

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	CBS1AN26P
Subject Title	Chinses Arts and Life (華藝人生)
Credit Value	3
Level	1
Pre-requisite / Co-requisite / Exclusion	Exclusion GEC1A49P and CBS1A26P
Objectives	This course aims to enable students to comprehend life, human nature, human relationships, personality, self-cultivation, self-awareness, moral enhancement, and harmonious relationship with nature through different Chinese artistic expressions, including visual art, music, dance, drama/opera, literature and film. Some comparisons with non-Chinese arts will be carried out. By cultivating a higher level of critical thinking on human nature, its growth and development through arts, students could learn to reflect upon their own life and personal development.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> (a) understand human nature in visual art and performing arts; (b) explore how human relations inspire visual art and performing arts; (c) explore ways to develop a harmonious relationship with one another and with nature; (d) enhance self-awareness in nurturing one's personality and cultivation through arts; (e) develop students' deeper understanding of their Chinese cultural heritage and the contemporary Chinese society (f) improve their literacy skills in reading and writing in Chinese.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	I. Understanding life, human nature, human relationships, personality, self-cultivation, self-awareness, moral enhancement, and harmonious relationship with nature through visual art (6 lectures) Figure painting and human relations, e.g. Gu Hongzhong, <i>Night Entertainment of Han Xizai</i> , Five Dynasties Landscape painting and nature. e.g. Fan Kuan's <i>Travelling amid Mountains and Gorges</i> , Northern Song Literati painting and self-cultivation, e.g. Wen Tong's <i>Ink Bamboo</i> , Northern Song Calligraphy and moral enhancement. e.g. Wen Zhengming, Ming dynasty Bird-and-flower painting and self-awareness, e.g. Qi Baishi's <i>Three Fish</i> , 20 th century

	<p>Painting, poetry and literature as one, and nature, e.g. Ma Lin’s painting, Su Shi’s poetry and Cao Xueqin’s literature</p> <p>Comics and human nature, e.g. Feng Zikai’s comics, 20th century</p> <p>II. Understanding life, human nature, human relationships, personality, self-cultivation, self-awareness, moral enhancement, and harmonious relationship with nature through performing arts (5 lectures)</p> <p>Music and nature, e.g. Tan Dun’s <i>The Map, The Tears of Nature</i></p> <p>Nature and love in kun Opera, e.g. <i>Peony Pavilion</i></p> <p>Dance and Nature, e.g. Lin Huai-min’s <i>Moon Water</i></p> <p>Father and son in music, e.g. Wang Guotong and Wang Hui; Huang Anyuan and Huang Chenda</p> <p>Husband and wife in Peking Opera, e.g. <i>Farewell to My Concubine</i></p> <p>Mistress and sisterhood in literature/ film, e.g. Li Bihua/ Tsui Hark’s <i>Green Snake</i>, Zhang Ailing/ Stanley Kwan’s <i>Red Rose, White Rose</i></p>
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>Lectures</p> <p>This subject will be mainly taught in the lecture format with audio-visual examples and video-based images. In each lecture, time will be reserved for question and answer session. Such an interactive environment will allow participating students to reflect in real time upon some of the materials, bringing up their questions which require further explanation, as well as giving valuable feedback to the lecturer.</p> <p>Tutorials</p> <p>Students are required to report and reflect on the reading materials of 100,000 characters or 200 pages to fulfill the “Chinese Reading” requirement. They will be asked to discuss in teams the assigned material in each tutorial, and then present to the other teams their interpretation and questions for that piece of reading. The basic approach will be peer teaching in which each study team in turn will facilitate discussion of the assigned reading through a series of questions posed to the other teams.</p> <p>Assessment Feedback</p> <p>Grading in this subject is based entirely on continuous assessment components, including two quizzes and an essay.</p>
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<p>Assessment for this subject will be 100% coursework. They are composed of two quizzes and an essay. Details as followed:</p> <p>Mid-term Quiz (30%) & End-term Quiz (30%)</p> <p>Two quizzes will be held in the middle and the end of the course. 50% will be allocated for contents related to the lectures. Key ideas extracted from the essential readings will be included in the quizzes to fulfil the “Chinese Reading” requirement (10%).</p> <p>Essay (40%):</p> <p>Students are required to submit a research essay of 2,000 – 3,000 characters in Chinese to fulfil the “Chinese Writing” requirement. This is the most important piece of coursework for this subject. It examines and develops student’s written presentation skills.</p> <p>10% of this writing assessment will be conducted by CLC.</p>

