

Art Reflection

-- I see, I think, I wonder

I English – In Integrated Course Book 2

Unit 2: Art and Nature

Art Reflection

-- I see, I think, I wonder

Overview

- **Statement of Course**
- **Target Analysis**
- **Learning Outcomes**

Implementation

- **Key Points & Challenges**
- **Teaching Process**
- **Assessment**

Summary

Reflection on this Course Design

- **Why ?**
- **How ?**
- **What's new ?**

Statement of course:

- The last period out of the six-period teaching plan in this Unit
- Pre-knowledge:
 - Students are supposed to
 - ✓ name and explain some features of world-famous Western paintings
 - ✓ Identify and analyze the subject matter in classical Chinese paintings
- ‘iProduce’ section

iProduce

UNIT PROJECT

Giving a presentation: A comparison between Chinese and Western paintings

We get to know from the first text that as a great painting, *Mona Lisa* became influential for its impressive effect realized through creative techniques as a reflection of certain art perceptions. From the second text, we understand that the prominent theme of mountains and water in Chinese art is shaped by the geographic features, ancient mythology, philosophical beliefs and historical background of the Chinese. Now, we are ready to bring Chinese and Western paintings together and try to compare them in different aspects.

As mentioned in "Scenario Two," your school is going to hold an international students' forum. The theme is "East and West – similar or different." The forum is to promote understanding on Western art and Chinese art. You are attending the painting symposium and are going to give a presentation of about five minutes on the topic: A comparison between Chinese and Western paintings -- On the _____.

1 STEP

Choose your topic

There are differences as well as similarities between Western and Chinese paintings. You may choose one of the following four aspects to develop your presentation.

- Subject matter
- Painting techniques
- Painting tools
- Art perceptions

My topic is _____

2 STEP

Develop your ideas

After deciding on the specific topic, you need to develop your ideas by taking the following questions into consideration.

1. What are classical Chinese paintings like?
2. What are classical Western paintings like?
3. What are the similarities between classical Chinese and Western paintings in this aspect?
4. What are the differences between classical Chinese and Western paintings in this aspect?
5. Why do such similarities or /and differences exist between classical Chinese and _____?

3 STEP

Organize your thoughts

1. Decide the needs of the audience, phrase the thesis statement, and state the main points.

Audience of the presentation: _____
Possible background knowledge: _____
Possible interest: _____
Thesis statement: _____
Main points:
1) _____
2) _____
3) _____- 2. Structure your presentation into three parts.

Introduction:
Introduce in which aspect Chinese paintings are to be compared with Western paintings.

Body:
Provide illustrations for your main points.
1) What Chinese paintings are like in this aspect.
2) What Western paintings are like in this aspect.
3) How and why they are similar or different.

Conclusion: Restate your central idea and give a further comment on it.

