

KOREAN DISCOURSE AND GENRE

Materials for Intermediate/Advanced Korean
Based on the National Standards

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Unit 3: 단오 Summer Festival Holiday (5th day of the 5th month in the lunar calendar)



DISCOURSE AND GENRE IN KOREAN

INTRODUCTION

The Standards for Korean Language Teaching have recently been developed and published through ACTFL (American Council on the Teaching of Foreign Languages). They center on five basic concepts, referred to as the 5Cs: *Communication, Cultures, Connections, Comparisons, and Communities* and are intended to replace the more mechanical and artificial categories of proficiency, commonly known as the “4 skills” of listening, speaking, reading, and writing. The 5Cs of the Standards shift the focus away from the “skill” of language and instead highlight elements of language that are linked to *people* and *culture* and *discourse*. At the same time, the Standards provide teachers and learners with specific, concrete sets of goals to strive for in learning and teaching Korean.

The units developed in this series, *Korean Discourse and Genre*, are designed to complement existing pedagogical materials for Korean. They contain authentic, media-based samples of actual language used in Korea by Koreans for specific interactional purposes: television programs (e.g., talk shows, reality shows, news, weather reports), radio programs, films, internet-based discourse (interviews, reviews, blogs, news items, recipes), and the like.

The focus of our units is on *Discourse* and *Genre*. *Discourse* relates generally to language and how language is used in these various communicative contexts. *Genre* refers to the specific ways in which particular features of language combine to create a certain *type* of discourse, e.g., conversation, expository writing, formal interview, recipes, weather reports, diary entries, and so forth.

We provide instances of actual Korean *discourse* within various *genres* of language use. Each language segment is followed by a vocabulary list that provides definitions or approximate English equivalencies of potentially unfamiliar words, all listed in the same order that the words appear in the text.

The goals of the units are to raise teachers’ and students’ awareness of and sensitivity to specific language patterns in oral, written, and technology mediated communication as they occur within particular types of discourse genres. More importantly, the materials provide activities for teachers to use in their classrooms—activities that are designed to match the goals and standards as set forth in the Standards for Korean Language Learning:

GOAL 1 COMMUNICATION

Communicate in Korean:

- *Provide and obtain information, express feelings, exchange opinions. (INTERPERSONAL)*
- *Understand and interpret written and spoken Korean on a variety of topics. (INTERPRETIVE)*
- *Present information, concepts, and ideas to an audience of listeners on a variety of topics. (PRESENTATIONAL)*

GOAL 2 CULTURES

Gain Knowledge and Understanding of Korean Culture:

- *Demonstrate understanding of the relationship between practices and perspectives of Korean culture.*
- *Demonstrate understanding of the relationship between products and perspectives of Korean culture.*

GOAL 3 CONNECTIONS

Connect with Other Disciplines and Acquire Information:

- *Reinforce and deepen knowledge of other disciplines through the Korean language.*
- *Acquire information and recognize distinctive viewpoints that are only available through the Korean language and culture.*

GOAL 4 COMPARISONS

Develop Insight into the Nature of Language and Culture:

- *Demonstrate understanding of the nature of language by comparing Korean with other languages that students know.*
- *Demonstrate understanding of the concept of culture by comparing Korean culture with other cultures that students know.*

GOAL 5 COMMUNITIES

Participate in Multilingual Communities at Home and Around the World:

- *Use Korean both within and beyond the school setting.*
- *Show interest in becoming life-long learners by using Korean for personal enjoyment and enrichment.*

This shift in foreign and second language education, from the four skills to the 5Cs, will allow for greater flexibility in learning tasks. It will also encourage more authentic and robust uses of language, both in the classroom and beyond. *Students will be exposed to a greater variety of discourse samples in the target language and consequently will also be asked to produce a greater variety of discourse.*

Our materials represent early steps toward these goals, by providing authentic Korean language samples and a wide variety of activities that can be used in the classroom (and outside). These activities are designed to help students achieve a multiplicity of goals as noted above, with a natural integration of Korean grammar and culture within the 5Cs. The activities are also designed to help teachers become more sensitive to language-related issues as they pertain to *discourse* and *genre*.

Each unit opens with a brief description of each holiday and its importance within Korean culture. It then relates these events to other issues in Korean daily life: traditional culture, foods, health and well-being, cultural values and practices, family, travel, weather, and so forth. Each unit is designed to both *provide* a variety of discourse genres, e.g., expository writing, narrative, recipes, e-mail, interview, chat, blog, etc., and *has students interact within* these various genres. The final section of each unit discusses the specific types of *discourse genres* used as text in the unit, and isolates particular features of each genre for further study.