	<p>In order to pass this subject, students must pass the writing component, i.e., attain a minimum grade “D” in the writing component.</p> <p>Students are free to select any topics related to Chinese arts and life. Their analysis should reflect the depth of their research and provide a clear and coherent paper in an analytical and argumentative manner with proper citation and references.</p> <table border="1" data-bbox="504 452 1394 1037"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Mid-term quiz</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. End-term quiz</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Essay</td> <td>40% (10% of the assessment will be conducted by CLC)</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Mid-term quiz	30%	√	√	√	√	√	√	2. End-term quiz	30%	√	√	√	√	√	√	3. Essay	40% (10% of the assessment will be conducted by CLC)	√	√	√	√	√	√	Total	100 %						
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<p>Reading List and References</p>	<p>Essential Readings:</p> <p>李霖燦 (1995) 《藝術欣賞與人生》台北：雄獅圖書股份有限公司，頁 12-157。</p> <p>豐子愷 (2008) 〈藝術鑑賞〉〈認識藝術〉《美術講堂：藝術欣賞與人生的四十堂課》台北：三言社，頁 10-87。</p> <p>References</p> <p>范金蘭 (2003) 《白蛇傳故事型變研究》台北：萬卷樓。</p> <p>豐子愷 (2008) 《美術講堂：藝術欣賞與人生的四十堂課》台北：三言社。</p> <p>_____ (2002)《藝術與人生》長沙：湖南文藝出版社。</p> <p>Fok, Silvia (2013) <i>Life and Death: Art and the Body in Contemporary China</i>. Chicago and Bristol: Intellect.</p> <p>《好想藝術》(2013) 香港：香港電台。(6 DVDs)</p> <p>華繼民 (2005) 《傳統文化與中國人物畫》北京：中國文史出版社。</p> <p>Lane, John (2003) <i>Timeless Beauty In the Arts and Everyday Life</i>.</p>																																														

	<p>Devon: Green Books Ltd.</p> <p>林昭賢、黃光男 (2000)《藝術概論：藝術與人生》台北：海頓出版社。</p> <p>劉青弋 (2004)《現代舞蹈的身體語言》上海：上海音樂出版社。</p> <p>劉自荃 (2011) <傳承與創新：崑劇的香港十年> (Heritage or Adaptations: 10 years of kun opera in Hong Kong). In <i>Selected Essays for The 8th Chinese Language Drama Festival</i> (Macau).</p> <p>_____ (2007) <孤獨的胴體> [The Lonely Body], in School of Dance, the Hong Kong Academy for Performing Arts, (ed.), <i>Dance Journal/ HK</i> (Feb 07): 19-20.</p> <p>_____ (2007) <跨界舞動：林懷民雲門舞集的國族身份與文化認同> 台灣國立清華大學, 邱貴芬、柳書琴主編：《台灣文學與跨文化流動》，見《東亞現代中文文學國際學報》，第三期 (2007 台灣號)：頁 269-275。</p> <p>_____ (2007) <重看雲門> 見《信報》(May 5, 07)。</p> <p>魯文忠 (2000)《中國美學之旅：從遠古到清末古典美學的發展歷程》武漢：長江文藝出版社。</p> <p>駱正 (2004)《中國京劇二十講》桂林：廣西師範大學出版社。</p> <p>邵子昂 (2012)《書法藝術與人生》香港：香港墨林書畫會。</p> <p>余漢東 編 (2001)《中國戲曲表演藝術辭典》台北：國家出版社。</p> <p>余少華 (2001)《樂在顛錯中：香港雅俗音樂文化》香港：牛津大學出版社。</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

Subject Offering Department	CBS
Cluster Area	<input checked="" type="checkbox"/> Human Nature, Relations and Development [CAR(A)] <input type="checkbox"/> Science, Technology and Environment [CAR(D)] <input type="checkbox"/> Chinese History and Culture [CAR(M)] <input checked="" type="checkbox"/> Cultures, Organisations, Societies and Globalisation [CAR(N)]
Medium of Instruction	Putonghua
Requirements intended to fulfil	<input checked="" type="checkbox"/> China-Study Requirement (CSR) <input type="checkbox"/> English Reading (ER) and English Writing (EW) <input checked="" type="checkbox"/> Chinese Reading (CR) and Chinese Writing (CW)