4 STEP

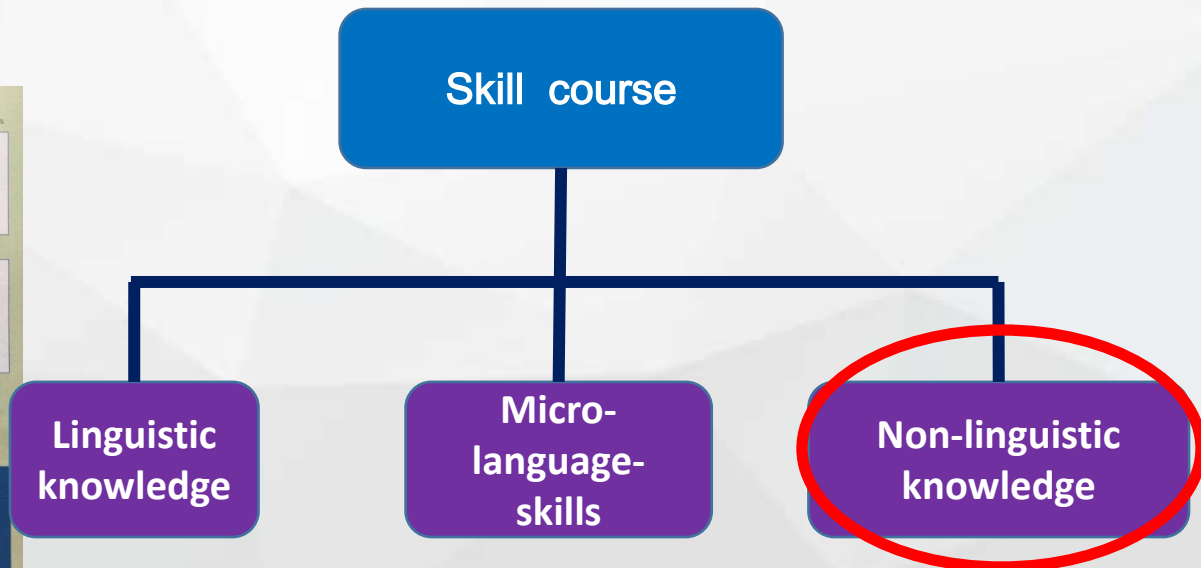
Give your presentation

Now you are ready with your presentation notes. There are also other things you may need to prepare for the presentation. Use the following checklist to help.

CHECKLIST

OK Needs work

1. I have prepared PPT for my presentation.
2. I have used some pictures or video clips to help with my illustration.
3. I have explained the complicated concepts or ideas.
4. I have prepared for possible questions from the audience.
5. I have tried to better involve the audience.
6. I can share other materials with the audience if they are interested.



Target analysis

- College students, year 1, major in **various disciplines**;
- Students **have finished** words and expressions building, text learning and ideas sharing;



A screenshot of a course page for 'Unit 2 Art and Nature'. The page has a dark red background. At the top left, there is a large white number '2' with the word 'UNIT' written vertically to its left. To the right of the '2', the text 'Art and Nature' is written in white. Below this, the word 'iPrepare' is written in a white, sans-serif font. Underneath 'iPrepare', there is a white box with the heading 'Scenarios' and a paragraph of text: 'Watch a video clip about the scenarios on the online course before class. Then think about what you need to learn from this unit in order to fulfill the tasks mentioned in the scenarios.' Below the text is a small image of a woman looking at several framed artworks. To the right of the text and image is a vertical strip of a traditional Chinese landscape painting. At the bottom, there is another white box with the heading 'Learning objectives' and a list of three bullet points: 'name and explain some features of world-famous Western paintings', 'identify and analyze the subject matter in classical Chinese paintings', and 'make comparisons between Western and Chinese paintings from various perspectives'.

Learning outcomes:

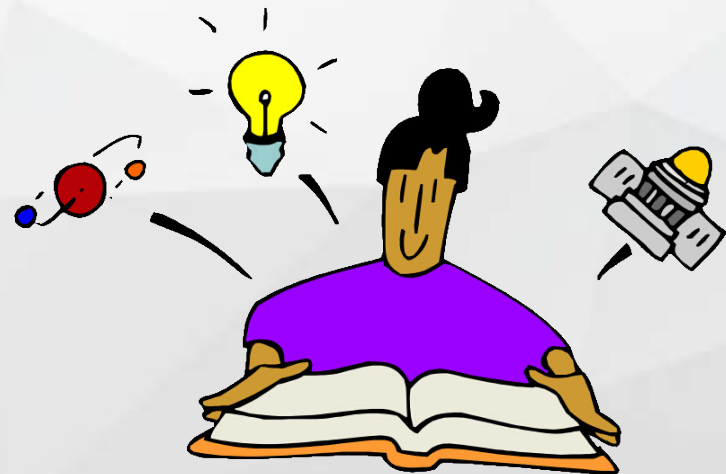
Students will be able to

- make comparisons between Western and Chinese paintings from various perspectives;
- interpret and evaluate the artworks in their own way;
- observe, assess and then redefine the relationship between art & nature.

