

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Creative and Digital Arts and Bachelor of Education (Honours) (Visual Arts)
Programme QF Level	: 5
Course Title	: Contextual Studies of Art
Course Code	: ART1156
Department	: Cultural and Creative Arts (CCA)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
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 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 Perspective

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

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
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;	CILO _{1, 2 & 3}	<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 20 th century; 10) Hong Kong art	CILO _{1, 2 & 3}	<ul style="list-style-type: none">• Lecture• Group discussion• Presentations• Final Essay

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Participation in class exercises and activities	20%	CILO ₁
b. Group presentations 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	30%	CILO _{1, 2}

characteristics and styles of these two specific works of art.		
c. Final essay (1,500 words) 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.	50%	<i>CILO₃</i>

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)

Nil

7. Recommended Readings

- Clarke, D. (2001). *Hong Kong art: Culture and decolonization*. Hong Kong University Press.
- Clarke, D. (2004). *Hong Kong art: A bibliographic guide*. University of Hong Kong.
- Clark, K. (1969). *Civilization*. British Broadcasting Corporation.
- Clunas, C. (2017). *Chinese painting and its audiences*. Princeton University Press.
- Collings, M. (2007). *This is modern art*. Weidenfeld & Nicolson.
- Collins, J. (2007). *Sculpture today*. Phaidon Press.
- Cornell, S. (1983). *Art: A history of changing style*. Phaidon Press Limited.
- Dixon, A. G. (2008). *Art: The definitive visual guide*. Dorling Kindersley Limited.
- Gombrich, E. H. (1989). *The story of art*. Phaidon Press.
- Heartney, E. (2008). *Art and today*. Phaidon Press.
- Hobbs, J. (1991). *Art in context*. Harcourt Brace Jovanovich.
- Hong Kong Museum of Art. (Eds.). (2010). *Ink art vs. ink art*. Leisure and Cultural Services Department.
- Hong Kong Museum of Art. (Eds.). (2010). *Art vs. art*. Leisure and Cultural Services Department.
- Hong Kong Museum of Art. (Eds.). (2019). *Hong Kong experience*. Hong Kong Museum of Art.
- Kleiner, F. S. (2016). *Gardner's art through the ages: The Western perspective*. Cengage Learning.
- Poli, F. (2008). *Postmodern art 1945 – now*. Collins Design.
- Smith, L. E. (1992). *Art and civilization*. Laurence King.

Vigneron, F. (2010). *I like Hong Kong: Art and deterritorialization*. The Chinese University Press.

Winkiel, L. (2017). *Modernism: The basics*. Routledge.

Wu, H. (2023). *Chinese art and dynastic time*. Princeton University Press.

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。

8. Related Web Resources

ART21 <https://art21.org/>

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/>

9. Related Journals

Nil

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.edu.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil

Last update: 23 July 2025