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| <b>Course Title</b>             | Capstone Project: Creative Project                                                                                                                                                                                  |
| <b>Course Code</b>              | FVA4306                                                                                                                                                                                                             |
| <b>Recommended Study Year</b>   | 4                                                                                                                                                                                                                   |
| <b>No. of Credits</b>           | 3                                                                                                                                                                                                                   |
| <b>Mode of Tuition</b>          | Individual/ Group Consultations                                                                                                                                                                                     |
| <b>Class Contact Hours</b>      | weekly consultation                                                                                                                                                                                                 |
| <b>Category</b>                 | Required course to choose among FVA4302 Capstone Project: Research Dissertation, FVA4303 Capstone Project: Creative Project and FVA4304 Capstone Project: Curatorial Project (for students from the 2020-21 intake) |
| <b>Discipline</b>               | -                                                                                                                                                                                                                   |
| <b>Prerequisite(s)</b>          | Students are either taking or have completed 3 courses from the category II: Practice Courses (category III: Art Practice and Curating for 2020-21 to 2021-22 intake) programme elective and/or equivalent courses  |
| <b>Co-requisite(s)</b>          | NIL                                                                                                                                                                                                                 |
| <b>Exclusion(s)</b>             | NIL                                                                                                                                                                                                                 |
| <b>Exemption Requirement(s)</b> | NIL                                                                                                                                                                                                                 |

### **Brief Course Description**

Year 4 students of Visual Studies major will work individually or in groups to undertake a creative project:

| <b>Approach</b> | <b>No. of Credits</b> | <b>Minimum cGPA</b> | <b>Project Size</b> | <b>Pre-requisites</b>                                                                                                                                                                                              |
|-----------------|-----------------------|---------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Art Project     | 3                     | Nil                 | 1-2 students        | Students are either taking or have completed 3 courses from the category II: Practice Courses (category III: Art Practice and Curating for 2020-21 to 2021-22 intake) programme elective and/or equivalent courses |

### **Aims**

To explore in-depth relevant topics of personal interest, and to further develop the skills necessary for executing an artistic project.

### **Learning Outcomes**

On completion of the Capstone Project: Art Project, students will have the ability:

To identify a suitable topic for a suitable media for an art project.

To apply standard research, writing, and presentation skills in the execution of an art project.

To justify others that the project in its executed form is worthwhile.

### **Indicative Content**

Varies with the topic of the project. The topic should be fixed in accordance with the guidelines below.

### **Teaching Method**

Independent study and/or practice, supplemented with biweekly consultations with a supervisor. To facilitate the matching of project supervision, Year 4 students will be asked to submit a brief project proposal. They need to select their project approach and provide other details, such as the topic, group size, three choices of preferred supervisors in order of priority and the courses that have been taken to fulfill the pre-requisites of respective project approach.

### Art Project

Year 4 students are expected to complete their final year project by the end of Term 2, while their supervisors will oversee and assess the development, progress and outcome of the capstone project.

### Measurement of Learning Outcomes

|                                                                                                        | LO1 | LO2 | LO3 |
|--------------------------------------------------------------------------------------------------------|-----|-----|-----|
| Art project (Revised project proposal, project plan, prototypes/sketches/rough cut, completed artwork) | x   | x   | x   |

### Assessment

15% Project Proposal (1000 words)

15% Continuous Assessment

10% Artist Statement and Art Interpretation (not less than 1000 words)

60% Final Art Project and Presentation.

### Required/Essential Readings

Varies with the topic of the project. To be determined in consultation with the supervisor.

### Recommended/Supplementary Readings

Varies with the topic of the project. To be determined in consultation with the supervisor.

### Important Notes:

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.
5. Students must adhere to the University’s guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents “Guidelines for Using GAI Tools at Lingnan University” and “Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments” can be found here: <https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices>.

