

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	CBS1CN28
Subject Title	Modern Art
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Exclusion: GEC1C19 and GEC1C19W and CBS1C28
Objectives	By looking into the key stylistic innovations under different contexts from the late nineteenth century to the early twenty-first century, it will teach students different ways of interpreting modern art. The social, cultural and political dimensions will be explored through the analysis of work of art produced at different times.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> (a) recognize the major artistic styles and innovations from the late nineteenth century to the early twenty-first century; (b) identify possible ways of interpreting humanity in a piece of artwork from its social, cultural and political contexts in which it is produced; (c) pinpoint how social and political factors have influenced the production and reception of art; (d) distinguish prominent artistic styles when viewing current art exhibitions; (e) appreciate and interpret art of different cultures from different perspectives. (f) enhance students' literacy skills in reading and writing.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Impressionism and Notion of Modernity 2. Innovation in Colour and Form: Post-Impressionism & Fauvism 3. Revolution and Self-Examination: Expressionism in Germany and Austria 4. Cubist Experiments 5. Futurists' Critiques and Dynamic Fusion 6. Abstraction in Russia, Germany and the Netherlands 7. From Fantasy to Dada 8. Art and the Unconscious: Surrealism 9. Abstract Expressionism & Figurative Art 10. Challenge of Originality: Pop Art 11. Minimalist Art and Land Art 12. Installation Art 13. Visual Quiz

<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>Lectures</p> <p>This subject will be mainly taught in the lecture format with visual examples and video-based images. Each lecture will be aligned with one piece of reading material. Students will be asked to read the material before coming to class. In each lecture, 15 minutes will be allocated for question and answer session. Such an interactive environment will allow participating students to reflect in real time upon some of the material, bringing up their questions which require further explanation, as well as giving valuable feedback to the lecturer.</p> <p>Tutorials</p> <p>Students 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>Exhibition Visit</p> <p>Students are required to make a 3-hour visit to an exhibition so that they are able to have direct viewing experience of real artworks. They are required to write an exhibition review of 1000 words that will be due in week 6.</p> <p>Individual Study</p> <p>Students will be expected to complete the remainder of the 93 hours required for each credit hour earned individually. Most of such effort should be devoted to reading, doing research and writing which is designed to give the student an essential training of empowerment in learning to study independently and effectively.</p> <p>Assessment Feedback</p> <p>Grading in this subject is based entirely on continuous assessment components, including an exhibition review, a visual quiz, an essay and participation in lecture and tutorial discussions of assigned readings.</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 an exhibition review, a visual quiz, an essay and participation in lecture and tutorial discussions of assigned readings. Details as followed:</p> <p>Mid-term Exhibition Review (25%):</p> <p>Students have to participate in an exhibition visit. They are required to write an exhibition review in 1000 words which will be due in week 6.</p> <p>Visual Quiz (25%):</p> <p>A visual quiz will be held in week 13. It will be carried out in the form of a visual analysis of three pairs of artwork. Students will be asked to compare and contrast the artworks in terms of their form, content, context as well as other aspects they consider relevant and significant.</p> <p>Essay (40%):</p> <p>Students are required to submit a research essay of 1,500 – 2,500 words in English, one week after the last lecture. This is the most important piece of coursework for</p>

	<p>this subject. It examines and develops student’s written presentation skills.</p> <p>Students will be assigned to analyze selected artworks of different cultures created from the late nineteenth century to the early twenty-first century to show their significance in history.</p> <p>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> <p>Participation (10%):</p> <p>Attendance and participation in discussion even debate are considered very important. It is crucial that students come to all classes, and also turn up on time. A roll of attendance will be kept and certain ground rules for class participation will be set. It counts for 10 % of the total grade. Marks will be deducted for each unexcused absence.</p> <table border="1" data-bbox="496 792 1506 1480"> <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 exhibition review (week 6)</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Visual Quiz (week 13)</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Essay (in which 10% of the assessment will be conducted by ELC)</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Participation in lecture and tutorial discussions</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></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 exhibition review (week 6)	25%	√	√	√	√	√	√	2. Visual Quiz (week 13)	25%	√	√	√	√	√	√	3. Essay (in which 10% of the assessment will be conducted by ELC)	40%	√	√	√	√	√	√	4. Participation in lecture and tutorial discussions	10%	√	√	√	√	√	√	Total	100 %																
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<p>Reading List and References</p>	<p>Required readings:</p> <p>Charles Baudelaire, “The Painter of Modern Life,” in <i>The Painter of Modern Life and Other Essays</i>, London: Phaidon Press, 1995, pp. 1-41.</p> <p>Stangos, Nikos, ed. <i>Concepts of Modern Art: From Fauvism to Postmodernism</i>. London: Thames and Hudson Ltd., 1994, 11-49, 112-137, 169-211, 225-238, 244-</p>																																																																							

	<p>255.</p> <p>Bibliography:</p> <p>Arnason, H. Harvard. <i>History of Modern Art: Painting, Sculpture, Architecture, Photograph</i>. Upper Saddle River, N.J.: Prentice Hall, 2004.</p> <p>Harrison, Charles, and Paul Wood, eds. <i>Art in Theory 1900-2000: An Anthology of Changing Ideas</i>. Malden, MA: Blackwell Publishing Ltd, 2003.</p> <p>Hunter, Sam. <i>Modern Art: Painting, Sculpture, Architecture</i>. New York: Harry N. Abrams, 2000.</p> <p>Jones, Amelia, ed. <i>A Companion to Contemporary Art since 1945</i>. Malden, MA: Blackwell Publishing, 2006.</p> <p>Stangos, Nikos, ed. <i>Concepts of Modern Art: From Fauvism to Postmodernism</i>. London: Thames and Hudson Ltd., 1994.</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	<p>Please check the box(es) below to indicate the cluster area(s) the subject contributes in a major way:</p> <p><input type="checkbox"/> Human Nature, Relations and Development [CAR(A)]</p> <p><input type="checkbox"/> Science, Technology and Environment [CAR(D)]</p> <p><input type="checkbox"/> Chinese History and Culture [CAR(M)]</p> <p><input checked="" type="checkbox"/> Cultures, Organisations, Societies and Globalisation [CAR(N)]</p>
Medium of Instruction	English
Requirements intended to fulfil	<p><input type="checkbox"/> China-Study Requirement (CSR)</p> <p><input checked="" type="checkbox"/> English Reading (ER) and English Writing (EW)</p> <p><input type="checkbox"/> Chinese Reading (CR) and Chinese Writing (CW)</p>