We hope you find these materials useful. Please direct questions, comments, and other feedback to: Center for Advanced Language Proficiency Education and Research (CALPER), Korean Project, c/o Professor Susan Strauss, The Pennsylvania State University, 305 Sparks Building, State College, PA 16802, email: sgs9@psu.edu

NOTE TO INSTRUCTORS: Our units are designed to stimulate students' thinking about the Korean language and Korean people and culture. Each activity is centered on multiple goals and sub-goals within the 5Cs noted above. The units provide ideas for students to use Korean in various genres of discourse (e.g., expository writing, interviews, conversation, e-mail) and to interact at various levels (e.g., with other individuals, in small groups, and in full class contexts). Please feel free to supplement these assignments with your own goal-specific tasks so that they best fit the needs of your classes. We provide a blank box at the end of each segment for you to create your own assignments based on these or related issues.

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Discourse and Genre in Korean

Unit 3: 단오 Summer Festival Holiday (5th day of the 5th month of the lunar calendar)

Section 1: Overview of the holiday and associated traditions

- Brief essay on 단오 (See Appendix A for translation)
- Ideas to Think About and Develop Further
- Assignment

Section 2: 김홍도 and 신윤복—Painters from the 조선 Dynasty who depicted scenes about 단오

- Introductory paragraphs on the two renowned artists, presenting similarities and differences in their styles and subjects (See Appendix B for translation)
- Ideas to Think About and Develop Further
- Assignment

Section 3: The contemporary soap opera entitled <바람의 화원> ‘The Painter of the Wind,’ based on the lives and artwork of 김홍도 and 신윤복

- Introductory paragraphs on the soap opera (See Appendix C for translation)
- Ideas to Think About and Develop Further
- Assignment

Section 4: Genres of writing that involve both artistic descriptions and comparisons and contrasts

- Analyzing the Discourse of Comparison and Contrast
- Ideas to Think About and Develop Further
- Assignment

SECTION 1: OVERVIEW OF THE HOLIDAY AND ASSOCIATED TRADITIONS

In this unit, you will learn about another holiday and festival celebration that occurs on the fifth day of the fifth month of the lunar calendar. It is a summer festival called 단오. In Section 1, we will give you a general introduction to the holiday, and then ask you to find out more about it—from a number of different perspectives. You will learn much about Korea and Korean cultural practices by working through the activities that we have prepared for you.

단오

음력 5월 5일인 ‘단오’은 우리나라의 대표적 여름철 명절 중 하나이다. 단오의 단(端)은 첫 번째를 의미하고, 오(午)는 오(五), 곧 다섯과 뜻이 통하므로 단오는 초닷새를 말한다.

단오날은 고려시대의 9대 명절에 속하였고, 조선시대에는 설날, 한식, 추석과 함께 4대 명절에 속하였다. 먼 옛날에는 농경의 풍작을 기원하던 제삿날이었으나, 현재는 주로 농촌의 명절로서 다양한 놀이가 행해진다.

단오의 대표적인 놀이로는 그네뛰기와 씨름이 있다. 그네뛰기는 단오날 여성들의 대표적인 놀이이다. 조선 후기의 대표적 화가 신윤복의 '단오풍정'에서는 한복을 차려 입은 부녀자들이 치마폭을 바람에 날리며 그네를 타는 모습을 보여준다.

이와 쌍벽을 이루는 대표적인 남성들의 놀이로 씨름대회가 있다. 씨름대회에서 이기는 사람에게는 관례로 황소를 상으로 주기도 했다. 경기방식은 요즘과 같이 토너먼트식이 아니라 도전자들을 모두 이겨 상대자가 없게 되면 우승을 하는 방식이었다.

이밖에 각 지역마다 봉산탈춤과 양주별산대놀이 같은 탈춤과 가면극들을 장터에서 열어 명절 분위기를 한껏 돋우곤 했다.

