

# The Application of Chinese Art History Theory in Art Education

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**Abstract:** There is no doubt about the position of art history theory in art discipline. The influence of art history theory on the creation of art workers can be analyzed by macro guiding ideology theory and micro technique guiding theory. This paper discusses the importance of art history theory, and holds that art workers must have a deep study of art history theory in order to create excellent art works.

**Keywords:** Art History; Art Discipline; Art Creation

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## 1. Introduction

With the development of China's socialist construction and the deepening of education reform, art education is increasingly concerned by people. Art education is not only a kind of skill education, but also a complex system engineering to develop aesthetic wisdom. People can't improve their aesthetic taste and artistic quality only by mastering a little skill. They must also be familiar with the history of art development and have the taste of appreciating art and the insight of evaluating art. Therefore, art history education naturally becomes one of the key elements of art education under the guidance of quality education. The education of art history in ordinary schools in China has its unique significance of interaction or infiltration with other disciplines, and its special contribution to quality education. Through the unique art training process, students can understand Chinese traditional culture and art works, understand the development law of Chinese art history and art education, etc., so as to cultivate students' ability of independent observation and thinking, as well as their imagination and creativity, so that students can acquire aesthetic ability and appreciation ability, and enrich their life experience, Cultivate students' ideology and improve their overall quality. The potential function of art history theory is not only shown in art works and art theory, but also transformed into a potential ability in students' individual. No matter what kind of work they will do in the future, this potential will play a role in the work they are engaged in. It can be seen that the education of art history theory can play various functions in quality education, play a bridge and link role in all disciplines, and become the "key force" to promote quality education. In the teaching of art history, college teachers should advocate that art history should be included in the general education, and discuss the different educational significance of art history education.

## 2. The influence of Chinese art history theory in art education

### 2.1 The influence of the theory of art history on the creative ideas and skills of art practitioners

At present, many art creators believe that their creative ideas come from their own exploration of techniques and painting style expression language, and they do not involve too much knowledge of art history. The author thinks that there are some misunderstandings in the way and form of cognition. The disciplinary mission of art history theory is to enrich and further expand the connotation of humanistic knowledge of art practitioners and cultivate humanistic sentiment. The theory of art history has a profound influence on the creative ideas of art workers. The Western pre Raphael school, realism, cubism painting, Dadaism, etc., the Chinese calligraphy and painting of the Ming Dynasty in the Wei and Jin Dynasties, Dong

Qichang ' This paper discusses, judges and unifies the ideas, especially the creative theme and visual expression of creation, so as to guide the creative ideas of art workers to fit the mainstream artistic creation style of the times, and make art workers know the correctness of artistic creation ideas in the early artistic creation conception and material collection. There are different opinions on the source of art creation techniques, some say that it is inherited by teachers and apprentices, others say that it is derived from the ancients through the transfer of modeling<sup>[1]</sup>. The author believes that the creative techniques of Chinese art workers are inherited by teachers and apprentices, but more from the technique theory in books. The technique theory books are basically compiled and sorted out by the workers and lovers who are engaged in the research of art history. For example, Da Vinci's painting theory in the Western Renaissance, Jing Hao's brushwork record in ancient China, and Guo Xi's Linquan Gaozhi collection. The purpose of the study of art history is to compile the classic theory of creative techniques into a book for art practitioners to improve their creative techniques.

## **2.2 The influence of art history theory on Chinese art thoughts and schools**

The influence of art history theory on the development of art trends and schools, in essence, plays a more guiding and stimulating role. Since China's reform and opening up, this situation has become more and more obvious. Art history theory plays an increasingly important role in art discipline and plays an indispensable role. For example, influenced by the theory of art history, the "Eighth Five Year" trend of art appeared in China in the 1980s; installation art, avant-garde art and conceptual art appeared after the 1990s; art curation, art auction, experimental ink painting and so on prevailed in recent years. Nowadays, the relationship between art practice creators, art schools, art trends and art history theory is more and more close. Often, art history theorists first give theoretical support to the art creators' works layout, the naming of ideas and schools, and provide feasible schemes, and then the art creators complete the whole publicity plan according to the scheme. In China, the Chinese Artists Association, which guides the mainstream development of Chinese art academy, has successively set up relevant art theory committees, exhibition planning committees and art education committees, which shows that the influence of art history theory on art discipline is increasingly prominent in the social and academic circles<sup>[2]</sup>. The status of the theory of art history is being widely recognized by the academic circle of art, and the influence of the theory of art history makes it become a real prominent school. The theory of Art History Guides the direction of art practice and plays an important role.