### Assessment Rubric for Project Proposal (15%)

|  | <b>Excellent<br/>A (90-100%)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Good<br/>B (80-90%)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Fair<br/>C (70-80%)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Pass<br/>D (60-70%)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Failure<br/>F (0-60%)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Rigorous organization, coherent structure, and a systematic exposition with a strong sense of narrative. Visual expression embodies a strong and uniquely individual conceptual and contextual artistic development presented in original forms and design. Artistic expression represents thoroughly examined cultural contexts, personal knowledge and available resources to inform creative intent, the creative process and individual choices. Project development embodies an exceptional unity of original thought, imagery, form, media and techniques in support of creative content. Excellent level of use of language and diction, demonstrates a very high level of the choice and use of words and phrases, vocabulary, fluency, terminology, idiom, style, or expression.</p> | <p>Reasonable organization, balanced structure, and composition. Artistic expression exhibits an individual approach in the development of concept and context. Artistic project element is mostly original in source and form. Project development exhibits a conscious and thoughtful reflection on cultural contexts and an intentional use of personal knowledge and available resources to inform the creative process. Good level of use of language and diction, demonstrates a high level of the choice and use of words and phrases, vocabulary, fluency, terminology, idiom, style, or expression.</p> | <p>Fair organization, weak structure and composition. Project development demonstrates a personal interpretation of an idea characterized by conventional visual representations using traditional forms and design. It demonstrates a relevance of context personal knowledge and available resources in forming and communicating ideas. On-going project materials demonstrates a successful combination of imagery, media, technique, and design to express a personal perspective. Satisfactory level of use of language and diction, demonstrates an adequate level of the choice and use of words and phrases, vocabulary, fluency, terminology, idiom, style, or expression.</p> | <p>Poor organization, structure, and composition. Works shows a basic understanding of conventional concepts, imagery, and forms. Work shows basic awareness of how context, personal knowledge and experience, and available resources inform the creative process. Attempts in the use of language and diction, demonstrates a limited and only rudimentary level of the choice and use of words and phrases, vocabulary, fluency, terminology, style or expression.</p> | <p>No organization, structure, or composition. Work reflects an indiscriminate understanding and representation of an idea. Work portrays a minimal use of formal and personal knowledge in expressing an idea. It displays minimal purposeful relationships between idea, imagery, media and skills. Poor level of use of language and diction, demonstrates a markedly inadequate and substandard level of the choice and use of words and phrases, vocabulary, fluency, terminology, idiom, style, or expression.</p> |

### Assessment Rubric for Continuous Assessment (15%)

| Assessment Categories           | <b>Excellent<br/>A (90-100%)</b>                                                                                                                                         | <b>Good<br/>B (80-90%)</b>                                                                                                                                                            | <b>Fair<br/>C (70-80%)</b>                                                                                                                                   | <b>Pass<br/>D (60-70%)</b>                                                                                                                   | <b>Failure<br/>F (0-60%)</b>                                                                                                  |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| (1)<br>Level of engagement      | Pose good questions in meeting, show strong ability to stimulate discussion, and demonstrate careful observation, in-depth analysis and deep reflection during meetings. | Pose good questions in meeting frequently, show ability to stimulate discussion, and demonstrate good observation, analytical evaluation and constructive reflection during meetings. | Pose questions in meeting occasionally, show adequate ability to stimulate discussion, demonstrate basic observation and general evaluation during meetings. | Rarely questions in meeting, show no ability to stimulate discussion, demonstrate little observation and general evaluation during Meetings. | Never post questions in meeting, show no ability to stimulate discussion, demonstrate no signs of evaluation during meetings. |
| (2)<br>Preparation for meetings | Prepared well for meeting, showcase in-depth familiarity and understanding of the subject matter.                                                                        | Prepared for meeting, showcase adequate familiarity and understanding of subject matter.                                                                                              | Prepared for meeting occasionally, showcase fair familiarity with or understanding of subject matter.                                                        | Almost always unprepared for meeting, little sign of familiarity with or understanding of subject matter.                                    | Unprepared for meeting, no sign of familiarity with or understanding of the subject matter.                                   |
| (3)<br>Meetings Attendance      | High meeting attendance.                                                                                                                                                 | Regular meeting attendance.                                                                                                                                                           | Occasional meeting attendance                                                                                                                                | Low meeting attendance                                                                                                                       | Frequent absences from meetings.                                                                                              |

