • Lecture • Class exercise • Presentation • Self and peer critique
4. Formal quality of artwork: Relationship between positive space (object) and negative space (ground), texture and colour	CILO _{1, 2, 4 & 5}	<ul style="list-style-type: none"> • Presentation
5. Masterpieces and how artworks reflect social and cultural phenomena: A study	CILO _{1, 3, 4 & 5}	<ul style="list-style-type: none"> • Presentation

of local and overseas contemporary sculptures		
6. Final presentation: A review of installation and environmental arts with specific contexts	CILO _{1, 2, 3, 4 & 5}	<ul style="list-style-type: none"> • Lecture • Class exercise • Presentation • Self and peer critique

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) In-class assessment and class participation <ul style="list-style-type: none"> • Describe and analyze a pair of installation and environmental art in local and global cultural contexts; • Critical Writing of peer's final project and presentation 	20%	CILO _{1, 3 & 4}
(b) Portfolio <ul style="list-style-type: none"> • The portfolio should include sketches, pictures showing record of tests, material research, evaluation, reference artists, as well as personal statements which demonstrate their ideas and concepts for completing classworks and final assessment and considerations for teaching sculpture/installation art in school 	40%	CILO _{1, 2, 3, 4, 5 & 6}
(c) Final assessment <ul style="list-style-type: none"> • Students should produce a piece of or a set of three-dimensional work for a particular space. The work will be assessed in accordance to creativity, skills and knowledge relating to a particular cultural site and the feasibility of the work. 	40%	CILO _{1, 2, 4 & 5}

5. Required Text(s)

Nil

6. Recommended Readings

- Bishop, C. (2005). *Installation art - A critical history*. London: Tate Publishing.
- Christo, J. (2005). *Christo and Jeanne-Claude, the Gates, Central Park, New York City, 1979-2005*. Koln: Taschen.
- Edelszteinn, S., et al. (2007). *Ice cream: Contemporary art in culture*. London: Phaidon.
- Goldsworthy, A. (2007). *Enclosure*. New York: Abrams.
- Grosenick, U. (Edit.) (2005). *Art now, vol. 2: The new directory to 136 international contemporary artists*. London: Taschen.
- Harper, G., & Moyer, T. (Ed.) (2007). *Conversations on sculpture*. Hamilton: International Sculpture Center Press.
- Klanten, R., Ehmann, S., & Hubner, M.(Eds.) (2007). *Tactile high touch visuals*. Berlin:

Die Gestalten Verlag.
Stroud, M. B. (2003). *New Material as new media: The fabric workshop and museum*. Philadelphia: The Fabric Workshop and Museum.
Taylor, B. (2005). *Art Today*. London: Laurence King Publishing Limited.
林玉蓮及藝術推廣辦事處(2010)：《山海經後傳》，香港，香港政府。
林玉蓮 (2005)：《種植文明研究報告》，香港，cut_N_try。
姚瑞中 (2004)：《台灣裝置藝術(修訂版)》，台灣，木馬文化。
張鳳麟 (1999)：《拆東牆補西牆：香港裝置藝術賞析》，香港，進一步多媒體有限公司。

Articles

林玉蓮 (2011)：淺淡香港裝置藝術當下的現象，《香港中文大學藝術系系友作品展 2011》，頁 46-49。
林玉蓮 (2011)：裝置藝術的教與學，《香港教育學院電子報-學與教的喜悅》2，瀏覽日期：3-4-2018，http://www.ied.edu.hk/jol_emag/trad/columns.php?article_id=57

7. Related Web Resources

A Comprehensive Resource for Sculptors - Sculptor.Org: <http://www.sculptor.org>
British Contemporary Sculpture | Sculpture at Goodwood: <http://www.sculpture.org.uk>
Bronze Casting Process: <http://www.mcguirestudios.com/bronzecast.htm>
Calder's moving sculpture: <https://hyperallergic.com/397105/calder-mobiles-whitney-museum-american-art/>
International Sculpture Parks & Gardens: <http://www.bbk.ac.uk/sculptureparks/>
History, Origins of Sculpture: <http://www.visual-arts-cork.com/sculpture.htm>

8. Related Journals

Nil

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

Last update: 09-12-2022