## **2.3 The influence of art history theory on Art Education**

When it comes to the influence of art history on art education in Colleges and universities, many people tend to point to art education in Colleges and universities. In fact, this effect also exists in other age groups. As far as the influence of art history theory on Chinese higher education is concerned, it is reflected in improving the professional skills of art majors. For example, through the study of professional courses, the students of art history and theory can understand the art appreciation, art curation and other knowledge closely related to the major of art history and theory; the students of Chinese painting can understand the history of Chinese painting, Chinese painting theory and art introduction; the students of oil painting can understand the history of Western painting and so on<sup>[3]</sup>. For folk art education, paper-cut, shadow play, sugar man and other visual elements need to be recorded in art history. The dissemination of folk artists' skills also needs the assistance and guidance of the relevant knowledge of art history.

# **3. The application of Chinese art history theory in art education**

## **3.1 Art history and the cultivation of aesthetic experience**

One of the purposes of aesthetic education is to expand the scope of knowledge, master skills and correct attitude, so that students can experience works of art on their own. Although students' background knowledge may be limited, they can still get a certain degree of aesthetic response. Even if we know little about its cultural significance, we can still learn to appreciate the style characteristics of different works of art. Compared with art history education, the cultivation of aesthetic experience is particularly important for students. China has formed different aesthetic standards and tastes in different

historical periods<sup>[4]</sup>. The education of art history is mainly to cultivate students' aesthetic experience through the explanation of history and the analysis of art works, so that students can know that the aesthetic value varies with the times and cultures. They should learn to appreciate the art under various cultures and understand the aesthetic views in different times.

### **3.2 The study of art history as a kind of culture**

In the past, the textbooks of Chinese art history can be divided into two forms: individual and collective. However, no matter which form is adopted, we have to face a prominent problem: how to straighten out the relationship between art history and cultural history. The history of fine arts is usually regarded as a special history of art, rather than a component of cultural history. Today, as a mature art historiography, it should include two aspects: the first is the study of art noumenon, the specific scope of research, such as: the case study of painters, the study of artistic style of works, the authenticity identification of handed down works, the explanation of the internal evolution law of art, and so on; the second is the study of the cultural attribute and internal motivation of art. Compared with the research of art noumenon, this part of the research started late, and the related disciplines involved are more complex. Some western scholars have begun to turn their research interest to the study of fine arts culture<sup>[5]</sup>. This is to bring fine arts into the category of culturology, deeply investigate the historical causes of some fine arts phenomenon, and pay attention to the relationship between various aspects of cultural environment while observing the characteristics of fine arts.

### **3.3 The integration of art history and Social Science**

Art history is not only a part of art education, but also a comprehensive discipline. It integrates with sociology and is a part of Sociology Education. Sociology is the study of past, present and future politics, economy, culture, environment and all aspects of society. Students should know that the cultural diversity of society and the world has been formed<sup>[6]</sup>. They should recognize the contribution of each culture and explore its value system. American educationists Francis Alexander and Charlotte Crabtree once put forward their educational proposition: "teachers should absorb literature, art, music, original literature and social and historical materials, so as to make these (History) studies lively and make students like and remember what they have learned." When we study the theory of Chinese art history, we not only study the faction and style of the theory, but also study the political, economic, cultural and other aspects of the society at that time. On the basis of understanding the theory of art history at that time, we pay more attention to the deeper discussion of the whole social situation at that time.

### **3.4 Art history education and the cultivation of Chinese national feelings**

The theory of Chinese art history is the crystallization of Chinese people's wisdom and artistic labor for thousands of years, which embodies the Chinese people's ardent artistic feelings and feelings. In the 1990s, Comrade Jiang Zemin put forward the policy of carrying forward national culture. Under the correct guidance of this policy, art departments at all levels across the country, from province to county, have actively carried out activities to dig deep into national cultural traditions (including poetry, music, dance, drama, fine arts, etc.). In order to improve the people's aesthetic taste and enhance the national spirit and national cohesion, China's splendid national culture is presented to the world again with its unique artistic style and artistic charm. Therefore, in terms of art theory, our art workers and art educators should also work together to explore, sort out, research and educate our art history. The implementation of this work is of great practical significance to cultivate people's national self-esteem and national self-confidence.

## **4. Conclusion**

Nowadays, art history theory plays an increasingly important role in the development of the discipline, and its influence on the Related Interdisciplinary is gradually deepening and becoming increasingly prominent, and finally improves with the development of the discipline. With the recognition of art history theory by society and industry, it will better guide the development of art creation. In the process of development, the theory of art history has been ignored for a long time. This situation was not corrected until the 1980s. It is precisely because of the continuous development of art history that a

hundred schools of thought contend in today's art world. Theory and practice are always unified and connected with each other. Without the new breakthrough and development of art theory, there will be no innovation in art practice. The theory of art history is the basis of the development of art science. Without the basis of history theory as a guarantee, the connotation and connotation of art practical creation will be missing, and there will be no innovation without inheritance. Nowadays, to emphasize the importance of the theory of art history lies in emphasizing its basic position and important influence in the discipline of art. Only by accumulating rich knowledge of the theory of art history can art creators promote the development of the discipline of art more solidly and create more and better works of art.

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