

Unit Teaching Design and Research of High School Art with Core Literacy Standard

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Abstract: In recent years, core literacy has become a research hotspot in the educational field. How to carry out core literacy-based unit teaching design for disciplines is the content actively explored by teachers of all stages and disciplines. The unit teaching design of core quality standard breaks the traditional teaching design, condenses the core quality and emphasizes the concept of subject. First of all, the formation and development of core literacy is introduced, and then the art unit teaching mode of core literacy in high school is discussed. The lesson of Traditional Chinese Painting as an example is expanded into the unit teaching of core literacy, so as to promote the implementation of students' core literacy in the unit teaching.

Keywords: Core Literacy; Unit Teaching; Chinese Traditional Painting

1. Introduction

In recent years, core literacy has become a research hotspot in the field of basic education. The core accomplishment of discipline is the embodiment of the essence and educational value of discipline, which comes from the essence, nature, characteristics, function and task of discipline. Subject art is no exception.

2. The core quality of the high school art curriculum and teaching

2.1 The formation and development of the core literacy standard

In 2014, the term "core literacy" was proposed in the Opinions of the Ministry of Education on Comprehensively Deepening the Curriculum Reform and Implementing the Basic Task of Cultivating Moral Education, and the core literacy began to enter our vision. In January 2018, the curriculum standards of high school disciplines based on the core literacy were promulgated, and the core literacy began to enter the curriculum and enter primary and secondary schools. Curriculum teaching reform has entered a new era of core literacy. Because there is too little knowledge to learn in the limited time, the core literacy, that is, the most critical literacy, is refined for cultivating students, so as to maximize their knowledge in the limited time.

2.2 Core literacy-based high school art teaching mode

Subject art teaching with core literacy standard emphasizes that students' learning in connection with actual life, that is, authentic learning. Authenticity learning revolves around real tasks and real-world problems, which can stimulate students' thinking. Only by personally participating in and thinking about the activities, can the students leave a deep impression, and the core quality of the discipline is gradually formed in the process of such activities. Then, the problem situation is a kind of thinking and close to the reality of students. Thinking comes from difficult situations. Its core significance lies in stimulate students' problem consciousness and trigger students' artistic thinking. In the end, using learning tools to help students learn independently.

2.3 Core literacy-based art unit teaching

Learning needs methods, especially in today's era of information explosion, how to efficiently process information,

organically integrate knowledge, and fully use what has been learned, has become the key to learning. This requires teachers to integrate the teaching materials and their own knowledge and skills into the content that can be absorbed by students, and guide students to learn independent learning, cooperative learning and deep learning combined with certain teaching methods. Unit teaching plays a key role here. Unit teaching of core literacy standard includes understanding and applying large concepts and basic problems, deep learning, reverse design, large unit teaching design, situational themes, realistic learning and other concepts and requirements.

3. The core quality of "Traditional Chinese Traditional Painting" unit teaching design

3.1 Analysis of teaching ideas

This course is selected from the People's Fine Arts Publishing House, the second unit of the art appreciation of compulsory art in ordinary high school textbooks. The author has expanded this theme teaching to unit design. The textbook starts from the historical evolution of traditional Chinese painting, through the image reading of the pen, ink, color and other related contents, painters can understand the unique expression of the ink method of Chinese painting, and then understand the cultural understanding carried by the Chinese painting art.

3.2 Unit teaching design

According to the reverse design idea, the unit teaching design is to design according to three stages.

Stage 1, to determine the expected results, that is, to clarify what the goals need to be achieved in teaching. What should student know or understand? In What ways can students achieve their goals? By setting the basic problems and small problems, sorting out the teaching priorities, we design the three-dimensional goals of teaching, and transform the goals into specific learning results.

First, knowledge and skills objective: to understand the historical context of Chinese traditional painting, sort out the main categories of Chinese traditional painting, and gradually form an understanding of the Chinese traditional painting. Understand the form of expression and the aesthetic concept of the traditional Chinese painting, and choose a typical work, deeply analyze the characteristics of the work and the characteristics of The Times, and complete the work appreciation report.

