

Course Title	Capstone Project: Curatorial Project
Course Code	FVA4307
Recommended Study Year	4
No. of Credits	3
Mode of Tuition	Individual/ Group Consultations
Class Contact Hours	weekly consultation
Category	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)
Discipline	-
Prerequisite(s)	Any 2 of the following courses: CLB9016 Understanding Museums, CLE9034 Cultural Heritage and Sustainability, FVA2299 Internship, FVA3298 Studio Practice with Artist-in-Residence, VIS4005 Curating Film Festivals for Alternative Cinema, FVA4003 Collecting Chinese Art, FVA4006 Curating Art Exhibitions, FVA4010 Art and Its Institutions and/or equivalent courses
Co-requisite(s)	NIL
Exclusion(s)	NIL
Exemption Requirement(s)	NIL

Brief Course Description

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

Approach	No. of Credits	Minimum cGPA	Project Size	Pre-requisites
Curatorial Project	3	Nil	1-2 students for an online exhibition;	Any 2 of the following courses: CLB9016 Understanding Museums CLE9034 Cultural Heritage and Sustainability FVA2299 Internship FVA3298 Studio Practice with Artist-in-Residence FVA4005 Curating Film Festivals for Alternative Cinema FVA4003 Collecting Chinese Art FVA4006 Curating Art Exhibitions FVA4010 Art and Its Institutions and/or equivalent courses

Aims

To conceive curatorial ideas, and to further develop the skills necessary for executing a curatorial project.

Learning Outcomes

On completion of the Capstone Project: Curatorial Project, students will be able to:

To plan and design a curatorial project, including to identify a suitable theme/topic, select exhibits, design a display layout, and devise a budget plan.

To apply standard research, interpretation, and presentation skills in the execution of a curatorial project

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

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.

Curatorial 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 project.

Measurement of Learning Outcomes

	LO1	LO2	LO3
Curatorial project (virtual or real exhibition)	x	x	x

Assessment

15% Project Proposal

15% Continuous Assessment (progress and meetings)

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

60% Final curatorial 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. 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-artificialintelligence/gai-guidelines-best-practices>.

Assessment Rubric for Project Proposal (15%)

	Excellent A (90-100%)	Good B (80-90%)	Fair C (70-80%)	Pass D (60-70%)	Failure F (0-60%)
	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.	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.	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.	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.	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.

Assessment Rubric for Continuous Assessment (15%)

Assessment Categories	Excellent A (90-100%)	Good B (80-90%)	Fair C (70-80%)	Pass D (60-70%)	Failure F (0-60%)
(1) 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) 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) Meetings Attendance	High meeting attendance.	Regular meeting attendance.	Occasional meeting attendance	Low meeting attendance	Frequent absences from meetings.

Assessment Rubric for Exhibition Statement and Art Interpretation (10%)

	Excellent A (90-100%)	Good B (80-90%)	Fair C (70-80%)	Pass D (60-70%)	Failure F (0-60%)
Understanding of and response to the subject matter	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 exhibition.	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 exhibition.	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 exhibition.	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 exhibition.	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 exhibition.
Organisation	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.
Presentation	Ideas are well delivered, revealing an original line of thought and excellent use of reference materials. Errors in grammar are minimal.	Ideas are clearly presented with relevant examples and strong evidence. Grammar is generally correct.	Ideas are sufficiently organised and communicated. The proposal has occasional errors in grammar.	Ideas are principally understandable. The proposal has some errors in grammar.	Ideas are very unclear. The proposal is full of grammatical mistakes.

Assessment Rubric for Final Project -Curatorial Project (60%)

Assessment Categories	Excellent A (90-100%)	Good B (80-90%)	Fair C (70-80%)	Pass D (60-70%)	Failure F (0-60%)
Originality	The students explored several choices before selecting one, generated many ideas, tried unusual combinations or changes, used problem solving skills.	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.	The students fairly fulfilled the requirements of the assignment and gave little evidence of trying anything unusual.	The students fulfilled the requirements of the assignment but gave no evidence of trying anything unusual.	The students showed no evidence of original thought.
Interpretation and Communication of the subject	Excellent interpretation of the subject, demonstrates a very high level of communication skill, to create new meanings of, and provide insight into the subject.	Good interpretation of the subject, demonstrates a high level of communication skill, to effectively convey meanings of, and provide insight into the subject.	Satisfactory interpretation of the subject, demonstrates an adequate general level of communication skill, that fairly conveys meanings of, and provides few insights into the subject.	Attempts in interpreting the subject, demonstrates a limited and only rudimentary level of communication skill, that limitedly conveys meanings of, and provides limited insight into the subject.	Poor interpretation of the subject, demonstrates a markedly inadequate and level of communication skill, that fails to offer meanings of, and insight into the subject.
Teamwork	Excellent standard of teamwork, demonstrates professional and effective coordination, highly productive collegial working relation, and high team spirit.	Good standard of teamwork, demonstrates effective coordination, productive working relation, and good team spirit.	Satisfactory standard of teamwork, demonstrates adequate coordination, positive collegial working relations, and fair altruistic spirit.	Attempts in teamwork, demonstrates limited coordination, fair collegial working relation, and low team spirit.	Poor standard of teamwork, demonstrates inadequate coordination, uncollegial working relation, and lack of team spirit.

Organisation and Presentation	Excellent organisation and coherence of ideas, demonstrates professional structuring of thought and/or ideas. Ideas are well presented. Errors in grammar and pronunciation are minimal.	Good organisation and coherence of ideas, demonstrates effective structuring of thought and/or ideas. Ideas are clearly presented. Grammar and pronunciation are generally correct.	Satisfactory organisation and coherence of ideas, demonstrates adequate structuring of thought, and/or ideas. Ideas are sufficiently communicated. The presentation has occasional errors in grammar and pronunciation.	Attempts in organisation and coherence of ideas, demonstrates limited structuring of thought, and/or ideas. Ideas are principally understandable, yet lack comprehensiveness. The presentation has some errors in grammar and pronunciation.	Poor organisation and coherence of ideas, demonstrates loose structuring of thought, and/or ideas. The communication of ideas is very unclear. The presentation is full of grammatical and pronunciation mistakes.
Creativity	Excellent level of creativity, demonstrating a very high level of originality, innovation, imaginativeness or expressivity in the presentation of the project.	Good level of creativity, demonstrating a high level of originality, innovation, imaginativeness or expressivity in the presentation of the project.	Satisfactory level of creativity, demonstrating an adequate level of artistic quality, originality, innovation, imaginativeness or expressivity in the presentation of the project.	Attempts in creativity, demonstrating a limited and only rudimentary level of originality, innovation, imaginativeness or expressivity in the presentation of the project.	Poor level of creativity, demonstrating a markedly inadequate and substandard level of originality, innovation, imaginativeness or expressivity in the presentation of the project.