

## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	CBS1CN29M
<b>Subject Title</b>	Chinese Art and Design
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion: CBS1C29 and CBS1C29P and GEC1C20 and GEC1C20M and GEC1C20P and CBS1CN29 and CBS1CN29P and CBS1C29M
<b>Objectives</b>	This subject will explore the rich world of Chinese art and design of the pre-modern era. Examining a variety of art forms such as bronzes, jade, ceramics, wall painting, sculpture, landscape painting, portrait painting, bird-and-flower painting, calligraphy, seal, export art and folk art, it will discuss how various artistic features are intertwined with different historical, social and cultural contexts. Through analysis of images of artworks, class discussions and museum trip, students will learn about different types of Chinese art in light of the formal elements, meaning and contexts in which they are produced.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>(a) explain the traditional aesthetic elements and symbols of Chinese art and design;</li> <li>(b) comprehend the interaction between Chinese artistic creativity, technological achievement and scholars' traditions;</li> <li>(c) identify the ways Chinese art has interacted with other cultures;</li> <li>(d) participate in art-related and cultural activities;</li> <li>(e) analyze Chinese art and design critically in light of form, content and socio-cultural context.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Bronzes and Political Legitimacy</li> <li>2. Jade and the Culture of the Ruling Class</li> <li>3. Ceramics: Technology, Style and Consumption</li> <li>4. Wall Painting and Relief Carving in Tomb and Cave</li> <li>5. Sculpture in Tomb and Cave</li> <li>6. Landscape Painting: Theories, Expression and Techniques</li> <li>7. Portrait Painting: Themes and Styles</li> <li>8. Bird-and-Flower Painting</li> <li>9. Evolution of Calligraphic Forms and Styles</li> <li>10. The Art of Seal Engraving</li> <li>11. Export Art: Mediums and Styles</li> <li>12. Themes and Motifs in Folk Art</li> </ol>

	13. Visual Quiz
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p><b>Lectures</b></p> <p>This subject will be mainly taught in the lecture format with visual examples and video-based images. 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><b>Tutorials</b></p> <p>Students are required to report and reflect on the reading materials of 200 pages. 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><b>Exhibition Visit</b></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 lesson 6.</p> <p><b>Individual Study</b></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><b>Assessment Feedback</b></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 tutorial discussions of assigned readings.</p>
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p><i>(Note 4)</i></p>	<p><b>Assessment for this subject will be 100% coursework. They are composed of an exhibition review, a visual quiz, an essay and participation. Details as followed:</b></p> <p><b>Mid-term Exhibition Review (20%):</b></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 lesson 6.</p> <p><b>Visual Quiz (30%):</b></p> <p>A visual quiz will be held in lesson 13. 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><b>Essay (40%):</b></p> <p>Students are required to submit a research essay of 2000 words in English. This is the most important piece of coursework for this subject. It examines and develops student's written presentation skills.</p> <p>Students are free to select any topic related to Chinese art and design. They can discuss with me if they have any problems in devising a topic.</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><b>Participation (10%):</b></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="523 577 1532 1151"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>1. Mid-term exhibition review (lesson 6 )</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Visual Quiz (lesson 13)</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Essay</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Participation in lectures and tutorials</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></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	1. Mid-term exhibition review (lesson 6 )	20%	√	√	√	√	√	2. Visual Quiz (lesson 13)	30%	√	√	√	√	√	3. Essay	40%	√	√	√	√	√	4. Participation in lectures and tutorials	10%	√	√	√	√	√	Total	100%					
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<p><b>Reading List and References</b></p>	<p><b>Essential Reading:</b> Clunas, Craig. <i>Art in China</i>. Oxford: Oxford University Press, 2009, 15-235.</p> <p><b>References:</b> Cahill, James. <i>The Lyric Journey: Poetic Painting in China and Japan</i>. Cambridge, Mass: Harvard University Press, 1996. Chen Hung Mien. <i>The Art of Seal Cutting</i>. Taipei: Taipei Fine Arts Museum, 2007. <i>Chinese Export Art and Design</i>. London: Victoria and Albert Museum, 1987. Jourdain, Margaret, and R. Soame Jenyns. <i>Chinese Export Art in the Eighteenth Century</i>. Country Life Ltd.; Charles Scribner's Sons, 1950. Du Boulay, Anthony. <i>Christie's Pictorial History of Chinese Ceramics</i>. New Jersey: Prentice-Hall, Inc., 1984.</p>																																															

	<p>Fraser, Sarah E. <i>Performing the Visual: The Practice of Buddhist Wall Painting in China and Central Asia, 618-960</i>. Stanford: Stanford University Press, 2004.</p> <p>Howard, Angela Falco et al. <i>Chinese Sculpture</i>. Yale University and Foreign Languages Press, 2006.</p> <p>Liang Baiquan, ed. <i>Selected Bird-and-Flower Paintings from the Nanjing Museum</i>. [Nanjing]: Nanjing bowuyuan; [Beijing]: Wenwu chubanshe : faxing daye gongsi, 1992.</p> <p>Rawson, Jessica. <i>Chinese Bronzes: Art and Ritual</i>. London: British Museum Publications Ltd, 1987.</p> <p>———. <i>Chinese Jade: From the Neolithic to the Qing</i>. London: The British Museum Press, 1995.</p> <p>Sullivan, Michael. <i>Symbols of Eternity: The Art of Landscape Painting in China</i>. Oxford: Oxford University Press, 1979.</p> <p>Tseng Yuho. <i>A History of Chinese Calligraphy</i>. Hong Kong: The Chinese University of Hong Kong, 1993.</p> <p>Wang, Eugene Y. <i>Shaping the Lotus Sutra: Buddhist Visual Culture in Medieval China</i>. Seattle: University of Washington Press, 2005.</p> <p>Wang Shucun. <i>A Pictorial Album of Chinese Folk Art</i>. Zhang Chengmo, trans. Hangzhou: Zhejiang Literature and Art Publishing House, 1992.</p> <p>Wu Hung. “Beyond the ‘Great Boundary’: Funerary Narrative in the Cangshan Tomb.” In John Hay (ed.) <i>Boundaries in China</i>. London: Reaktion Books, 1994, 81-104.</p> <p>———, &amp; Katherine R. Tsiang (eds.). <i>Body and Face in Chinese Visual Culture</i>. Cambridge (Mass.): The Harvard University Asia Center, 2005.</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.

<b>Subject Offering Department</b>	CBS
<b>Cluster Area</b>	<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>
<b>Medium of Instruction</b>	English
<b>Requirements intended to fulfil</b>	<p><input checked="" type="checkbox"/> China-Study Requirement (CSR)</p> <p><input type="checkbox"/> English Reading (ER) and English Writing (EW)</p> <p><input type="checkbox"/> Chinese Reading (CR) and Chinese Writing (CW)</p>