<Original text written by Jiyun Kim>

VOCABULARY

대표적	representative (adj.)
뜻	meaning (n.)
통하다	to make sense
초닷새	the first five days

말하다	to talk, to mean
고려시대	an ancient Korean state (918-1392)
9대	the nine most representative
속하다	to belong to
먼 옛날	long time ago, in the distant past
농경	agriculture
풍작	a good harvest
제삿날	a memorial service day
행해지다	to be held
놀이	game, event
그네뛰기	swinging
조선 후기	the latter period of the 조선 Dynasty
화가	painter
풍경	scenery
차려입다	to dress well
부녀자	women
치마폭	the width of a skirt
날리다	to fly something (transitive verb)
모습	scene, figure, form
씨름	Korean traditional wrestling
쌍벽을 이루다	to match as the two greatest twin
대회	contest, competition
관례	custom, convention
황소	bull
상	award, prize
방식	method, way
토너먼트(식)	tournament (method)
도전자	challenger
상대자	counterpart
우승	victory, championship
탈춤	mask dance
가면극	mask show
장터	market place
한껏	to the best of one's ability
돋우다	to raise, to lift



그네뛰기



씨름



탈춤



산대놀이

ACTIVITIES

1. **Essay assignment: What is 단오?:** Paraphrase in your own words what the Korean holiday 단오 is and why it is an important day to Korean people.

(a) Find out more about 단오 by first searching for additional internet-based sources in Korean and then by interviewing Korean people that you know—through a face-to-face interview, a telephone conversation, or a key-pal discussion.

(b) Write a short one- to two-page essay about 단오 from a **personal** perspective. Be sure that your essay has a clear introduction, a well-developed body (divided into relevant paragraphs), and a conclusion. Include the following information:

- As a student of Korean, had you heard about the holiday?
- What did you know or understand about it before you read about it in this unit?
- In addition to the paragraph that we provide for you here, what new facts did you learn about 단오 as you conducted additional research?
- What does the festival and its importance reflect about Korea and Korean people, from the multiple points of view of past and present, the traditional and the modern?
- Are there any festivals or holiday celebrations in the U.S. that might compare to the celebration of 단오 in Korea?

2. **Group Presentation: Festivals from Around the World.** We have seen that the Korean calendar is filled with festivals and holiday celebrations—some more major in terms of national importance, and some more minor. There is a festival in China, referred to in English as the “Dragon Boat Festival,” that takes place on the 5th day of the 5th month of the lunar calendar.

(a) In groups of 2-3, conduct an internet-based research project in which you investigate other festivals from other countries—be sure to include the “Dragon Boat Festival” from China, since their celebration dates are identical. Make a list of the festivals that you find that are celebrated in the summer, like 단오. Indicate:

- the COUNTRY in which the festival is celebrated
- the DATE that it occurs
- the HISTORY (or ORIGIN) of the festival
- interesting RITUALS (including both artifacts and practices) that are associated with the festival
- the SIGNIFICANCE of the festival

Include summer festivals that you find within Asia (e.g., *Obon* and *tanabata* in Japan, and other festivals from China), and, if possible, outside Asia. Spain, for example, has a rich history of festivals. That might be a good place to start and you and your group can expand from there. What other countries might you want to investigate from this per-

spective of festival celebration?

- (b) Prepare a 15-minute presentation for the class (in Korean), in which you reveal your findings and interpretations about the festival celebrations worldwide. Your presentation should include a summary of the festivals that you located and synthesis of similarities that you find among these festivals. You are free to link any type of similarity that you find, e.g., agricultural focus, ancestor worship.
- Why are these celebrated in the summer?
 - How are the various cultures of each group reflected in their celebrations of these festivals?
 - What elements of these cultural celebrations do find consistent or nearly consistent across cultures?
 - What types of differences do you find?

If you'd like to expand your project, you can locate other seasonally-based festivals, e.g., the winter festival celebrated in Chichibu, Japan the *chichibu yoi matsuri* 'Chichibu Night Festival'. You can pose similar questions as above and locate cultural similarities and differences as above.

FURTHER ASSIGNMENTS

SECTION 2: 김홍도 AND 신윤복—PAINTERS FROM THE 조선 DYNASTY WHO DEPICTED SCENES ABOUT 단오

In this section, we explore more about the festival (and about Korean society), only this time, through classical 2-dimensional art. In particular, we introduce the works by two artists from the 조선 Dynasty, 김홍도 and 신윤복. You will learn about the two painters, about lifestyle and social norms during the 조선 Dynasty, and also about how to describe paintings in Korean.

김홍도 (1745~?)와 신윤복 (1758~?)

김홍도와 신윤복 조선시대의 대표적인 풍속화가이다. 이 둘은 같은 시대를 풍미했던 화가이지만 그림의 소재와 표현 방식 등에서 많은 차이를 보인다.

우선 단원 김홍도는 주로 일반 서민들의 생업에 관계된 일상 생활을 화폭에 담았다. 서민 사회의 문화를 바탕으로 그들의 일상을 소박하고 해학적으로 표현하였다. 배경을 생략하여 표현하였으며, 서민적인 풍속 장면 등을 강조하였다.

