

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	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	:	Chinese
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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 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-S6)*, 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 design a school-based curriculum in the 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:

- CILO₁: Define the orientations/approaches of *Visual Arts Curriculum Guide (P1-S6)*
- CILO₂: Identify elements of a school-based curriculum design in visual arts subject and the external and internal factors of situational analysis
- CILO₃: Critically evaluate a school-based visual arts curriculum and design the curriculum in accordance with the *Visual Arts Curriculum Guide (P1-S6)*

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
3. Elements that affect the decision making of Visual Arts teachers on school-based curriculum development: External and internal factors; 4. Characteristics and organization of school-based Visual Arts curriculum design (scheme of work) in primary / secondary schools; 5. Strategies in facilitating senior secondary education.	CILO ₁ & CILO ₂	Lecture School visits Group discussion
6. Methods in designing a school-based Visual Arts curriculum; 7. Presentation of the rationales on the designed scheme of work.	CILO ₁ , CILO ₂ & CILO ₃	Group discussion Group presentation Peer review

4. Assessment

Assessment Tasks		Weighting (%)	CILO
I)	Class Work (Group) i. 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; and ii. Design a thematic unit design (4-6 units), explain the external and internal factors that need to be considered and provide the rationale of the planning and organization.	40%	CILO _{1,2,3}
II)	Final Assignment (Individual) i. Design an individual unit with Table 1 and artwork sample (20%); ii. Provide a peer review on a unit plan and give suggestions for improvement (10%); and iii. Provide a reflection with evidence of learning regarding the thematic unit plan (4-6 units) (1000 Chinese characters; 700 English words) (30%)	60%	CILO _{1, 2, 3}

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted** : In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted**: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

香港教育大學文化與創意藝術學系(視覺藝術) (2026)：《視覺藝術科教學實習手冊》(修訂版)，香港。

課程發展議會 (2017)：《藝術教育：學習領域課程指引 (小一至中六)》，檢自 https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/arts-edu/curriculum-docs/AE_KLACG_Chi_2017.pdf

課程發展議會 (2024)：《藝術教育學習領域——視覺藝術科課程指引(小一至中六)》，檢自 <https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/arts->

[edu/curriculum-docs/va_cg_c_2024.pdf](https://www.edb.gov.hk/tc/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/debp.html)

課程發展議會 (2026)：《中小學數字教育發展藍圖》，檢自
<https://www.edb.gov.hk/tc/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/debp.html>

課程發展議會與香港考試及評核局聯合編訂 (2015)：《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

7. Recommended Readings

- Bertling, J. B. & Moore, T. C. (2021), The U.S. K–12 art education curricular landscape: A nationwide survey, *Studies in Art Education*, (62)1, 23-46.
- Day, M. & Hurwitz, A. (2012). *Children and their art: methods for the elementary school* (9th ed.). Belmont, Calif.: Wadsworth.
- Duncum, P. (2020). *Picture pedagogy: Visual culture concepts to enhance the curriculum*. Bloomsbury Publishing.
- Eisner, E. W. (2004). *The arts and creation of mind*. Yale University Press.
- Eisner, E. W. & Day, M. D (2004). *Handbook of research and policy in art education*. Routledge.
- Blaikie, F. (2025), A History of the International Baccalaureate Diploma Programme in Visual Arts: Antecedents and Current Trends, *Art Education* 78(2), p 25–32.
- Freedman, K. & Hernández-Hernández, F. (Eds) (2024). *Curriculum, culture, and art education: Comparative perspectives*. State University of New York Press.
- Hunter-Doniger, T., Radakovic, N., O’Byrne, W. I., Britnee, A., Gourdie, E., Heckman, C. & Smith, D. (2022) 3D Printed Iron Gates: Celebrating an African American Artist Through a Transdisciplinary Lesson, *Art Education*, 75(4), 33-38.
- Kongju, M. (2022) Aesthetics and STEAM education: the case of Korean STEAM curricula at the art high school, *International Journal of Science Education*, 44(5), 854-872.
- Kwon, H. (2024), Mixed-methods research toward the K–16 curricular connection in art education, *Studies in art education*, 65(3), 284-305
- Lifschitz-Grant, N. (2020) The family quilt project: The power of culturally relevant pedagogy, *Art Education*, 73(1), 32-37.
- Sheridan, K. M. & Veenema, S. et al. (2022). *Studio Thinking 3*. Teacher College Press.
- Stewart, M. G. & Walker, S. R. (2005). *Rethinking curriculum in art*. Davis Publication
- 曾芊菱、江學滢 (2025): 國中生繪本創作課程之社會情緒學習成效探究，《藝術教育研究》，49，頁67-97。
- 黃祺惠 (2024): 社會情緒學習融入國中藝術領域的實踐與挑戰:教師觀點與教學指標的建構，《藝術教育研究》，48，頁1-37。
- 盧嫻綺 (2019): STEAM 跨領域美感教育專題教學設計之探究，《藝術教育研究》，37，頁49-82。
- 羅寧、劉仲嚴 (2021): 從文化理解到文化自覺：社區本位藝術教育的緣起、理論基礎、特徵及課程框架，《美育學刊》，13 (3)，頁101-108。

8. 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/en/curriculum-development/kla/arts-edu/resources/index.html>

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.hkseas.org.hk/>

National Art Education Association

<https://www.arteducators.org/about>

National Endowment for the Arts

<https://www.arts.gov/publications>

9. 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

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil

Last update: 7 August 2026