The Hong Kong Polytechnic University

**Subject Description Form**

*Please read the notes at the end of the table carefully before completing the form.*

<table>
<thead>
<tr>
<th><strong>Subject Code</strong></th>
<th>CBS1A26P</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Title</strong></td>
<td>Chineses Arts and Life (華藝人生)</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Pre-requisite / Co-requisite / Exclusion</strong></td>
<td>Exclusion GECE1A49P Chineses Arts and Life (華藝人生)</td>
</tr>
</tbody>
</table>

**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**

(Note 1) Upon completion of the subject, students will be able to:

(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**

(Note 2) 1. 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, Night Entertainment of Han Xizai, Five Dynasties

Landscape painting and nature, e.g. Fan Kuan’s Travelling amid Mountains and Gorges, Northern Song

Literati painting and self-cultivation, e.g. Wen Tong’s Ink Bamboo, Northern Song

Calligraphy and moral enhancement, e.g. Wen Zhengming, Ming dynasty

Bird-and-flower painting and self-awareness, e.g. Qi Baishi’s Three Fish, 20th century
### Teaching/Learning Methodology

**Lectures**
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.

**Tutorials**
Students are required to report and reflect on the reading materials of 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.

### Assessment Feedback
Grading in this subject is based entirely on continuous assessment components, including two quizzes and an essay.

### Assessment Methods in Alignment with Intended Learning Outcomes
**Assessment for this subject will be 100% coursework. They are composed of two quizzes and an essay. Details as followed:**

**Mid-term Quiz (30%) & End-term Quiz (30%)**
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%).

**Essay (40%):**
Students are required to submit a research essay of 3000 characters in Chinese to fulfil the “Chinese Writing” requirement. The minimum word length for the first draft should be 1,000 characters and 2,500 characters for the second draft. This is the most important piece of coursework for this subject. It examines and develops student’s written presentation skills. 10% of this writing assessment will be conducted by CLC.
In order to pass this subject, students must pass the writing component, i.e., attain a minimum grade “D” in the writing component.

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.

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mid-term quiz</td>
<td>30%</td>
<td>a ✓ b ✓ c ✓ d ✓ e ✓ f ✓</td>
</tr>
<tr>
<td>2. End-term quiz</td>
<td>30%</td>
<td>a ✓ b ✓ c ✓ d ✓ e ✓ f ✓</td>
</tr>
<tr>
<td>3. Essay</td>
<td>40%</td>
<td>a ✓ b ✓ c ✓ d ✓ e ✓ f ✓ (10% of the assessment will be conducted by CLC)</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</table>

**Student Study Effort Expected**

Class contact:
- Lecture 26 Hrs.
- Tutorial 13 Hrs.

Other student study effort:
- Reading, writing, and self-study 96 Hrs.

Total student study effort 135 Hrs.

**Reading List and References**

**Essential Readings:**
- 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。
- 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。

**References**
- 范金蘭 (2003) 《白蛇傳故事型變研究》台北：萬卷樓。
- 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。
- (2002) 《藝術與人生》長沙：湖南文藝出版社。
- 《好想藝術》(2013) 香港：香港電台。*(6 DVDs)*
- 華繼民 (2005) 《傳統文化與中國人物畫》北京：中國文史出版社。
- Lane, John (2003) 《Timeless Beauty In the Arts and Everyday Life》

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### References

- **Devon: Green Books Ltd.**
  - 林昭賢、黃光男 (2000) 《藝術概論：藝術與人生》台北: 海頓出版社。
- 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 Selected Essays for The 8th Chinese Language Drama Festival (Macau).
- 劉自荃 (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。
- 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。
- 駱正 (2004) 《中國京劇二十講》桂林: 廣西師範大學出版社。
- 邵子昂 (2012) 《書法藝術與人生》香港: 香港墨林書畫會。
- 余漢東 編 (2001) 《中國戲曲表演藝術辭典》台北: 國家出版社。
- 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。

### Notes

**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.
<table>
<thead>
<tr>
<th>Subject Offering Department</th>
<th>CBS</th>
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| Cluster Area               | ✓   Human Nature, Relations and Development  
|                            | ☐   Community, Organization and Globalisation  
|                            | ☐   History, Cultures and World Views  
|                            | ☐   Science, Technology and Environment |
| Medium of Instruction      | Putonghua |
| Requirements intended to fulfil | ✓   China-Study Requirement (CSR)  
|                            | ☐   English Reading (ER) and English Writing (EW)  
|                            | ✓   Chinese Reading (CR) and Chinese Writing (CW) |