

Analysis of the Application Path of Red Art in the Teaching of Chinese Figure Painting in Universities

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Abstract: As an important part of China's red culture, red art plays a pivotal role in the cultivation of national self-confidence, concept cultivation and core literacy, especially in today's diversified development of information, through the infiltration of red art can promote the development of The Times and meet the needs of students' national culture, which is also in line with the development orientation of college art teaching in the new era. For students majoring in Chinese figure painting in colleges and universities, in addition to basic professional abilities, whether they can possess the concept of cultural self-confidence will be the driving force for the development of artistic innovation. Therefore, fully introducing red art works into Chinese culture teaching in colleges and universities can enable students to deeply learn the laws of artistic creation while understanding the history of revolutionary development and cultural connotation. Based on this, this paper analyzes the application path of red art in Chinese culture teaching in colleges and universities, aiming to bring some references for relevant personnel.

Keywords: Higher education; Teaching of Chinese figure painting; Red art

Introduction:

The Chinese figure painting in college art education first appeared in the middle of the 20th century, and the more classic paintings include Jiang Zhaohe's "Floating People" and Xu Beihong's "Yu Gong Yishan". With the changes of The Times, the creation of Chinese figure painting has become one of the very important courses in Chinese art. Today, with the ever-changing social needs, many painters have created works reflecting the revolutionary development, such as Zhou Sicong's "Premier and the People" and Lu Chen's "Locomotive Doctor", etc. All these works without exception show a strong revolutionary spirit. And it also deeply explores the development direction of Chinese figure painting art language, which will provide a standard model for the teaching of figure painting in colleges and universities at this stage

1. The importance of analyzing the application path of red art in the teaching of Chinese figure painting in colleges and universities

First, inherit the red culture. As an important part of red culture, red art resources carry rich historical information and revolutionary spirit. Therefore, the application of red art in the teaching of Chinese figure painting in colleges and universities can help students better understand and inherit red culture and enhance national pride and cultural self-confidence ^[1].

Second, deepen the teaching connotation of figure painting. The teaching of Chinese figure painting is not only to impart techniques, but more importantly to convey the spiritual connotation and cultural background of the characters. The figure images in red art works have distinct characteristics of The Times and revolutionary spirit. Applying them in teaching can enrich the connotation of figure painting teaching and enable students to have a deeper understanding of the cultural connotation and historical background of Chinese figure painting.

Third, expand teaching resources. Red art resources are valuable teaching resources, which provide students with rich visual materials and creative inspiration. Therefore, by mining and sorting out red art resources, we can expand the resource base of Chinese figure painting teaching in colleges and universities, and make the teaching more diverse and interesting.

Fourth, to promote the all-round development of students. The application of red art can not only improve students' artistic

accomplishment and aesthetic ability, but also cultivate their patriotism and sense of social responsibility. By driving students to learn and study red art works, students can have a deep understanding of Chinese history and culture, and enhance national pride and patriotic feelings. Lay a solid foundation for them to become responsible and responsible socialist builders and successors [2].

2. The application path of red art in the teaching of Chinese figure painting in universities

2.1 Compile red art teaching materials

In order to make red art reasonably penetrate revolutionary historical themes in the teaching of Chinese culture in colleges and universities, Chinese figure painting textbooks have become the only way to develop this link. The textbooks mentioned here are not only textbooks, but also red courseware and red images, so as to fully combine the basic characteristics of figure painting teaching and give full play to the graphic function of red art works. To ensure that the compilation of textbooks is not only applicable to the subject teaching field, but also has strong artistic appreciation, which can bring certain references for the teaching of other subjects, so as to respond to the concept of ideological and political education and teaching integration under the requirements of the new curriculum reform [3]. First of all, the compilation of textbooks should not only pay attention to the professionalism of the subject, but also take major historical events of the revolution as the timeline, and intersperse classic red art works cases in it, so as to reflect the history of the development of the Party and enhance the artistry of the textbooks. Secondly, the compilation of teaching materials should pay attention to the experience of students in the process of practice, and give play to the exploratory characteristics of art teaching materials. Finally, strengthen the affinity brought by art culture and promote the in-depth development of students' thoughts and emotions.