표현 방식에 있어서는, 인물 감정을 대담하고 솔직하게 표현하였고 주로 담채로 채색하였다. 먹선의 굵은 필치와 은은하고 투명하게 느껴지는 농담 기법으로 질박하고 강한 생명력을 표현했다. 또한 원형구도와 x자형 구도를 사용하거나 원상근하의 배치를 통하여 화면에 집중감을 주었다. 그의 풍속화는 다양한 인물들의 동작과 표정을 강조하였으며, 조선 후기 서민들의 생활상을 간략하면서도 익살스럽게 표현하였다.

단원 김홍도의 대표적 작품 <씨름도>에서는 씨름하는 두 사람을 화면 가운데에 그려놓고 구경꾼들을 씨름꾼 주위에 원형구도로 배치함으로써 안정감이 있으면서도 주제에 시선을 집중시키는 공간구성력을 보여주고 있다.



김홍도, '씨름도', 종이에 수묵담채, 27.0×22.7cm, 18세기 후반, 국립중앙박물관 소장

<씨름도> 김홍도

한편, 신윤복은 조선 후기의 도화서 화원으로 대다수의 그의 그림에는 도시 한량과 기녀 등 남여 애정과 부녀자와 양반의 풍류 모습 등이 묘사되어 있다. 신윤복은 또한 사대부의 윤리관이나 체면 치레 등의 시대상을 풍자하는 그림을 통해 그들에게 도전하는 사회의식을 보여줬다.

김홍도와 달리 신윤복은 산수와 가옥 등의 배경을 사용하여 그림을 그렸다. 신윤복의 그림에는 가늘고 섬세한 필치와 화려한 색채의 효과가 돋보인다. 김홍도의 그림이 전반적으로 모노톤인 반면에 신윤복의 그림은 색을 많이 사용했고, 배경을 짙게 그렸다. 그는 사물의 모습을 한층 더 화사하고 화려하게 돋보이기 위하여 배경을 그 색에 맞게 다양하게 표현했다. 김홍도가 동적이고 원형구도를 사용하여 투박하고 동적으로 표현하였다면, 신윤복은 수평 수직구도를 사용하여 정적이고 여성적으로 표현하였다.

혜원 신윤복의 그림 중에 가장 널리 알려진 유명한 작품으로는 ‘단오 풍정’을 들 수 있다. 단오절에 창포물에 머리 감고 그네를 뛰는 등의 세시풍속을 잘 보여주고 있다. 반라의 상태로 목욕하는 여인을 훑쳐보는 소년들의 모습에서 노골적인 묘사가 익살스러움으로 어느 정도 누그러지는 효과를 보인다.



<단오 풍정> 신윤복

<Original text from 'www.naver.com' and modified by Jiyun Kim>

VOCABULARY

풍속화가	painters who primarily painted manners and customs of the society
시대	period, epoch
풍미하다	to dominate, to sweep
소재	material, topic
표현	expression (n.)
방식	method
차이	difference
단원	김홍도's pen name (=호)
일반	ordinary, general
서민	the common people (in social stratification)
생업	vocation to make a living
관계된	related (adj.)
일상 생활	everyday life
화폭	picture, drawing, painting
담다	to put in, to fill
사회	society
문화	culture
바탕	base, foundation
소박하다	to be humble
해학	jest, good-humored banter
생략하다	to omit
장면	scene(ry)
강조하다	to emphasize
인물	person
감정	feelings, emotion
대담하다	to be bold
솔직하다	to be frank
담채	light [thin] coloring
채색하다	to color
먹	Chinese ink
선	line
굵은	thick
필치	stroke of the brush [pen]
은은하다	to be dim, misty, faintly visible
투명하다	to be transparent
느껴지다	to be felt
농담 기법	light and shade method in painting
질박하다	to be unsophisticated, to be simple
생명	life

원형	round shape (from)
구도	composition (of a painting)
x 자	x-shape
원상근하 (遠上近下)	<i>Perspective in painting</i> – placing distant objects on top and close objects at the bottom (of a painting)
배치	arrangement
화면	screen, scene
집중감	feeling of focus
동작	action, body movement
표정	facial expression
간략하다	to be simple, to be concise
익살스럽다	to be comical, clownish
가운데	middle (n.)
그려놓다	to paint (or to draw) in a certain position
구경꾼	spectator, bystander
씨름꾼	wrestler
주위	surrounding
배치하다	to arrange
안정감	feeling of being stable
주제	topic, subject
시선	gaze
집중시키다	to make something focused
공간구성력	ability to use spatial arrangement
한편	in the meantime
도화서	government office in charge of art (e.g. paintings, etc.) during 조선시대
화원	painters who worked for 도화서
도시	city
한량	men who like to have fun and not work
기녀	female official dancer and music player for men
애정	love affair
부녀자	women
양반	aristocrat (in social stratification)
풍류	taste and appreciation for art
묘사	depiction
대다수	the majority
사대부	noble men
윤리관	ethical belief
체면 치레	saving faces and/or appearances
시대상	the phases of the times
풍자	satire
도전하다	to challenge
사회 의식	social consciousness
산수	landscape

