

Course Outline Template

Part I

Programme Title	: Bachelor of Education (Honours) (Visual Arts)
Programme QF Level	: 5
Course Title	: Contextual Studies of Art
Course code	: ART1156
Department	: Cultural and Creative Arts
Credit Points	: Three
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English & Chinese (on Chinese Art portion)
Course Level	: 1

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:

The course provides an introductory study of Western, Chinese and Hong Kong art with a contextual approach. By examining major art genres and reflecting on the relevant factors in their cultural background, students will understand the art forms and their relationship to the social, technological, religious and cultural developments. This course provides references to the key developments at selected periods and contexts of the major art forms, including Western, Chinese and Hong Kong art. Exploring how factors such as different

cultures, social and political systems, philosophies and religions may have affected or reflected in the arts, students will study selected artists and artworks, and analyze the ways in which various contextual factors have influenced development of art. The course will provide a solid foundation for understanding art and its contexts and enhance students' aesthetic sensitivity towards art.

2. Course Intended Learning Outcomes (CILOs)

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

CILO₁ demonstrate an understanding of the key stages of development of major art forms within the historical contexts of the West, China and Hong Kong.

CILO₂ distinguish the characteristics and styles of major artists and arts movements in their cultural and historical context.

CILO₃ apply knowledge of analyzing and discussing how the historical and cultural contexts affect the creation of selected individual artworks.

3. Content and Teaching & Learning Activities

CILO	Teaching Content	Teaching & Learning Activities
1, 2 & 3	1. Egyptian, Greek and Roman art; 2. The Medieval Art; 3. Art of the Renaissance, Baroque, Rococo and the Romantic periods; 4. Modernism and after; 5. Post-Modernism and the 21st century art;	<ul style="list-style-type: none"> • Lecture • Group discussion • Presentations
	6. Arts from the Neolithic Age to Sui Dynasty; 7. Chinese art of Tang Dynasty; 8. Chinese art from Song to Qing Dynasty; 9. The co-existence of Chinese tradition, westernization and modernization in art in the 20th century; 10. Hong Kong art	<ul style="list-style-type: none"> • Lecture • Group discussion • Presentations • Final Essay

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Participation in class exercises and activities	20%	1
<u>Group presentations</u> Presentations on themes related to the development of Western art and Chinese, art. Students are required to select and compare two particular works of art to show how the different contextual factors had given rise to the characteristics and styles of these two specific works of	30%	1 & 2

art.		
<p><u>Final essay</u> (1,500 words)</p> <p>Students are required to select a piece of artwork from the contemporary Hong Kong art scene and analyze how it is influenced by Western and/or Chinese arts, other than examining the creation of this selected work in the converging local historical, social and aesthetic context.</p>	50%	3

5. Required Text(s)

Nil

6. Recommended Readings

Clarke, D. (2001). *Hong Kong Art: Culture and Decolonization*. Hong Kong: Hong Kong University Press.

Collings, M. (2007). *This is Modern Art*. London: Weidenfeld & Nicolson.

Collins, J. (2007). *Sculpture Today*. London: Phaidon Press.

Gombrich, E. H. (1989). *Story of Art*. London: Phaidon Press.

Heartney, E. (2008). *Art and Today*. London: Phaidon Press.

Hobbs, J. (1991). *Art in Context*. San Diego: Harcourt Brace Jovanovich.

Poli, F. (2008). *Postmodern Art 1945 – Now*. New York: Collins Design.

Smith, L. E. (1992). *Art and Civilization*. London: Laurence King.

高木森 (1992) : 《中國繪畫思想史》, 台灣, 東大圖書股份有限公司。

阮榮春和胡光華 (1997) : 《中國近代美術史 1911-1949》, 香港, 商務印書館。

鄧凝姿主編 (2007) : 《走讀藝術 香港藝術家工作室》, 香港, 宏亞出版。

黎明海主編 (2008) : 《走讀藝術 香港藝術家工作室 第二冊》, 香港, 宏亞出版。

7. Related Web Resources

The Artchive http://artchive.com/ftp_site.htm

The Artcyclopedia <http://www.artcyclopedia.com/index.html>

Visual Arts - Learning and Teaching Resources <http://www.edb.gov.hk/en/curriculum-development/kla/arts-edu/references/va/index.html>

Hong Kong Art Research Portal: http://hk.art.museum/zh_TW/web/ma/portal.html

Hong Kong artists <http://finearts.hku.hk/hkaa/revamp2011/>

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.edu.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil

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