2.2 Develop red art school-based curriculum

School-based curriculum is an important part of college education, which takes the school as the base, the teacher as the main body, and then develops the teaching curriculum with red cultural resources as the core content. In this link, colleges and universities must fully combine the basic characteristics of professional teaching, clear the specific program of project curriculum development from a macro perspective, and carry out targeted design of diversified practical activities on the basis of clear art forms. Teachers should take their own red art works as creative examples, organize students to discuss and analyze the red art works, and finally create art works in line with the revolutionary theme through independent exploration [4].

For example, in teaching, teachers can introduce the major revolutionary historical events that the Red Army passed through Gansu on the Long March as red art resources, and fully combine students' physical and mental characteristics and knowledge reserves to collect classic red art works of that period, and finally build a Chinese figure painting teaching course with the spirit of the Long March as the core. At this time, teachers should focus on guiding students to understand the spirit of the Long March of the Red Army and learn the creative techniques of Chinese figure painting. The course design consists of four hours in total, the course type is comprehensive, and the teaching objectives mainly include the following points: First, students are required to understand the Long March revolutionary history of the Red Army through Gansu, while immersed in the revolutionary spirit expressed in the works, master the basic knowledge and skills. Second, through the appreciation and analysis of classic Long March themed Chinese figure paintings, such as "Long March - Hadaparu Consolidation" to help students further understand the revolutionary development process, to understand the heroic and noble quality of the figure paintings. Thirdly, while introducing the historical events of typical figures in the works in detail, based on the analysis of artistic works, it guides students to understand the artistic language of Chinese painting contained in the works from professional fields such as environment creation and character shaping, strengthens students' ability of composition and event expression through continuous practice, and cultivates students' creative concept with revolutionary spirit as the core.

2.3 Set up red art teaching activities

Practice teaching is an important way to improve students' artistic accomplishment and creative ability. In the teaching of Chinese figure painting in colleges and universities, students should be encouraged to create and practice the theme of red art, and deepen their understanding and mastery of red art through copying, sketching, creation and other ways.

First, copy the classic red art works. Copying is an important means for students to learn traditional art. Teachers can select some classic red art works, such as "Five Heroes of Langya Mountain", "Tunnel Warfare", etc., and let students carry out copying practice. Through copying, students can have a deep understanding of the composition of red art, the use of pens, the use of colors and other techniques, and lay a foundation for subsequent creation.

Second, sketch the red theme scene. Sketching is an effective way to exercise students' observation and expressiveness. Teachers can organize students to practice sketching in red education bases, old revolutionary areas and other places, so that students can

personally feel the charm of red culture. In the process of sketching, students need to carefully observe the scene, characters and details, and vividly express them through the brush. This practice can deepen students' understanding and feeling of red art and improve their artistic expression.

Third, create red art theme works. Creation is an important standard to test students' learning results and innovation ability. Teachers can assign some red art theme creative tasks, so that students can freely play and create their own works. In the process of creation, students can learn from the technical characteristics and artistic style of red art, while integrating their own thinking and creativity. Through creative practice, students can further deepen their understanding and mastery of red art, and improve their artistic quality and innovation ability.

In addition, colleges and universities can also organize red art creation competitions, exhibitions and other activities to stimulate students' creative enthusiasm and innovative ability, while showing their learning results, providing a platform for students to display their talents, so that they can better communicate and learn.

Closing remarks

All in all, by introducing red cultural resources into the teaching of Chinese figure painting, we can achieve multiple cultivation of core quality, aesthetic ability and professional skills. This also requires teachers to follow the principle of lifelong learning and collect red cultural resources extensively in order to provide more rich content for the teaching of Chinese figure painting.

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