가옥	houses
배경	background
가늘다	to be thin
섬세하다	to be sophisticated
화려하다	to be fancy, colorful
색채	color
효과	effect
돋보이다	to stand out
전반적으로	overall (ad.)
모노톤	monotone
반면에	on the other hand, whereas
꽉차다	to be filled with
사물	objects
한층	one level
화사하다	to be bright and colorful
동적이다	to be dynamic
투박하다	to be rough, crude
수평수직구도	horizontal and vertical perspective in painting
정적이다	to be static
여성적	feminine
혜원	pen name of 신운복
널리	widely
단오절	= 단오날
창포물	Sweet Flag (perennial plant) water
세시풍속	customs and manners
반라	half-naked
상태	condition, status
훔쳐보다	to peek
소년	boy
노골적이다	to be open, explicit
익살스러움	jocularly
어느정도	to a certain degree
누그러지다	to soften, to soothe, to calm down



창포



창포물에 머리감기

2. Reading Comprehension/Summary/Comparison and Contrast: The two artists, 김홍도 and 신윤복.

- (a) Re-read the passage on these two painters. Take notes on the techniques of each painter—in Korean.
- (b) Summarize in your own words the characteristics of each artist’s work, subjects, and techniques. In what way are the artists similar? That is, what characteristics do they have in common? In what way are they different? Prepare your responses in essay form – approximately one page in length.

3. Using your new vocabulary (and searching for more words). The following two paintings were done by 김은호 (1892-1979). The first, entitled “Immortals” in English, was painted in 1964.



http://www.artnet.com/artists/lotdetailpage.aspx?lot_id=E4C7A83B80C3D9CC81CCC4495AE754A1

The second is entitled “Scene depicting an old story,” and was painted in 1958.



http://www.artnet.com/artists/lotdetailpage.aspx?lot_id=01D9F9E69B724C1C0F4AC784681973CA

- (a) First, conduct an internet search in Korean on 김은호 to find out more about this painter:
- biographical information, including place of birth, family
 - history of his personal artistic experiences
 - outside artistic and social influences
 - and so forth
- (b) Then, describe in Korean one of the two paintings above, using the vocabulary that you learned in activity 2, and supplementing that with additional terms that you need to more accurately describe the painting:
- the subject(s) and how it/they are depicted
 - colors
 - strokes
 - lines
 - perspectives
 - symbolism
- (c) Share your work with your classmates. Find out how others described the identical painting that you described. Also, find out from your classmates what other information they were able to gather on 김은호.
- (d) As a class, write a collective composition to incorporate as many details of 김은호's life as you can and to describe in as much detail as possible the two paintings that we presented to you in your assignment.

FURTHER ASSIGNMENTS

SECTION 3. THE CONTEMPORARY SOAP OPERA ENTITLED <바람의 화원> 'THE PAINTER OF THE WIND,' BASED ON THE LIVES AND ARTWORK OF 김홍도 AND 신윤복

Here, we introduce you to another genre of language use—the soap opera. This particular drama, <바람의 화원>, is based on an interesting mixture of fiction and non-fiction. It centers on the lives of 김홍도 and 신윤복.

<바람의 화원>

드라마 '바람의 화원'에서는 좀 더 재미난 형태로 조선시대의 대표 풍속 화가 김홍도와 신윤복을 만나볼 수 있다. 드라마 제목 '바람의 화원'을 포털 사이트 검색창에 치면 아래와 같은 드라마 관련 정보를 얻을 수 있다.