Learning objectives

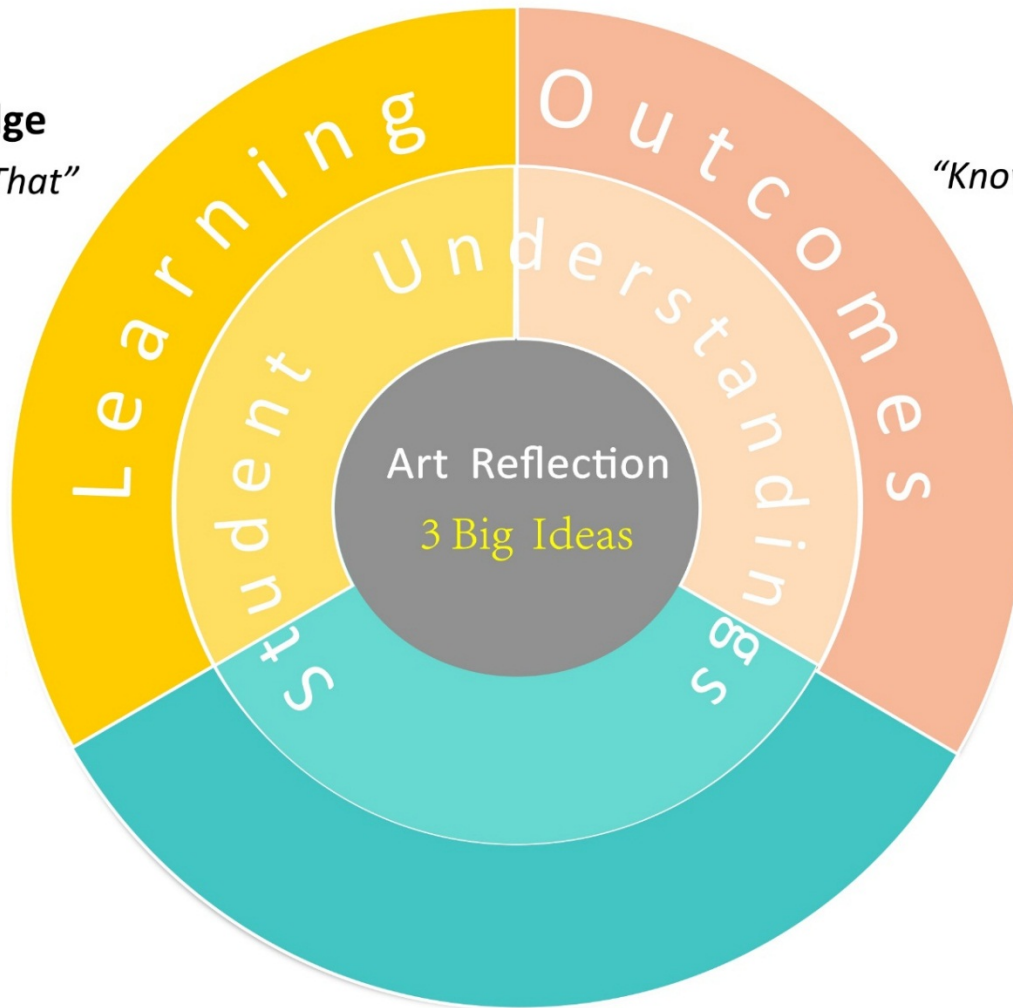
Upon completion of this unit, you will be able to:

- name and explain some features of world-famous Western paintings
- identify and analyze the subject matter in classical Chinese paintings
- make comparisons between Western and Chinese paintings from various perspectives



Knowledge
"Knowing That"

Skills
"Knowing How To"



Attitudes
"Knowing the Value of"

**Art
Reflection**

Big idea 1: (Knowledge)

Art Criticism vs.
Art Appreciation

Big idea 2 : (Skills)

Chinese Paintings vs.
Western Paintings

Big idea 3: (Attitudes)

Art & Nature

Art Reflection

Big idea 1: (Knowledge)

Art Criticism vs.
Art Appreciation

1-1. Basic rules of art criticism;

1-2. The principles of art appreciation, such as subject matter, aesthetic basis, language of art;

1-3. Artworks do not always please us in contemporary art, yet the stories, feelings or contributions conveyed by the works matter more than the academic principles.

