

Research on the Unitized Teaching Strategy of High School Art Appreciation

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Abstract: The teaching of high school art appreciation is an important part of high school art teaching, which is conducive to cultivating students' art appreciation ability and improving their aesthetic consciousness. Therefore, high school art teachers should carry out fine art appreciation teaching. In order to improve the teaching effect of art appreciation, teachers can carry out large unit teaching, that is, integrate relevant courses into a large unit, teach students more systematic knowledge and deepen their understanding of art knowledge.

Keywords: High school fine arts; Unit teaching; Folk art

The Opinions on Comprehensively Strengthening and Improving the Work of Aesthetic Education in the New Era show that the state and the CPC Central Committee attach great importance to the work of aesthetic education. The promotion of core literacy and the implementation of the new curriculum reform have promoted the traditional single-course teaching model to move forward to the unitary teaching model. In 2019, the textbook of High School Art Appreciation was officially released and put into use, which puts forward greater requirements on teachers' ability. How to use the new art textbook more efficiently to practice art teaching is a problem that we all need to think about. The soul of large unit teaching is controlled by big concepts, and unit periods are interrelated and integrated with each other. It is the only way for students to establish their own knowledge framework in the way of constructivism. Therefore, the author takes the first lesson of Art Appreciation of Folk Art in the American Version of Senior high School as an example to explore the teaching strategy that can reflect the teaching concept of large units: the learning objective of each class is formulated.

1. Unitized teaching design ideas

Univariate teaching strives for the integration of "teaching, learning and evaluation" and finally implements the development of students. Therefore, each teaching link cannot be lost. The author has formulated 7 teaching links according to the teaching content requirements in the curriculum standards. Before the unit teaching, the author analyzed the unit content of the lesson "Folk Art" of the high school art appreciation of the Humanistic version. The "Folk Art" is the content of the fifth unit of the Humanistic version of the high school art appreciation. There are modules of unit situation, unit overview, key words, assessment, learning task list, thinking and exploration, and classic interpretation. Two themes are set up, namely "Beauty born from the soil" and "Visual presentation of strong nostalgia". The main concepts of the theme can be "folk art is closely related to agricultural civilization" and "Folk art is the bearer of nostalgia". Through various forms of teaching activities (inquiry, seminar, collection of folk art, exhibition and communication, visiting folk artists around, etc.), students can feel the uniqueness of folk art, promote in-depth learning, develop students' ability to solve problems, and cultivate their core qualities.

2. "Folk art" lesson unit teaching objectives

According to the requirements of the new curriculum standards and academic quality standards, and combined with the learning situation of high school students with the basic ability of art appreciation, the author has formulated the following teaching objectives of "Folk Art":

① Unit 1: Through the analysis of different types of folk art works, it can explain the unique characteristics of different folk art works such as the form, material, function, production techniques, modeling characteristics, surviving conditions and representative authors.

② Unit 2: Through the discussion of folk activities in my hometown, to understand the preservation status and categories of local folk art, to perceive the current and past changes of festival folk activities, to interpret the commonly used images of folk art works, to feel its implication and cultural connotation, and to perceive the wisdom and spirituality of folk art.

③ Unit 3: Through “Visiting folk artists” and other activities, we can master the basic production techniques of folk art, feel the artistic modeling techniques of exaggeration and choice, combine relevant folk art works for artistic recreation, and develop the ability of artistic expression.

④ Unit 4: Through the discussion of the “large-scale commercial development of folk art” and other issues, we can form a self-view of the protection and inheritance of folk art, actively discuss the inheritance and development of folk art in the contemporary era, and develop the ability to solve problems.

Based on the teaching objectives, the study list and teaching evaluation system corresponding to the teaching objectives are set up.

3. Practical exploration of the teaching process of “Folk Art”

3.1 The big concept, core problem and basic problem of the design unit

Teaching design must first understand the concepts of “unit teaching”, “big concept”, “basic problem” and “unit situation”. Professor Wang Dagen clarified the implementation path of unitized art teaching in “Large Unit Teaching Based on the Core Quality of Art”. After studying, the author believes that the following core issues can be set up:

Unit 1: What are the art forms of Folk art? A few people think folk art is a very “primitive” art category. What do you think? What are the artistic characteristics of folk art works? Can you see their materials, modeling features and artistic techniques?

Unit 2: What are the folk activities in your hometown? When do these activities usually take place? What is the connection between folk activities and festival customs?

Unit 3: What images are commonly used in folk art works? Is it allegorical and symbolic? What works of art with auspicious cultural connotations do you know and how it was created?

Unit 4: What principles do you think should be followed in the protection of folk art? Which do you prefer, conservation of the original ecology or transformation and inheritance? Are you in favor of the commercial development of folk art?

