

GE1110: EXPLORING CONTEMPORARY ART

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Exploring Contemporary Art

Subject Code

GE - Gateway Education

Course Number

1110

Academic Unit

School of Creative Media (SM)

College/School

School of Creative Media (SM)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 1 - Arts and Humanities

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

1. This course is opened for all students except SCM students
2. SM1701 New Media Art

Part II Course Details

Abstract

This course is a broad-view introduction to the development of art in the 20th century, especially after the two world wars. It provides a broad base for contemporary non-artists to appreciate the rich creative innovations as well as social cultural commitment that have impacted today's art practices around the world, including China. The course covers contemporary art topics, ranging from Dadaism, conceptual art, installation art, performance art, experimental film to video, digital art through the study of existing exhibitions and artists. Through lectures, case studies, class discussion, practical assignments, and field research, students will learn how to view 21st Century contemporary art in an informed and lively way.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the historical background of the art movements and concepts for objective analysis of artwork;	x		
2	Describe the relationship of art to its historical (social, economic, political) context;		x	
3	Explain the visual elements of an artwork and the concept of the medium;		x	
4	Appreciate the cultural context of art works;		x	
5	Exploring different artistic processes and simple techniques to create contemporary art that is conceptually and aesthetically engaging.			x
6	Compare the relationship between artists.		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	Lectures	1, 2, 3, 4, 5, 6
2	Discussions and Research	Both in-class and remote discussion and research on relevant topics	1, 2, 3, 4, 5, 6
3	In Class Activity	Collaborative or Individual Creative Projects	2, 3, 5, 6
4	Field Research	External Viewing and Analysis of Artworks	3, 5, 6

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	1. Integrated research: May take the form of a composite project that includes written reviews, discussions and presentations or structured tests that include understanding of lecture principles, discussions, plus independent student research.	1, 2, 3, 4, 5, 6	70	-	Yes
2	2. Class exercises: May take the form of making small art project or a larger, collaborative project.	2, 3, 5, 6	20	-	No
3	3. Class discussion: May take the form of traditional in-class discussion or documentation of demonstrated field research.	1, 2, 3, 4, 5, 6	10	-	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Integrated research

Criterion

CAPACITY for self-directed learning to understand the subject matter of the art work(s), analyse and synthesise, have original thinking and good organisation of the review.

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter of the art work; evidence of extensive understanding of the key theories, concepts, and debates of the artwork.

Good (B+, B, B-)

Evidence of grasp of concept and form of the artwork, some evidence of critical capacity and analytic ability; reasonable understanding of the key theories, concepts, and debates of the artwork.

Fair (C+, C, C-)

Little evidence of understanding of the concept and form of the art work, Weakness in critical capacity and analytic ability; barely understanding of the key theories, concepts, and debates of the artwork.

Marginal (D)

Only sufficient familiarity with the concept and form of the art work.

Failure (F)

Do not follow the instructions of the assignment. weakness in critical and analytic skills; Irrelevant use of literature.

Assessment Task

2. Class exercises

Criterion

ABILITY to apply art concepts to make individual or collaborative art works and address the relationship between self, art and everyday life.

Excellent (A+, A, A-)

Strong evidence of original thinking and understanding of the art concepts; Able to express their own ideas through creative form of art work.

Good (B+, B, B-)

Some evidence of understanding the art concepts; Able to express their own ideas through an artwork.

Fair (C+, C, C-)

Little evidence of understanding the art concepts; barely express their own ideas through an artwork.

Marginal (D)

Only sufficient familiarity with the concept and form of the artwork; able to finish an art work.

Failure (F)

Not able to apply art concepts through art.

Assessment Task

3. Class discussion

Criterion

ABILITY to discuss the meaning, scope, and application of core terms, sample artists, case studies either in-class or in real-world contexts.

Excellent (A+, A, A-)

Actively participating in class discussion and have good quality of contributions to the discussion.

Good (B+, B, B-)

Occasionally participating in class discussion and have good quality of contributions to the discussion.

Fair (C+, C, C-)

Seldom participate in class discussion and have some contributions to the discussion.

Marginal (D)

Passively participate in class discussion and have some contributions to the discussion.

Failure (F)

Do not join the discussion.

Additional Information for AR

All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

Part III Other Information**Keyword Syllabus**

Dadaism, conceptual art, installation art, performance art, experimental film and video, digital art, formalism, public art and Hong Kong art.

Reading List**Compulsory Readings**

Title	
1	To be determined on a case by case basis, adapted each semester to reflect most current research or faculty expertise

Additional Readings

Title	
1	Chapter 1-5. Contemporary Art: 1989 to the Present, by Alexander Blair Dumbadze and Suzanne Perling Hudson, Wiley-Blackwell, 2013.
2	Butt, Gavin. "Looking Away: Participations in Visual Culture." After Criticism. Oxford, UK: Blackwell, 2008. 117-134. Web.
3	Chapter 1, 3-5. After the end of art: contemporary art and the pale of history, by Arthur C. Danto, Princeton, N.J.: Princeton University Press, 1997.
4	Chapter 1 & 2. About Modern Art : Critical Essays, 1948-2000, by David Sylvester, Rev. ed. London: Pimlico, 2002. Print.
5	Hong Kong Art Archive < http://finearts.hku.hk/hkaa/revamp2011/ >
6	World Wide Arts Resources < http://www.wwar.com/ >
7	Caroline Ha Thuc. Contemporary art in Hong Kong : the artists, their works, their paths. Hong Kong : Asia One Books ,2013.

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

1, 2, 3, 4, 5, 6

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

1, 2, 3, 5, 6

PILO 3: Demonstrate critical thinking skills

5, 6

PILO 5: Produce structured, well-organised and fluent text

1, 2, 3, 4, 5, 6

PILO 6: Demonstrate effective oral communication skills

1, 2, 3, 4, 5, 6

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

1, 2, 3, 4, 5, 6

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

1, 2, 3, 4, 5, 6

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Integrated research