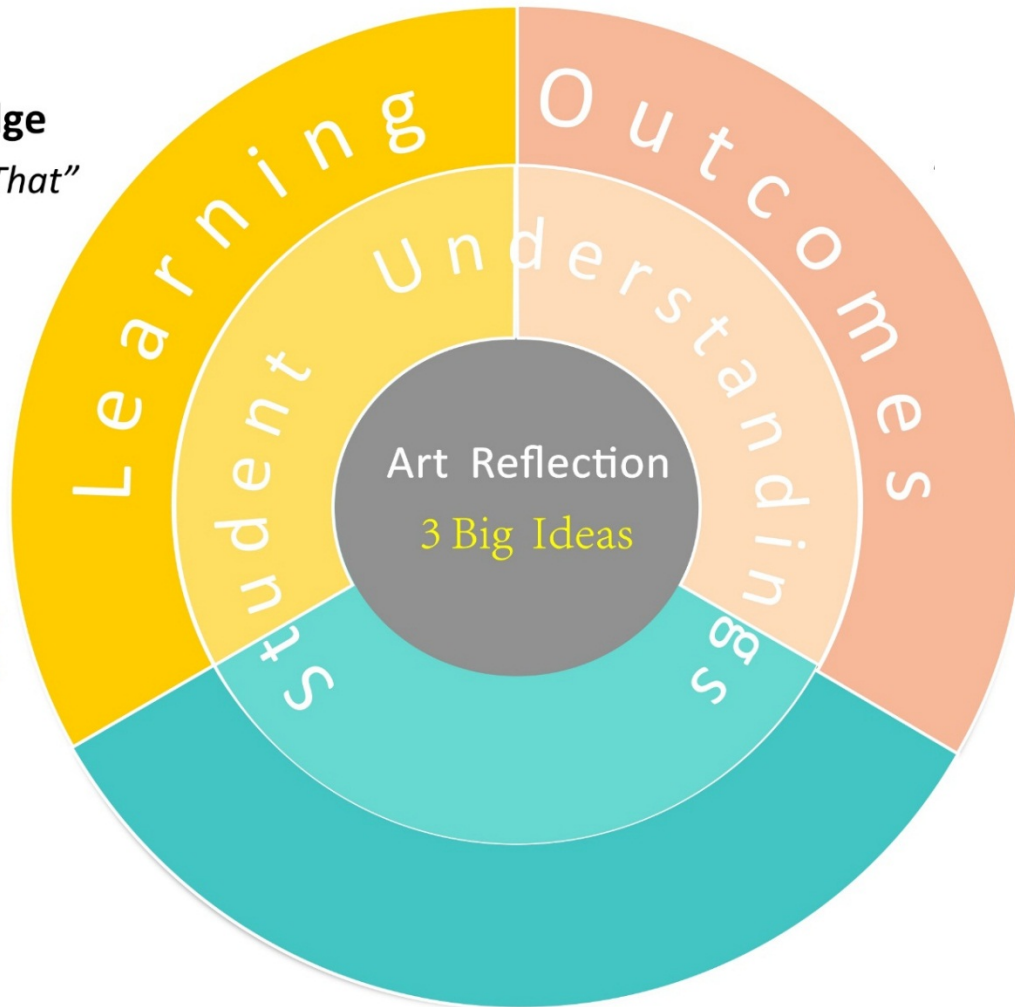
Big idea 2 : (Skills)

Chinese Paintings vs.
Western Paintings

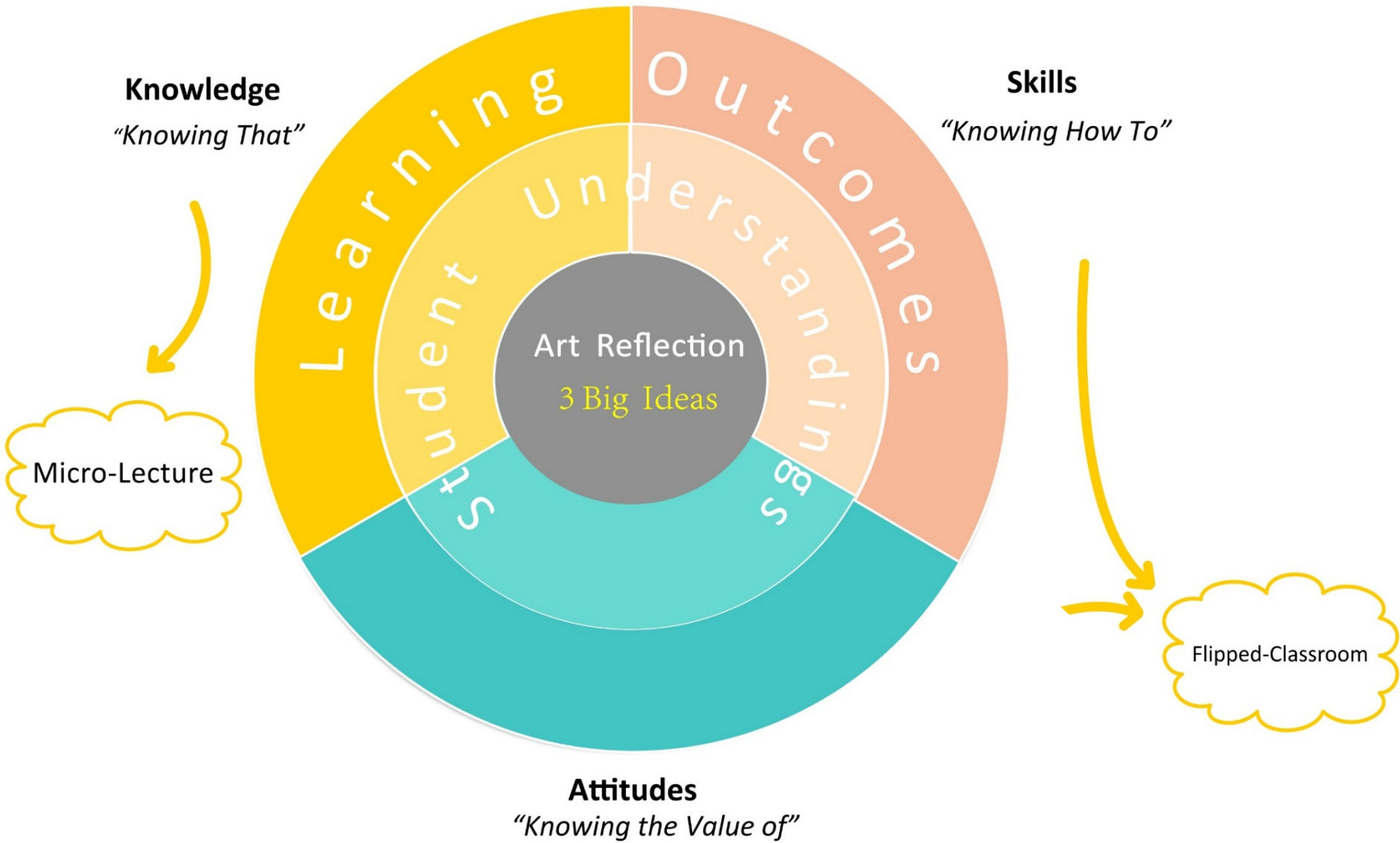
Big idea 3: (Attitudes)

