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	:	Education in Art
Course Code	:	ART 2175
Department	:	Cultural and Creative Arts (CCA)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	Chinese
Level	:	2

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"):
- **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 the foundations of visual arts education in the global and local context. Through reviewing and analyzing the current trends of visual arts education, students examine the roles of visual arts education and art teacher in schools, study the various approaches in lesson planning, demonstrate an understanding of the principles, aims and objectives of visual arts education in Hong Kong, construct visual arts unit and teaching plans for schools with an understanding of the social and cultural contexts, explore teaching strategies of learner-centred and interactive activities in the classroom, and apply appropriate methods for teaching visual arts at primary and secondary schools.

2. **Course Intended Learning Outcomes** (CILOs)

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

CILO$_1$ demonstrate knowledge of principles and goals of visual arts education and the roles of a visual art teacher;

CILO$_2$ demonstrate knowledge of designing unit and teaching plans that meet the current Hong Kong visual arts curriculum guide; and

CILO$_3$ critically assess the effectiveness of lesson plan design in primary and/or secondary school context

3. **Content, CILOs and Teaching &Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Philosophies for teaching art; 2. Curricular changes in local and global contexts; 3. Theoretic models of child and adolescent aesthetic development as related to their artworks.	*CILO$_1$*	• Lecture • Group discussion
4. The concepts of learning objectives, learning focuses, and learning outcomes of unit and teaching plans; 5. Teaching approaches, strategies and forms of evaluation that meet the learning objectives.	*CILO$_2$*	• Lecture • Group discussion
6. Designing and analyzing lesson plans; 7. Evaluation of the teaching performance of student teachers according to their intended learning outcomes stated in their lesson plans; 8. Teaching resources and learning environment; 9. Peers' critique on teaching and suggestions for improvement.	*CILO$_3$*	• Group discussion • Trial or micro-teaching in groups • Teaching observation and analysis • Peer evaluation

4. **Assessment**

Assessment Tasks	Weighting (%)	CILOs
I. Class Work (Group) Plan a teaching unit and lessons for trial or micro-teaching at primary or secondary level • identify learning objectives of a unit plan and organize the objectives into 3 to 5 lessons in logical sequence • transform the learning objectives into relevant learning foci precisely • use appropriate learning strategies and well-defined assessment methods • demonstrate appropriate use of visual aids and materials	40%	*CILO$_{2,3}$*
II. Final Assignment (Individual) a) Provide a rationale of the unit plan (1000 words) (30%) • explain how the unit plan corresponds to the Hong Kong visual arts curriculum, trends in art education, and learning needs of the targeted student group. b) Provide a critique on a unit plan and give suggestions for improvement (600 words) (10%) c) Document the learning process of a/some selected activit(ies) and provide a reflection with evidence of the learning outcome(s) in 800 words (20%)	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)**

   Education Bureau (2012). *Assessment for Learning Visual Arts Portfolio*.
   https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/arts-edu/resources/va-curri/Assessment_for-Learning-Visual-Arts-Portfolio.pdf

香港教育學院文化與創意藝術學系(視覺藝術) (2024)：《視覺藝術科教學實習手冊》(修訂版)，香港。

香港考試及評核局 (2024): 《視覺藝術科校本評核教師手冊》，檢自 https://www.hkeaa.edu.hk/tc/sba/sba_hkdse_elective/dse_subject.html?25&2

香港考試及評核局 (2025):《香港中學文憑考試視覺藝術科評核大綱》，檢自 https://www.hkeaa.edu.hk/tc/hkdse/hkdse_subj.html?A2&2&25_1

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

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 (n.d.)：《在一個主題下發展四件能展示學習進程的作品 ─ 發展過程例子》，檢自 https://www.edb.gov.hk/tc/curriculum-development/kla/arts-edu/resources/va-curri/index.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**

Addison, N., & Burgess, L. (Eds.) (2007). *Learning to teach art & design in the secondary school* (2nd ed.). London: Routledge Falmer.

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.

Day, M. & Hurwitz, A. (2012). *Children and their art: methods for the elementary school* (9th ed.). Belmont, Calif.: Wadsworth.

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

Freedman, K. & Hernández-Hernández, F. (Eds) (2024). *Curriculum, culture, and art education: Comparative perspectives*. State University of New York Press.

Hickman, R. (2005). *Why we make art - and why it is taught.* Bristol: Intellect Publications.

Hurwitz, A., & Day, M. (2012). *Children and their art: methods for the elementary school* (8th ed.). Belmont, Calif.: Thomson/Wadsworth.

Marton, F. (2003). *Learning and awareness*. NJ: Erlbaum Associates.

Rayment, T. (Ed) (2007) *The problem of assessment in art & design.* Bristol: Intellect. (chapter 1-2)

Seymour Simmons III, S. (2021). The Value of Drawing Instruction in the Visual Arts and Across Curricula Historical and Philosophical Arguments for Drawing in the Digital

Age. Routledge: Taylor and Francis Group.

Tavin, K., Kolb, G., Tervo, J. (2021). *Post-Digital, Post-Internet Art and Education: The Future Is All-Over.* Springer Nature

Walling, D. (2000). *Rethinking how art is taught.* Corwin Press, Inc.

吳香生 (2000)：《香港美術教育發展六十年，1939-99》，香港，香港教育學院。

郭禎祥 (2001)：當代藝術教育的新方向，論文發表於「2001 國際美術教育協會──亞洲地區學術研討會」，台中日月潭，2001 年 11 月 3-5 日。

陳育淳(2004)：為何要教視覺文化，《美育》，第137期，頁55-62。

黃素蘭 (2001)：《香港美術教育口述歷史》，香港，香港美術教育協會。

劉仲嚴 (2004)：《藝術教育學新論：後現代藝術教育》，香港，作者。

譚祥安、梁寶華編(2004)：《藝術教育新取向：方法及個案研究》，香港，香港教育藝術系。

8. Related Web Resources

香港考試及評核局	https://www.hkeaa.edu.hk/tc/hkdse/assessment/subject_information/category_a_subjects/hkdse_subj.html?A2&2&25
香港美術教育協會	https://www.hksea.org.hk/resource
視覺藝術課程文件	https://www.edb.gov.hk/tc/curriculum-development/kla/arts-edu/curriculum-docs/index.html
視覺藝術科安全指引	https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/arts-edu/resources/va-curri/VAsafety_pri_c.pdf
視覺藝術課程配套資源	https://www.edb.gov.hk/tc/curriculum-development/kla/arts-edu/resources/va-curri/index.html#handbook
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
畫家及畫作總覽 (台灣)	https://www.ss.net.tw/
Art Vocabulary	http://www.enchantedlearning.com/wordlist/art.shtml
Getty Museum Education Department	http://www.getty.edu/education/search/

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
International Journal of art and design 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

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