Second, process and method objectives: To appreciate traditional Chinese paintings of typical themes, communicate with peers, and sort out the types and themes of paintings. Through the appreciation of the works, learn the basic techniques of Chinese painting.

Third, emotional attitude and values goal: to feel the meaning conveyed behind different works, and to feel and understand the spiritual outlook and aesthetic cultural connotation of Chinese painting through the process of copying and creation of Chinese painting. Form independent thinking, good at observation, innovation and other learning and life attitude.

Fourth, the basic questions: how to use the meaning of traditional Chinese painting to show the interest of life?

Fifth, small problems, students' art learning process should experience creation process like "artist", eventually the unit content is divided into theme, appreciation, techniques, conception, creation and review six links, according to the six links, respectively design small problems guide students to think about basic problems:

- 1.How to understand the meaning of traditional Chinese painting?
- 2.What is the types of traditional Chinese painting? How do they express their meaning?
- 3.What brush and ink techniques are used in traditional Chinese painting to express the connotation of the works?
- 4.How to use the meaning of traditional Chinese painting to show the interest of life?
5. How will you express the interest of life through the meaning of traditional Chinese painting?
- 6.How to arrange the exhibition to make the viewer more likely to experience the taste of traditional Chinese painting?

Stage 2, to determine the appropriate evaluation evidence. Establish the evaluation evidence according to the six links

respectively:

1. Can sort out the general context of Chinese painting and the main categories of Chinese painting.
2. Tell the similarities and differences of different themes and types in the forms of expression and aesthetic concepts, and complete the 300-word work appreciation report.
3. Understand the aesthetic changes brought about by the changes of Chinese painting brush and ink through the comparison of the picture effects. And communicate and share your feelings.
4. Conduct group discussion and exchange thinking about how the ancients expressed the meaning, and sort out the characteristics and forms of Chinese painting art. Can write out the creative intention and creative ideas to complete the creative idea.
5. Determine your own creation theme and materials, and make a complete creation plan. Ability to write a creation log, record and analyze their own creation steps.
6. Can actively share creative experience and form an exhibition group. Understand the exhibition arrangement method, and to be able to determine the final plan. Can make an objective evaluation according to the completion of the study portfolio, and make a study summary.

Stage 3, determine the appropriate learning activities. Learning activities are based on learning objectives and evaluation of evidence. We need to think about: what activities are designed and how to design them to achieve the desired results? The specific learning activities are as follows:

1. Set the scenario and generate the theme (1 period): Show the representative works of traditional Chinese painting in different periods, and sort out the main categories and development situation of traditional Chinese painting.
2. Appreciate the classics, study the pen and ink (3 periods): explain the differences in traditional Chinese painting in the expression forms and aesthetic concepts in different periods; guide students to analyze and understand the spirit and aesthetic cultural connotation of Chinese painting from a cultural perspective.
3. Draw lessons from the classics, learn techniques (3 class hours): show the classic works, guide the students to feel the brushwork of Chinese painting. And organize students to discuss the charm of modern Chinese painting ink; learning hook, cun, brush, wipe, dot, dyeing and other Chinese painting techniques.
4. Collect materials, conceive and composition (2 periods): guide students to deeply analyze the artistic characteristics and expression forms of Chinese painting; organize students to conduct group discussion and exchange, and complete the work conception and sketches.
5. Organize ideas and bold creation (3 class hours): organize students to make creative plans、 create and complete the creation log.
6. Complete the works, display and reflect (1 class hour): organize students to share and exchange their creative experiences; explain the basic methods and process of exhibition arrangement and summarize the unit study.

4. Conclusion

Core literacy-based unit teaching is based on promoting students' all-round development, and the core literacy is implemented in a series of learning activities such as situational themes. This not only requires students to learn basic knowledge and skills, but also requires students to develop comprehensive abilities such as independent thinking, cooperative inquiry and lifelong learning in the learning process.

References

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