연관검색어 [바람의화원 시청률](#) [바람의화원 키스신](#) [닷냥커피](#) [바람의 화원 ost](#) [편의전쟁](#) [바람의화원 txt](#) [신윤복](#)
[박신양](#) [바람의 화원 다시보기](#) [바람의 화원 책](#) [바람의 화원 줄거리](#) [문근영](#) [신윤복 여자](#) [이정영](#) [김홍도](#) [더보기](#)

'바람의 화원' 방송정보



이미지 더보기

바람의 화원

본방정보 **SBS** (수, 목) 오후 09:55~ (2008년 9월 24일~2008년 12월 4일 방송종료)
(총 20부작)

제작사 드라마하우스, 아이에스플러스코프

제작진 연출 장대유, 진혁 | 극본 이은영

기획의도 조선시대 가장 유명한 풍속화가 김홍도와 신윤복!! 김홍도는 '서당'과... [더보기](#)

대표사이트 <http://tv.sbs.co.kr/hwawon/>

.. 부가정보 포토스케치, 보도자료, 바탕화면, 드라마 속 그림

.. 커뮤니티 시청자게시판, 원작리뷰, 이미지공작실, 어록게시판

.. 방송보기 [다시보기](#), [예고편보기](#), [촬영장스케치](#)

관련정보 원작소설, OST, 벨소리, 통화연결음

등장인물 [전체보기](#)

					
김홍도 역 박신양	신윤복 역 문근영	김조년 역 류승봉	정조 역 배수빈	정향 역 문채원	정순왕후 역 임지은

그 다음, 가운데 보이는 드라마 제목을 클릭하면, 아래 보이는 것 처럼 SBS 방송국 홈페이지에서 제공하는 드라마 '바람의 화원' 소개 페이지로 연결된다.



- 시청자 참여**
- 시청자게시판
 - 원작리뷰
 - OX 퀴즈왕
 - 이미지공작실
 - 김홍도의 이야기
 - 신윤후의 이야기
 - 어록게시판
 - NeTV 명장면
- 드라마 현장**
- 다시보기
 - 스페셜 방송
 - 예고편
 - 포토스케치
 - 촬영장 스케치
- UCC 서포터즈**

드라마 > 바람의화원 > 기획의도

기획의도

조선시대 가장 유명한 풍속화가 김홍도와 신윤후!!

김홍도는 '서당'과 '씨름' 등의 생동감 넘치는 풍속화 뿐만 아니라, 거대한 의궤(궁중 의식을 기록한 그림), 수목화, 그리고 자신의 노년을 사실적으로 그린 자화상에 이르기까지 다양한 그림을 남긴 역사상 가장 유명한 조선의 화가이다. 또한 세련된 필치로 남녀간의 애정을 다룬 그림으로 유명한 신윤후는, 그를 잘 모르는 사람들이라도 그의 그림이 인쇄된 그림엽서나 달력 한 번 보지 못한 사람이 없을 정도로 현대에까지, 아니 현대에 와서 더욱 그 가치를 인정받고 있다. 여기까지가 두 사람에 대해 알려져있는 사실이다.

그러면, 이 두 사람에게겐 몇 가지 알려지지 않은 사실이 있다.

- 첫째, 두 사람은 도화서 화원 생활을 함께했던 동시대인이며,
- 둘째, 두 사람이 똑같은 주제를 두고 그린 그림이 여러 장 발견되고 있으며,

왼쪽 메뉴바에서 '원작 리뷰'를 누르면 작가 이정명의 원작 소설에 관한 정보가 있고, 그 아래 게시판에서는 소설 '바람의 화원'과 드라마 '바람의 화원'의 유사점과 차이점을 토론한 내용도 읽을 수 있다.

드라마 > 바람의화원 > 원작리뷰

원작리뷰

바람의 화원 원작소설 리뷰

"신윤후와 김홍도, 조선의 뒷골목을 그린다!"

모나리자, 진주 귀고리 소녀 보다 매력적인 "미인도" 의 비밀 시대를 풍미한 천재 화가 신윤후와 김홍도의 베일에 싸인 삶과 그림 속 미스터리 소설 '바람의 화원'과 드라마 '바람의 화원'의 유사점과 차이점을 비교해 보고 토론해보는 쓸쓸한 재미!

게시판 관리 기준 안내 글쓰기

번호	제목	글쓴이	등록일	조회수	추천
28	너무 고생하셔요	김용희	09-02-24	187	1
27	애뜻함, 절절함이 가득한....	윤정은	08-12-06	517	2
26	BROHO	박소연	08-12-03	303	2
23	혜원 신윤후의 '월하정인' 中... (1)	정혜원	08-10-30	5985	1
22	바람의화원 (3)	도유리	08-10-28	3325	2
21	알았습니다 (1)	박소연	08-10-27	1637	2
20	바람을 따라서	고남위	08-10-27	1319	3

책 소개로 가려면, 아래 링크를 클릭!