Art & Nature

Knowledge
"Knowing That"







Art Reflection

Big idea 1: (Knowledge)

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Big idea 2 : (Skills)

Chinese Paintings vs.
Western Paintings

Big idea 3: (Attitudes)

Art & Nature

Teaching Plan

Teaching process		Activity	Time (min)	Assessment
1	To review the knowledge outcomes learned in the micro-lecture	<ul style="list-style-type: none">• Q & A;• Discussion;• Jigsaw Puzzle	3	recalling & recognizing
2				
3				

Art Reflection

Big idea 1: (Knowledge)

Art Criticism vs.
Art Appreciation

1-1. Basic rules of art criticism;

1-2. The principles of art appreciation, such as subject matter, aesthetic basis, language of art;

1-3. Artworks do not always please us in contemporary art, yet the stories, feelings or contributions conveyed by the works matter more than the academic principles.

Big idea 2 : (Skills)

Chinese Paintings vs.
Western Paintings

2. to describe & interpret artworks from subject matter, aesthetic principles or language of art;

Big idea 3: (Attitudes)

Art & Nature

Teaching Plan

Teaching process		Activity	Time (min)	Assessment
1	To review the knowledge outcomes in the micro-lecture	<ul style="list-style-type: none">• Q & A;• Discussion;• Jigsaw Puzzle	3	
2	Ss' presentations on the topic: Art Appreciation	<ul style="list-style-type: none">• Demonstration;	4	Peer correcting;
3				

Art Reflection

Big idea 1: (Knowledge)

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Big idea 2 : (Skills)

Chinese Paintings vs.
Western Paintings

2. to describe & interpret artworks from subject matter, aesthetic principles or language of art;

3. to identify the similarities and differences between Chinese paintings and Western paintings;

Big idea 3: (Attitudes)

Art & Nature

Teaching Plan

Teaching process		Activity	Time (min)	Assessment
1	To review the knowledge outcomes in the micro-lecture	<ul style="list-style-type: none">• Q & A;• Discussion;• Jigsaw Puzzle	3	
2	Ss' presentations on the topic: Art Appreciation	<ul style="list-style-type: none">• Demonstration;	4	Peer correcting;
3	T's explanation for the main differences between Chinese & Western landscape paintings (essential vs. realistic)	<ul style="list-style-type: none">• Observing demos;• Summarizing conclusions;	5	Teacher commenting;

Comparison Between Western and Chinese paintings





Chinese painting:

