

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2022 / 23**

Part I Course Overview

Course Title: Chinese Art Criticism and Education

Course Code: CAH5742

Course Duration: 1 semester

Credit Units: 3

Level: P5

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

Art education covers not only practical studio work, but the ability of appreciation and criticism. This course aims to provide theoretical foundation required of a well-informed art critic. Chinese and Western approaches and methodologies, past and present critical writings on visual art will be introduced and discussed, with an emphasis on Chinese art criticism. The actual practice of criticism in various teaching and learning activities encourage students to articulate meanings in art form and enable students to familiar themselves in the discipline of art criticism.

After completing the course, students will be able to discuss (text and non-text ways) on visual art for the general public, and educate them about appreciation toward visual art by being illuminated with the cultural and societal values.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Comprehend and use various interpretive perspectives in both Chinese and Western approaches.		✓	✓	
2.	Analyze canonical artworks through examining first-hand viewing and sources.		✓	✓	✓
3.	Apply research-based approaches to art criticism.		✓	✓	✓
4.	Apply art criticism in art education.		✓	✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Readings	Students are required to prepare the selected readings assigned by the instructor before classes.	✓	✓	✓	✓			
Lectures	Instructor presents different art criticism theories, illustrated with examples.	✓	✓	✓	✓			
Tutorials	In-class discussion (Forum) for students to analyze the artworks by applying the criticism theories, in order to demonstrate a non-text way to review art.	✓	✓	✓	✓			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
In-class discussion, performance and attitude	✓	✓	✓	✓			10%	
Forum Students are required to prepare the selected readings assigned by the instructor before classes, and discuss on the issues from the readings.	✓	✓	✓	✓			30%	
Term paper One individual term paper. Students have to visit at least one current exhibition, research and write a review of the exhibition, individual artist or artwork; design a worksheet for the targeted viewers.	✓	✓	✓	✓			40%	
Test Final test. Students will be tested on factual information of the topics in the course; critical opinions of certain issues related to the subject taught in the class.	✓	✓	✓				20%	
Examination: 0%								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. In-class discussion, performance and attitude	This part will grade on students' participation in in-class discussion and performance in learning activities. Students are required to attend lectures, tutorials. They are also required to actively participate in discussions and express their ideas in tutorials.	Strong evidence of: • Active in-class participation, listening, and understanding the contents of classes; Proactive and responsive in discussion.	Some evidence of: • Active in-class participation, listening, and understanding the contents of classes; Proactive and responsive in discussion.	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation
2. Forum	This part will grade on pre-class preparation and understanding the reading materials. They are also required to actively participate in discussions.	Strong evidence of: • Sufficient pre-class preparation and understanding the assigned reading materials; • Actively participate in the discussion, positive listening, ability to stimulate class discussion and comment on other points.	Some evidence of: • Sufficient pre-class preparation and understanding the assigned reading materials; • Actively participate in the discussion, positive listening, ability to stimulate class discussion and comment on other points.	Insufficient pre-class preparation and adequate understanding of the readings and indication of grasp of the general ideas, limited or irrelevant use of reading.	• Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes; • Loose organization, without distinct

<p>3. Term paper</p>	<p>This assessment will be graded on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse.</p>	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels as demanded; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Sufficient and organized references which can be utilized in accordance with the topic; • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels as demanded; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Sufficient and organized references which can be utilized in accordance with the topic; • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally as demanded, limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable. 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited resources; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Summary of references, no personal idea and/ or unreasonable comment; • Seriously insufficient/ no reference; • Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.
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4. Test	This part will grade on the knowledge grasp of the subject, the application of relevant theories, and the ability in knowledge application.	<ul style="list-style-type: none"> • Excellent command of knowledge of art criticism. • Excellent application of theories in art criticism; • Excellent ability in knowledge application. 	<ul style="list-style-type: none"> • Good command of knowledge of art criticism. • Good application of theories in art criticism; • Good ability in knowledge application. 	<ul style="list-style-type: none"> • Marginal command of knowledge of art criticism. • Marginal application of theories in art criticism; • Marginal ability in knowledge application. 	<ul style="list-style-type: none"> • Unsatisfactory command of knowledge of art criticism. • Unsatisfactory application of theories in art criticism; • Unsatisfactory ability in knowledge application.
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Not applicable to students admitted before Semester A 2022/23

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Art, visual art, aesthetic, art appreciation, art criticism, art theories, art education, Chinese art, Western art, painting, narrative illustration, calligraphy, wood block print, ceramic, lacquerware, carving, exhibition, museum, gallery, general viewer.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	上海書畫出版社、華東師範大學古籍整理研究室選編，《歷代書法論文選》，上海：上海書畫出版社，1979。
2.	李倍雷、郝云，《藝術批評原理》，南京：南京大學出版社，2014。
3.	李澤厚，《美學三書》，合肥：安徽文藝出版社，1999。
4.	俞劍華，《中國古代畫論類編》，北京：人民美術出版社，2000。
5.	徐復觀，《中國藝術精神》，台北：學生書局，1966。
6.	凌繼堯主編，《中國藝術批評史》，上海：上海人民出版社，2011。
7.	Adams, Laurie Schneider. <i>The Methodologies of Art: an Introduction</i> (Boulder: Westview Press, a member of the Perseus Books Group, 2010).
8.	Wolff, Theodore F.; Geahigan, George. <i>Art Criticism and Education</i> (Urbana: University of Illinois Press, 1997). 中譯：沃爾夫、吉伊根著；滑明達譯，《藝術批評與藝術教育》，成都：四川人民出版社，1998。

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	葉朗，《中國美學史大綱》，上海，上海人民出版社，1985。
2.	《中國藝術批評通史》(先秦兩漢卷、魏晉南北朝卷、隋唐五代卷、宋元卷、明代卷、清代卷)，合肥：安徽教育出版社，2015。
3.	易英，《中國當代藝術批評》，台北市：五南圖書出版股份有限公司，2012。
4.	周積寅、陳世寧，《中國古典藝術理論輯注》，南京：東南大學出版社，2010。
5.	Barrett, Terry. <i>Criticizing Art: Understanding the Contemporary</i> (Mountain View: London: Mayfield Pub. Co., 2000).
6.	Cooper, David E. <i>Aesthetics: The Classic Readings</i> (Oxford: Blackwell Publishers, 1997).
7.	Elkins, James. <i>What Happened to Art Criticism?</i> (Chicago: Prickly Paradigm, 2003).