<http://book.daum.net/detail/book.do?bookid=KOR9788991643260>

<Original text written by Jiyun Kim>

VOCABULARY

드라마	soap opera, drama
바람	wind
좀 (= 조금)	a little bit
더	more
재미난	fun (adj.)
형태	form, shape
만나보다	to (try to) meet
제목	title
포털 사이트	portal website
검색창	search box
치다	to type (in)
~ 하면	If... then...
아래	below
~와 같은	like ~, such as ~
관련	related
정보	information
얻다	to obtain, to get
~할 수 있다	be able to
그 다음	next
가운데	in the middle, center
보이다	something can be seen
클릭하다	to click on
~ 처럼	like ~
방송국	broadcasting center
홈페이지	homepage
제공하다	to provide
소개	introduction
연결되다	to get connected
왼쪽	on the left side
메뉴바	menu bar
원작	original work
리뷰	review
누르다	to press, to click on

작가	writer
게시판	bulletin board
유사점	similarity
차이점	difference
토론하다	to discuss
내용	content
읽다	to read
~ (하)려면	if one is going to ~

ACTIVITIES

1. **Watch the production and respond in writing.** Locate the early episodes of <바람의 화원>.

- (a) Watch the soap opera and note how all characters are portrayed.
- Who is the main character?
 - Who are the other characters?

As you view this soap opera, compare your understanding of the life and times of the artists in question to how you learned about them in Section 1 to how you learned about them here in Section 3. Do you prefer one type of learning style over another?

In the soap opera, is it clear where the non-fiction ends and the fiction begins? How do you know?

- (b) Students should work in pairs for this exercise. Each pair of students should select one episode to watch and summarize. Be sure to select episodes that follow each other consecutively. As students view their episodes, they should pay attention to language used in the dialogues—vocabulary, speech levels, tone of voice, etc.

The student pair who watched the first episode should present their summary in Korean to the class. The pair who watched the next episode should present their summary, and so forth, so that the class can construct a collaborative summary of one season of the series.

2. **Role play.** Using the notes that you took in the assignment in A. 2, above, design a new “soap opera” based on other historical figures in Korea. The soap opera should include a believable mixture of non-fiction with fiction.

- (a) Before you begin to write, plan out carefully who will be the subject of the drama, what aspects of his/her life do you plan to emphasize (non-fiction) and what other fictional

elements will you include to make the story more interesting to the general public. Work in teams of 3-4 students. Each team should be sure to select a different character.

(b) Write a 20-minute drama of that person's life and perform it for your class.

FURTHER ASSIGNMENTS

SECTION 4: GENRES OF WRITING THAT INVOLVE BOTH ARTISTIC DESCRIPTIONS AND COMPARISONS AND CONTRASTS

In this section, we will combine what we have learned in the unit in general, especially with respect to how to describe paintings. We will ask you to focus on the terminology for depiction and expression in addition to techniques of drawing and painting. We will also ask that you use new vocabulary and grammatical structures to establish comparisons and contrasts and between the items being analyzed.

Before we start, we would like you to return to the text in Section 2. Essentially, this is the very type of discourse genre that we will ask you to produce at the end of this section.

As you read through the text of Section 2, try to identify all of the words and grammatical constructions that indicate a comparison or a contrast.

Indicate your findings in the table below.

COMPARISONS
(WORDS, GRAMMAR)

CONTRASTS
(WORDS, GRAMMAR)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Hiroshige's "Gion Temple in the Snow" (c. 1834)



http://popartmachine.com/item/pop_art/MIA-MIA_.5153C/ICHIRYUSAI-HIROSHIGE-GION-TEMPLE-IN-SNOW-ABOUT-1834

Fragonard's "The Swing" (1766)



http://en.wikipedia.org/wiki/File:Fragonard,_The_Swing.jpg

(a) **Essay assignment.** Write a 3-page essay in Korean that responds to the following question: In what ways are the two paintings similar to the 단오 paintings by 김홍도 and 신윤복 and in what way are they different?

Clearly, the paintings above were produced in different countries and in different years (though they are not that far apart in terms of the eras in which all four were painted.)

Before you write, plan your ideas out carefully.

The differences are obvious—some may be more subtle than others. Anyone will be able to discern the obvious differences. Don't spend too much time on those. What are some of the more subtle differences?

What are some of the similarities?

Make a statement (or statements) concerning how and to what extent art is a reflection of culture.

Be creative and analytical in your responses.

FURTHER ASSIGNMENTS

Appendix A

단오

단오, one of the most representative summer holidays in our country, is celebrated on the fifth day of the fifth month in the lunar calendar. The first part of the holiday name, 단, in 단오 means ‘the first’ and 오(午) has the meaning of 오 ‘five’ (五-). So, the holiday’s name 단오 literally means ‘the first five days.’