3.2 Integrate into the teaching situation of “Folk art” unit

Folk art is connected with Chinese civilization. From ancient times to the present, pasting New Year pictures on New Year’s Eve and cutting window cuts are the continuous continuation of our folk art activities. Folk art contains ethics, religious beliefs, civilized systems and so on, and has been passed down to the present with its strong appeal and cohesion.

In order to let students feel the beauty of folk art more closely, the form of folk drama can be introduced into the course, with the students’ role play, to deeply feel the charm of traditional art. At this time, the teacher asked a question: “Now some people think that folk art is a kind of ‘old-fashioned’ art, can not see it has any beauty, what do you think?” By associating the form of folk art with life, students could feel that folk art was close at hand and ask the question “What is the connection between our daily life and folk art?” Finally, through part of the folk art

The video on the death of art leads students to think, “Why did folk art die? How do we preserve it?” Through various forms of video and drama to create a cultural atmosphere from the traditional arts, together with the proposed basic questions, guide students to think in the situation, and at the same time build a bridge between class and life.

3.3 The development of learning activities of “folk art”

3.3.1 Self-assessment before class

Before the learning activities, please fill in the assessment about my contact with folk art, in order to understand the students’ learning mood.

3.3.2 Situation introduction, exchange and discussion

Create a teaching situation of folk art. In folk drama music, students are asked to connect folk art works with their corresponding regions in the form of connection. The four New Year paintings, “Liu Playing Jinchuan”, “The Legend of the White Snake”, “Blessing the King of Shengcai Stove” and “Shanghai Newly Built Railway Firewheel Train Bound for Wusong”, correspond to the Taohuawu New Year pictures of Suzhou, Yangjiabu New Year pictures of Shandong, Zhuxian Town New Year Pictures of Henan and Yangliuqing New Year pictures of Tianjin.

3.3.3 Appreciate diverse folk art and perceive cultural charm

Watch the scenes of shadow puppetry performances in Shanxi Province and the paper-cuts arranged for wedding ceremonies in Shaanxi County, Henan Province, and think about the relationship between folk art and life. Consider and investigate local folk

customs and folk art forms, and discuss their understanding of folk art in groups.

The teacher pointed out that “in major festivals, folk art is one of the important means to decorate the festival, people use these auspicious and beautifully made art works to express the vision of a better life. Students are encouraged to summarize the categories of folk art works (kites, clay figures, New Year pictures, embroidery, etc.).”

3.3.4 Deeply explore the artistic features and explore the image connotation

Compare the similarities and differences between the animal images on the ancient artifacts and the artistic images in the traditional folk art, and analyze the cultural connotations and symbols of the images. For example, the original spinning wheel with double fish pattern, the traditional stone carving with dragon and phoenix pattern, and the paper-cut with double fish pattern. To actively discuss the cultural implications of patterns.

3.3.5 Learn artistic techniques and create art

To explore the creation techniques of folk art, aesthetic psychology holds that art often has “known by painting” and “seen by painting”. Taking Tianjin Yangliuqing New Year Painting “Piano, Chess and Calligraphy” as an example, its picture depicts four children, which respectively imply piano, chess, book and painting. What are the colors? How is the modeling performance? Students are invited to analyze and explore their artistic creation techniques (in the form of ink painting), and explain some unique techniques of expression of folk art: the scene of different seasons in the same picture is a common expression technique of folk art works. In terms of color, strong contrast is often used. “Red with green, a piece of jade” is a folk song of color matching, which can stimulate students’ thinking: Do you think the contrast of complementary colors with strong color impact or the coordinated colors of the same kind can better create and reflect the beauty of artistic works? What painting materials are used to represent it? Then guide students to create art works.

3.4 Evaluation design of “Folk art” unit

3.4.1 Self-test after class

After the completion of teaching, in order to understand the students’ knowledge of folk art, students can fill in the self-test form for the understanding of folk art, and hold a class small art exhibition, their art works will be displayed, acting as a small narrator, to the parents and students to participate in the exhibition of folk art knowledge, promote the spread and inheritance of folk art.

3.4.2 Evaluation of academic performance

Wu Chengjun of East China Normal University pointed out: “Unit teaching evaluation should be designed in the direction of testing students’ core literacy level.” Under the guidance of core literacy, the fine arts discipline cultivates students’ abilities of image reading, artistic expression, aesthetic judgment, creative practice and cultural understanding. Taking the lesson of “Folk Art” as an example, image literacy is manifested as “being able to understand the main categories and techniques of folk art, and being able to appreciate and comment on folk art works”. Art performance “can use art media materials, in the form of folk art (paper-cutting, printing and dyeing) artistic creation”.

4. Conclusion

In a word, the teaching of fine arts should not be limited to understanding the knowledge and related concepts of fine arts, but should pay attention to the content structure of the course, connect and link the relevant knowledge points, explore a deeper concept of fine arts and then understand the reasons (why), and pay attention to the connection between works and life (what is the use). As well as self-creation (how to use, where to use), teaching these knowledge is the significance of art unit teaching.

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