

SM5329: ARTS MANAGEMENT AND CURATORSHIP

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Arts Management and Curatorship

Subject Code

SM - School of Creative Media

Course Number

5329

Academic Unit

School of Creative Media (SM)

College/School

School of Creative Media (SM)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This class provides training in skills required of practitioners of arts management, and investigates fundamental topics crucial to the practice of arts administration, including strategies for creating a favorable environment for arts development, processes and procedures for establishing priorities concerning the varieties of art to be promoted, and the practice of curatorship as a creative activity. By the end of the semester, students should be able to analyze and critique arts policy, local and international arts cultures, and they should develop skills in discerning trends in artistic creation.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Account for the evolution of arts organizations and arts management		x		
2	Write strategic planning & mission Statements			x	
3	Design organizational charts				x
4	Design art event programs and education programs				x
5	Commit strongly to self-assessment and self-directed learning in order to continually refine practices				x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture & outing	1. Students will engage in formal lectures to gain knowledge about the evolution of arts organizations and arts management 2. Students will visit art organizations and interview art administrators	1	

2	Lecture & class exercise	1. Students will engage in formal lectures to gain knowledge about examples of strategic planning and mission statement; 2. Students will write strategic planning & mission Statement	2	
3	Analysis report	Students will analyze organizational chart of different organizations;	3	
4	Lecture & assignment	1. Students will engage in formal lectures to gain knowledge about art event programs and concept of audience development. 2. Students will design a program and write curatorial statement	5	
5	Research and peer assessment	Research and peer assessment	4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	visit, interview and class exercises	1, 2, 3, 4	40	-	Yes
2	Case studies, Presentation and class discussion	5	30	-	Yes
3	Research and final project	5	30	-	No

Continuous Assessment (%)

100

Examination (%)

0

Minimum Continuous Assessment Passing Requirement (%)

0

Minimum Examination Passing Requirement (%)

0

Assessment Rubrics (AR)**Assessment Task**

Class Participation and exercises (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment task will base on students' participation and performance in discussions, debates and other class activities. Students have to show their pre-class preparation.

Excellent

(A+, A, A-) - Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other people's points.

- In-depth preclass preparation and familiarity with peer reports and other materials.
- Interpret others' views with an open mind and ready to negotiate.
- Readiness to share personal insight via analysis and synthesis with informed views.
- Constructively critical, thus facilitating the discovery of new issues.

Good

(B+, B, B-) - Active in-class participation, positive listening, ability to initiate class discussion and comment on other people's points.

- Adequate pre-class preparation and familiarity with peer reports and other materials.
- Interpret opinions effectively.

Fair

(C+, C, C-) - Attentive in in-class participation, listening with comprehension, but only infrequently contributing.

- Adequate pre-class preparation but little familiarity with peer reports and other materials.
- Fair ability in interpreting opinions.

Marginal

(D) - Unmotivated to participate in class discussion or comment on other people's views.

- Little pre-class preparation and familiarity with peer reports and other materials.
- Poor ability in interpreting opinions.

Failure

(F) - Unwilling to participate in class discussion and comment on other points, even when requested by the teacher.

- No pre-class preparation and familiarity with peer reports and other materials.
- Minimal ability in interpreting opinions.

Assessment Task

Design a program (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment will grade on rationality, clarity and fluency of argument and comment.

Excellent

(A+, A, A-) - Rich content, excellent ability to interpret and integrate various resources.

- Rigorous organization, coherent structure, systematic composition.
- Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature.
- Readiness to respond to peer opinion and other views initiated in class discussion.
- Discussion shed light on new dimensions of the issue.

Good

(B+, B, B-) - Adequate content, sufficient ability to integrate various resources based on demand.

- Reasonable organization with balanced structure and composition.
- Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently.
- Sufficient responses to peer comments to sustain a discussion.

Fair

(C+, C, C-) - Adequate content, fair ability to integrate various resources based on demand.

- Fair organization with adequate structure and composition.
- Relevant points made to the subject matter in question.
- Able to respond to other statements and engage in class discussion.

Marginal

(D) - Weak content, limited use of resources.

- Poor organization, structure and composition.
- Relevant points to the subject matter, marginal ability to interpret opinions.
- Ability to respond to other comments in simple terms.

Failure

(F) - Inadequate content, no/ irrelevant use of resources.

- No organization, structure or/and composition.
- Irrelevant points to the subject matter, no ability to interpret opinions
- Fail to respond to other comments.

Assessment Task

Presentation of case study (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes.

Excellent

(A+, A, A-) - Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter.

- Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative.
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.
- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize.

Good

(B+, B, B-) - Adequate content with firm grasp of the material that informs the audience on a subject matter.

- Reasonable organization, balanced structure and composition.
- Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management.

Fair

(C+, C, C-) - Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter.

- Fair organization, weak structure and composition.
- Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management.

Marginal

(D) - Weak content, loose grasp of the general ideas with some knowledge of the subject matter.

- Poor organization, structure and composition.
- Poor presentation skills: marginal pronunciation, expression and diction, poor time-management.

Failure

(F) - Inadequate content, fail to identify the general ideas with knowledge of the subject matter.

- No organization, structure or/and composition.
 - Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management.
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Assessment Task

Class Participation and exercises (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment task will base on students' participation and performance in discussions, debates and other class activities and tutorials. Students have to show their pre-class preparation.

Excellent

(A+, A, A-) - Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other people's views.

- In-depth pre-class preparation and familiarity with peer reports and other materials.
- Interpret others' views with an open mind and ready to negotiate.
- Readiness to share personal insight via analysis and synthesis with informed views.
- Constructively critical, thus facilitating the discovery of new issues.