단오날 was regarded as one of the nine greatest holidays in the 고려 period, and was one of the four greatest holidays in the 조선 Dynasty, together with 설날, 한식, and 추석. In the distant past, 단오 was be a memorial service day to pray for a rich harvest, but now, it is considered as a holiday mainly for farming districts, and various games are played and events are held on that day.

The most well-known 단오 games include 그네뛰기 ‘riding on swings’ and 씨름 ‘traditional wrestling.’ 그네 뛰기 is the most representative women’s game on 단오 day. The painting by 신윤복 (a famous artist from the latter part of the 조선 Dynasty), entitled “단오” or ‘단오 scene,” depicts well-dressed ladies wearing 한복 riding on a swing with their skirts flying in the air.

The other well-known game is the 씨름 contest played by men. Traditionally, the winner of this contest would receive a bull as his reward. In the past, the game was not played as a tournament as it is nowadays. Rather, the winner was supposed to beat every challenger until there were no more contestants left.

In addition to these games, mask dances and mask plays such as 봉산탈춤 and 양주별산대놀이 were held in market places to enhance the holiday atmosphere.

Appendix B

김홍도 (1745~?)와신윤복 (1758~?)

김홍도 and 신윤복 are the most representative painters who depicted the social manners and customs of the 조선 period. Although they were both dominant painters in the same historical period, they differ in many ways, in terms of the subjects that they painted and their painting methods.

First, 단원 김홍도 filled his paintings with scenes of the everyday lives of ordinary people, which is connected with their ways of making a living. Based on the culture of the common people, he portrayed their everyday life in a simple and jocular way. He omitted backgrounds and emphasized the scenery of the ways of life of the common people.

In terms of depicting emotions, 김홍도 expressed his subjects' feelings in a bold and honest way, and he mainly used light-coloring. He also expressed a humble but strong life of the common people through thick brush strokes and a method of adding light color in a faint and transparent way. Also, by using round-shaped and x-shaped compositions or arranging distant objects on top and close objects at the bottom, he was able to provide a focus on the scenery. His paintings emphasized the body movements and facial expressions of his various subjects. He portrayed the daily lives of the common people of the later part of the 조선 Dynasty using simplicity and humor.

In 김홍도's most well-known painting, 씨름도 'Scenery of wrestling,' he draws two wrestlers in the center of the canvas and places the spectators around them creating a circular composition. This gives a sense of stability within the scene and demonstrates 김홍도's ability to have us focus on the topic.

신윤복, on the other hand, was a painter of 도화서 'the government office in charge of art' during the later period of 조선. He depicted love affairs between the city men who liked to have fun and the female dancers who served their guests at drinking places. He depicted how men and women of higher social status enjoyed their lives (in shallow, non-respectable activities). Through his satirical paintings that depicted the ethical (or non-ethical beliefs) of men of noble backgrounds, 신윤복 wanted to show how these "noble" men only tried to save their face, and thereby challenged these men and their activities.

In contrast with 김홍도, 신윤복 painted using backgrounds of landscapes and residential structures. His thin sophisticated brush strokes and fancy color effects stand out in 김홍도's paintings. While 김홍도's paintings are typically monotone, those of 신윤복 show many colors and full backgrounds. In order to make objects look more colorful and bright, 신윤복 used various background colors and adjusted them to complement the color of the objects depicted. Where 김홍도's paintings appear to express objects more crudely and dynamically, using a round or circular perspective, 신윤복 expressed things in a feminine and static way, using both horizontal and vertical perspectives.

The most well-known piece among 혜원 신윤복's work could be '단오 풍정.' The painting depicts the customs of women washing their hair using Sweet Flag water and swinging on swings on 단오절. The explicit depiction of the half-naked women bathing is toned down, to some degree, to a sense of jocularity, with the scene of the boys peeking at the women.

Appendix C

'The Painter of the Wind'

In the soap opera 바람의 화원 'The Painter of Wind,' we meet, in a more interesting way, 김홍도 and 신윤복, the two most representative painters who depict the customs and manners of the 조선 Dynasty. If you type the soap title 'The Painter of the Wind'

[바람의 화원] in the search box within a web portal, you can find information related to the program as below.

Next, if you click on the soap title shown in the middle, you will be linked to the introduction page of the soap opera 'The Painter of Wind' aired by the SBS broadcasting center as shown below.

If you click on 'original work review' on the left side menu bar, you will find information about the writer 이정명's original novel. You will also be able to read about the similarities and differences in content and focus between the novel and the soap opera.

If you want to go to the book introduction, click on the link below!

<http://book.daum.net/detail/book.do?bookid=KOR9788991643260>