### Assessment Rubric for Artist Statement and Art Interpretation (10%)

|                                                            | <b>Excellent<br/>A (90-100%)</b>                                                                                                                                                                 | <b>Good<br/>B (80-90%)</b>                                                                                                                                                                 | <b>Fair<br/>C (70-80%)</b>                                                                                                                                                                      | <b>Pass<br/>D (60-70%)</b>                                                                                                                                                                                      | <b>Failure<br/>F (0-60%)</b>                                                                                                                                                                          |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Understanding of and response to the subject matter</b> | Excellent understanding of and response to the subject matter, demonstrating cognizance of, and professional insight into the subject. In-depth analysis of different components of the artwork. | Good understanding of and response to the subject matter, demonstrating good awareness of, and productive insight into the subject. Clear analysis of different components of the artwork. | Satisfactory understanding of and response to the subject matter, demonstrating adequate awareness of, and fair insight into the subject. Fair analysis of different components of the artwork. | Attempts in understanding of and response to the subject matter, demonstrating limited awareness of, and limited insight into the subject. Vague discussion of analysis of different components of the artwork. | Poor understanding of and response to the subject matter, demonstrating inadequate cognizance of, and insufficient insight into the subject. Lack of analysis of different components of the artwork. |
| <b>Organisation</b>                                        | Excellent organisation and coherence of ideas, demonstrates professional structuring of thought and/or ideas. The plan is concise and thought-provoking.                                         | Good organisation and coherence of ideas, demonstrates effective structuring of thought and/or ideas. The plan is coherent, ordered logically, and fully developed.                        | Satisfactory organisation and coherence of ideas, demonstrates adequate structuring of thought, and/or ideas. Coherence and sequencing are attempted, but not always adequate.                  | Attempts in organisation and coherence of ideas, demonstrates limited structuring of thought, and/or ideas. The plan lacks comprehensiveness and structure.                                                     | Poor organisation and coherence of ideas, demonstrates loose structuring of thought, and/or ideas. The plan is poorly articulated and underdeveloped.                                                 |
| <b>Presentation</b>                                        | Ideas are well delivered, revealing an original line of thought and excellent use of reference materials.                                                                                        | Ideas are clearly presented with relevant examples and strong evidence.                                                                                                                    | Ideas are sufficiently organised and communicated.                                                                                                                                              | Ideas are principally understandable.                                                                                                                                                                           | Ideas are very unclear.                                                                                                                                                                               |

### Assessment Rubric for Final Project -Creative Project (60%)

| Assessment Categories | Excellent<br>A (90-100%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Good<br>B (80-90%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Fair<br>C (70-80%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Pass<br>D (60-70%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Failure<br>F (0-60%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | <p>The students explored several choices before selecting one, generated many ideas, tried unusual combinations or changes, used problem solving skills.</p> <p>The project was continued until it was complete as the students could make it; gave it effort far beyond that required.</p> <p>The artwork was beautiful and patiently done; it was as good as hard work could make it.</p> <p>Demonstrates a very high level of conceptual understanding and ability to make sophisticated, coherent and warranted conceptual distinctions.</p> <p>Excellent organization and coherence of ideas, demonstrates a very high level of organization and coherence of thought, ideas and/or argument.</p> | <p>The students tried a few ideas before selecting one or based their work on someone else's idea, made decision after referring to one source.</p> <p>The students worked hard and completed the project, but with a bit more effort it might have been outstanding.</p> <p>With a little more effort, the work could have been outstanding;</p> <p>lacks the finishing touches.</p> <p>Demonstrates a high level of conceptual understanding, and ability to make sophisticated, coherent and warranted conceptual distinctions</p> <p>Good organization and coherence of ideas, demonstrates a high level of organization and coherence of thought, ideas and/or argument</p> | <p>The students tried an idea but it lacked originality, might have copied work, substituted symbols for personal expression.</p> <p>The student finished the project, but it could have been improved with more effort, chose an easy project and did it indifferently.</p> <p>The students showed average craftsmanship' adequate, but not as good as it could have been, a bit careless.</p> <p>Demonstrates an adequate level of conceptual understanding, and ability to make sophisticated, coherent and warranted conceptual distinctions.</p> <p>Satisfactory organization and coherence of ideas, demonstrates an adequate level of organization and coherence of thought, ideas and/or argument.</p> | <p>The students fulfilled the requirements of the assignment, but gave no evidence of trying anything unusual.</p> <p>The project was completed with minimum effort.</p> <p>The students showed average craftsmanship, lack of pride in finished work.</p> <p>Demonstrates a limited and only rudimentary level of conceptual understanding, and ability to make sophisticated, coherent and warranted conceptual distinctions.</p> <p>Attempts in organization and coherence of ideas, demonstrates a limited and only rudimentary level of organization and coherence of thought, ideas and/or argument.</p> | <p>The students showed no evidence of original thought.</p> <p>The students did not finish the work adequately.</p> <p>The students showed poor craftsmanship; evidence of laziness or lack of understanding.</p> <p>Demonstrates a markedly inadequate and substandard level of conceptual understanding, and ability to make sophisticated, coherent and warranted conceptual distinctions.</p> <p>Poor organization and coherence of ideas, demonstrates a markedly inadequate and substandard level of organization and coherence of thought, ideas and/or argument.</p> |