Good

(B+, B) - Active in-class participation, positive listening, ability to initiate class discussion and comment on other people's views.

- Adequate pre-class preparation and familiarity with peer reports and other materials.
- Interpret opinions effectively.

Marginal

(B-, C+, C) - Attentive in in-class participation, listening with comprehension, but only infrequently contributing.

- Adequate pre-class preparation but little familiarity with peer reports and other materials.
- Fair ability in interpreting opinions.

Failure

(F) - Unmotivated to participate in class discussion or comment on other people's views.

- Little pre-class preparation and familiarity with peer reports and other materials.
- Poor ability in interpreting opinions.

Assessment Task

Design a program (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment will grade on rationality, clarity and fluency of argument and comment.

Excellent

(A+, A, A-) - Rich content, excellent ability to interpret and integrate various resources.

- Rigorous organization, coherent structure, systematic composition.
- Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature.
- Readiness to respond to peer opinion and other views initiated in class discussion
- Discussion shed light on new dimensions of the issue.

Good

(B+, B) - Adequate content, sufficient ability to integrate various resources based on demand.

- Reasonable organization with balanced structure and composition.
- Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently.
- Sufficient responses to peer comments to sustain a discussion

Marginal

(B-, C+, C) - Adequate content, fair ability to integrate various resources based on demand.

- Fair organization with adequate structure and composition.
- Relevant points made to the subject matter in question.
- Able to respond to other statements and engage in class discussion.

Failure

- (F) - Inadequate content, no/ irrelevant use of resources.
 - Poor organization, structure and composition.
 - Irrelevant points to the subject matter, no ability to interpret opinions.
 - Fail to respond to other comments.
-

Assessment Task

Presentation of case study (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes.

Excellent

- (A+, A, A-) - Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter.
- Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative.
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.
- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize.

Good

- (B+, B) - Adequate content with firm grasp of the material that informs the audience on a subject matter.
- Reasonable organization, balanced structure and composition.
- Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management.

Marginal

- (B-, C+, C) - Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter.
- Fair organization, weak structure and composition.
- Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management.

Failure

- (F) - Weak content, loose grasp of the general ideas with some knowledge of the subject matter.
 - Poor organization, structure and composition.
 - Poor presentation skills: marginal pronunciation, expression and diction, poor time-management.
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Part III Other Information

Keyword Syllabus

Evolution of arts organizations and arts management, strategic planning & mission Statement, organizational design, staffing, the roles of curator, people management and leadership, art policy, art criticism, curatorial practices, audience development and organizing educational programs

Reading List

Compulsory Readings

Title	
1	Bynes, William J. Management and the Arts. Routledge, 2022.
2	Pick, John and Anderton, Malcolm. Arts Administration. London : E & FN Spon, 1995.
3	Henry, Jane. Creative Management. London: The Open University Business School, 2007.

Additional Readings

Title	
1	Cultural Policy
2	Harland, John and Kinder, Kay. Crossing the Line: extending young people' s access to cultural venues. London : Calouste Gulbenkian Foundation, c1999.
3	Frost-Kumpf, Hilary Anne. Cultural Districts: the Arts as a Strategy for Revitalizing Our Cities. Americans for the Arts, c1998.
4	Seltzer, Kimberly. The Creative Age – Knowledge and Skills for the new economy. London : Demos, 1999.
5	Landry, Charles. The Creative City: a toolkit for urban innovators. London: Earthscan, 2000.
6	Cherbo, Joni and Rutgers, Maya. The Public Life of the Arts in America. University New Brunswick, N.J. : Rutgers University Press, 2000.
7	Matarasso Francois. Use or Ornament?: The Social Impact of Participation in the Arts. Stroud: Comeida 1997.
8	Planning
9	George Gawlinski and Lois Graessle. Planning Together: The Art of Effective Teamwork. Bedford Square Press, 1988.
10	Lawrie, Alan. The Complete Guide to Business and Strategic Planning for Voluntary Organisations. 2nd ed., Directory of Social Change, 2001.
11	Summerton, Janet. Through the Maze: a do-it-yourself guide to Planning in the Arts. Exeter: South West Arts, 1995.
12	Staffing
13	Pedler, Mike. A Manager's Guide to Self-Development. London: McGraw-Hill, 2007.
14	Hillman, Grady. Artists in the Community: training artists to work in alternative settings. Washington, D.C. : Americans for the Arts : Institute for Community Development and the Arts, 1996.
15	Thornton, Christine. Creative Equality – making Equal Opportunities work in the arts. Cambridge: Eastern Arts Board, 1996.
16	Lawrie, Alan. Developing Your Organization. London: Directory of Social Change, 2000.
17	Contracts
18	Sharp, Nicholas. Visual arts contracts: galleries dealers & agents. Newcastle upon Tyne: AN Magazine, 1996.
19	Sharp, Nicholas. Visual Arts Contracts: introduction. Sunderland : AN Publications, 1995.
20	Audience Development
21	Rawlings-Jackson, Vanessa. Paying attention: a guide to customer care in the arts. London: Arts Council of England, 1995.
22	Morison, Bradley G. Waiting in the wings: a larger audience for the arts and how to develop it. New York: ACA Books, 1993.
23	Museum Studies
24	Macdonald, Sharon. A companion to museum studies [electronic resource]. Oxford : Blackwell, 2011.
25	Hein, George E., Learning in the museum. London ; New York : Routledge, 1998.
26	Christiane Paul. New media in the white cube and beyond: curatorial models for digital art. Berkeley : University of California Press, 2008.