- ◆ Manifestation
- ◆ Sentiment & The spirit of subject

Dwelling in the Fuchun Mountains, 1350, Huang Gongwang,



The Hay Wain, 1821, John Constable

Western painting: reappearance / realistic natural scene

The principles of art appreciation

1. Subject matter

- Representational
- Abstract

2. Aesthetic basis

- the philosophy of Buddhism, Taoist and Confucianism
- the faith of Christianity /realistic natural scene

3. Language of art

- **Composition**
 - host & guest to reach the balance
 - realistic space /random wildness of nature
- **The use of color**
 - black and white /general overview of landscape
 - lively and actual colors /strong visual impact
- **Perspective**
 - Linear Perspective
 - Diffused Perspective

Art Reflection

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Big idea 2 : (Skills)

Chinese Paintings vs.
Western Paintings

2. to describe & interpret artworks from subject matter, aesthetic principles or language of art;

3. to identify the similarities and differences between Chinese paintings and Western paintings;

Big idea 3: (Attitudes)

Art & Nature

4. We value artworks in our own ways.

Teaching Plan

Teaching process		Activity	Time (min)	Assessment
4	Evaluation vs. Appreciation	<ul style="list-style-type: none">Analyzing Ss' presentation	2	Teacher commenting;
5				
6				

Art Reflection

Big idea 1: (Knowledge)

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Big idea 3: (Attitudes)

Art & Nature

5. Artworks represent people's understanding of life and nature.

Teaching Plan

Teaching process		Activity	Time (min)	Assessment
4	Evaluation vs. Appreciation	<ul style="list-style-type: none">Analyzing Ss' presentation	2	Teacher commenting;
5	Reflection on the relationship between art & life, art & nature	<ul style="list-style-type: none">Debating;Evaluating;	3	Shaping perspectives;
6				

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Big idea 1: (Knowledge)

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Big idea 3: (Attitudes)

Art & Nature

4. We value artworks in our own ways.

5. Artworks represent people's understanding of life and nature.

6. (Homework)
How does art interact with nature?

Teaching Plan

Teaching process		Activity	Time (min)	Assessment
4	Evaluation vs. Appreciation	<ul style="list-style-type: none">Analyzing Ss' presentation	2	Teacher commenting;
5	Reflection on the relationship between art & life, art & nature	<ul style="list-style-type: none">Debating;Evaluating;	3	Shaping perspectives;
6	<u>Homework:</u> How does art interact with nature?	<ul style="list-style-type: none">two examples to provoke thinking deeply	3	Constructing self-knowledge;

Homework

How does art interact with nature?



Art & Life

degraded visual environment



Art & Nature

Painted mural



Art & Nature

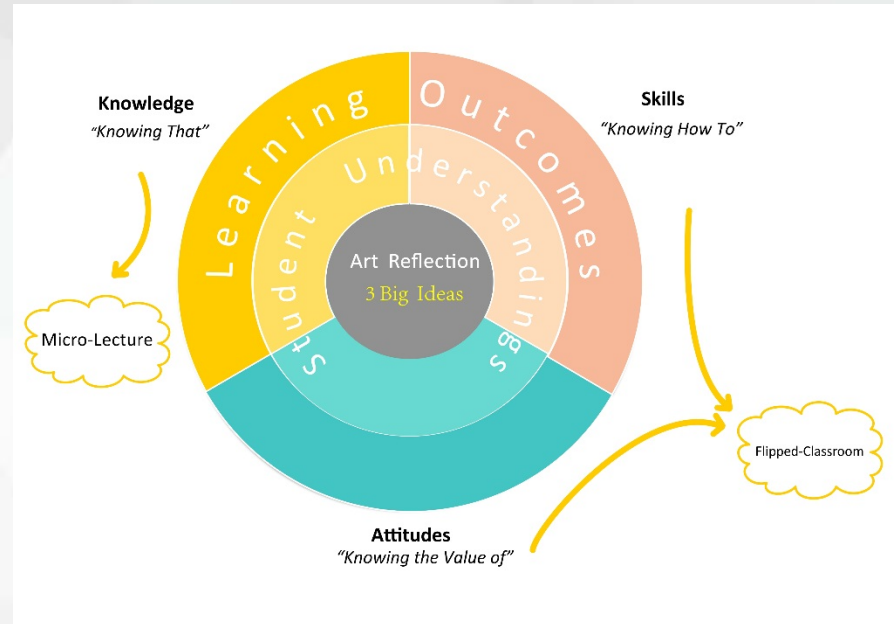


Summary

Why ?

How ?

What's new ?



comprehend a concept
redefine a relationship
shape an attitude

