

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	: Aesthetics and Art Criticism
Course Code	: ART4159
Department	: Cultural and Creative Arts (CCA)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: Chinese
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 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 provides an overview of aesthetic theories relevant to Chinese and Western cultural contexts. It develops students' ability to make informed responses and judgments to visual arts works and visual cultural phenomena. By providing the theoretical knowledge in art criticism and human aesthetic development, the course equips students with the concepts and skills that are required to teach the domains of art criticism and appreciation. Through critical discussions and presentations, the course guides students to understand aesthetics and art criticism and articulate their roles in art making and art education.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ evaluate visual arts objects and phenomena with reference to various aesthetic theories in the Chinese and Western cultural contexts.
- CILO₂ plan visual arts lessons that take into consideration the aesthetic development of children and adolescents.
- CILO₃ use art criticism models appropriately in the teaching of art appreciation and criticism.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1) Major concepts of aesthetics: the viewer, the object, the context and the value; 2) Key concepts of traditional Chinese aesthetics: Confucianism and Taoism; 3) Key concepts of Western aesthetics: Instrumentalism, Expressionism, Formalism, Marxism, and Semiotics; 4) Aesthetic perception and experiences in relation to the modern and postmodern paradigms;	CILO ₁	Lecture, group discussion, student presentation
5) Aesthetic development of children and adolescence; 6) Studies undertaken by Parsons, Gardner, and Housen; 7) Implications in the teaching of art appreciation and criticism;	CILO ₂	Lecture, case studies
8) Art criticism models of Broudy, Feldman, and Anderson; 9) Strengths, limitations, and alternatives of using art criticism models;	CILO ₃	Group discussion, critique of art criticism models
10) Pedagogical implications of integrating aesthetics with art criticism, art history and art production: <ul style="list-style-type: none"> • Critical thinking and aesthetic inquiry; • Innovations in teaching art criticism, and 	CILO ₁ , 2 & 3	Lecture, examples

• Questioning strategies.		
---------------------------	--	--

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
<p>a. Critique 50% Write a critique of an artwork (one piece or a group/series) of a local artist. The critique should be based on the aesthetic theories introduced in the course. Students may compare the work with artworks of other artists. The critique should point out the relative strengths and weakness of various aesthetic theories in explaining the works, supported with relevant literature and visual resources.</p> <p>b. Teaching Application 25% Students are required to include a part on how the work can be used in the teaching of art criticism and appreciation in the school context. The teaching design should consider students' ages and previous knowledge and current curriculum innovations.</p> <p>Assessments (a) & (b) should be in 2,300 to 2,500 words.</p>	75%	<i>CILO</i> _{1, 2, 3 & 4}
<p>c. Group Presentation 5-6 students in a group and present on a self-chosen theme comparing Chinese and Western aesthetics. The presentation should identify the similarities and differences between Chinese and Western aesthetics. At the end of the presentation, students should show the major work that each group member has done and how they contribute to the presentation.</p>	25%	<i>CILO</i> _{1, 2}

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

- Barrett, T. (2012). *Why Is That Art?: Aesthetics and Criticism of Contemporary Art*. Oxford University Press.
- Bell, D. (2011). Seven ways to talk about art: One conversation and seven questions for talking about art in early childhood settings. *International Journal of Education through Art*, 7(1), 41–54.
- Gillian, Ro. (2007). *Visual methodologies: An introduction to the interpretation of visual materials*. SAGE.
- Lawton, P. H., Walker, M. A. & Green, M. (2019). *Community-Based Art Education Across the Lifespan: Finding Common Ground*. Teachers College Press.
- Rorty, A. (2014). Dialogues with paintings: Notes on how to look and see. *Journal of Aesthetic Education*, 48(1), 1-9.
- Sturken, M. & Cartwright, L. (2009). *Practices of looking: An introduction to visual culture*. Oxford University Press.
- Tam, C. O. (2019). Development and Analysis of Dialogue and Questioning Strategies with Primary School Students in Learning about Artworks. *Australian Art Education*, 40(1), 48-66.
- Tam, C. O. & Hui, C. K-Y. (2024). Teaching Visual Arts using virtual exhibitions: An investigation of student usage and impact on learning. *Studies in Art Education*, 65(3), 371-387.
- Williams, G. (2014). *How to Write About Contemporary Art*. Thames & Hudson.
- Wolff, T. & Geahigan, G. (1997). *Art Criticism and Education*. University of Illinois Press.
- Yenawine, P. (2013). *Visual Thinking Strategies: Using Art To Deepen Learning Across School Disciplines*. Harvard Education Press.
- 王秀雄（2006）：《藝術批評的視野》，台北，藝術家出版社。
- 李醒塵（1996）：《西方美學史教程》，台北，淑馨出版社。
- 曹利華（1994）：《中國傳統美學體系採源》，北京，首都師範大學出版社。
- 劉昌元（1994）：《西方美學導論》，台北，聯經。
- 譚祥安和劉仲嚴（2016）：2005 至 2015 藝術批評教育實證研究之評析，《藝術教育研究》32，頁 35-68。
- 譚祥安和劉仲嚴（2019）：學習視覺藝術的對話及提問框架，《藝術教育研究》38，頁 35-68。

8. Related Web Resources

- The Artchive http://artchive.com/ftp_site.htm
The Artcyclopedia <http://www.artcyclopedia.com/index.html>

9. Related Journals

- The Journal of Aesthetics and Art Criticism*. USA: Blackwell Publishing.
The Journal of Aesthetic Education. USA: University of Illinois Press.
《藝術教育研究》：台北，藝術教育研究期刊顧問委員會。

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* Students
(<https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5>).
should familiarize themselves with the Policy.

11. Others

Nil

Last update: 24 Jul 2025