

# Exploring the Feasibility of Using Social Resources to Expand the Form of Printmaking Teaching

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**Abstract:** In order to effectively enhance the aesthetic level of students' art, strengthen the quality of printmaking teaching, promote traditional Chinese culture, and comprehensively promote the healthy and prosperous development of China's art education field. This paper will analyze and explore the feasibility of using social resources to expand the teaching form of printmaking. This paper firstly elaborates on the importance of expanding social resources, and secondly analyzes the feasibility of expanding the teaching form of printmaking with social resources for reference and reference.

**Keywords:** Social resources; Printmaking teaching; Feasibility

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## 1. Introduction

With the continuous development of quality education and the new curriculum reform, more and more schools have integrated "printmaking" education into their art education work, and in the process of leading students to learn "printmaking", teachers not only enhance students' In the process of leading students to learn printmaking, teachers not only enhance students' practical skills, but also promote and spread traditional Chinese culture to a certain extent, so that students can feel the charm of traditional culture in an invisible way, thus establishing correct historical values and cultural self-confidence. In order to further improve the quality of printmaking teaching, it is necessary to make full use of social resources to expand its teaching forms, so as to comprehensively improve the quality of printmaking teaching for students and promote their overall physical and mental development.

## 2. The Importance of Expanding Social Resources

Based on the teaching of printmaking, as the number of external art institutions continues to increase, the cooperation between art institutions and schools has become increasingly close. How schools can fully expand the practical teaching and teaching theory of printmaking into society, provide a broad stage for the cultivation of talents in printmaking teaching, and fully highlight the diversified nature of printmaking teaching has become the top priority of printmaking teaching in schools. As one of the traditional art forms in China, printmaking not only has a long history, but also has distinctive artistic characteristics and enjoys a high reputation in the world of art. Based on the new curriculum reform work and the background of quality education work, how to improve students' interest and ability in printmaking is an important issue in the field of art education in schools. It is worthwhile for teachers to think about how to give full play to students' initiative, increase their motivation to learn printmaking and develop their creative thinking skills and hands-on abilities. In recent years, many schools have introduced the "printmaking" teaching mode into their art education and have experimented and explored it in the teaching process, achieving better results. Under this mode of teaching, students are interested and focused on learning; teachers are more enthusiastic and the quality of teaching is improved; teachers and students participate and experience together; and the relationship between teachers and students is harmonious. However, in practice there are also some problems: as the creation process of printmaking is long, it requires a longer experience to produce results; the long teaching time and content of printmaking classes make students feel fatigued; there are many and complicated materials for creating prints. In this case, teachers need to analyse and study social resources, and proactively use social resources can solve the above problems, which is also an important reason for the current printmaking teaching to carry out social resources expansion <sup>[1]</sup>.

Social resources feed into printmaking teaching, not only can effectively enrich the content of printmaking teaching as well as teaching materials, but also to a certain extent can make up for the shortcomings of the traditional printmaking teaching system, and maximize the expansion of the teaching of printmaking teachers. This will enable the current teaching of printmaking to remain current. With the expansion of social resources, teachers will be able to use this as a basis for building a new model of printmaking teaching, thus

leading students to better learn about traditional Chinese culture. Schools need diverse social resources to feed into their teaching, society needs specialist educational knowledge to guide development, and students need a new model of teaching to improve their confidence in learning. The effective expansion of social resources has not only revolutionized the current content of printmaking teaching, but has also improved the enjoyment of printmaking teaching to a certain extent. It helps students to apply their theoretical knowledge to their subsequent work, thus truly achieving a 'win-win' situation in terms of educational development and social progress.

### **3. The Feasibility Analysis of Using Social Resources to Expand the Form of Printmaking Teaching**

#### **3.1 Get out of School and into Life**

Teachers can lead students to explore and build printmaking practice bases outside the school, and the school can have long-term cooperation with a number of external art institutions, such as local art galleries, art centres, art galleries and other art institutions. Teachers can effectively extend the first classroom of printmaking, wirelessly expand the second classroom for students, fully utilise social resources to build a rich learning stage for students, forming a cross-over teaching mode between social resources and traditional teaching, so as to maximise students' learning and creative abilities. The essence of printmaking refers to paintings carved from materials such as wood, stone, bone, tooth and horn. It is not simply the production of prints, but the use of plates as a tool to carve or overprint paintings on plates, and its content is not limited to one discipline. First originating in the West, with a history dating back to ancient Greek times, printmaking takes a variety of forms, including woodcuts, lithographs, watercolours and lithographs. Printmaking combines painting and engraving into one, and its content is colourful, with a wide range of subjects and a strong expressive and infectious power<sup>[2]</sup>. Therefore, teachers can make full use of the many environmental resources in society and explore the materials in life to carry out teaching activities, which is very helpful to increase students' interest and motivation. Teachers can also take students on visits to printmaking workshops and invite printmaking artists and printmaking professionals to schools to provide guidance and lectures on printmaking education, so that students can have an initial contact with social resources, thus laying the foundation for the subsequent expansion of social resources in the application of innovative teaching forms. The art of printmaking is an art that uses the plate as a tool to shape images and express emotions using the elements of point, line and surface, so in the teaching of printmaking, students are encouraged to put their hands into practice, integrate their work into life and make effective use of social resources<sup>[3]</sup>. For example, in the teaching of 'The Shape of Printmaking', students used carving knives or scissors to carve out different shapes on paper, in which they were actively involved. Some students used the carving knife to carve the patterns delicately, while others used the scissors to cut out the patterns in great detail. And with the teacher's patient explanation and demonstration, the students were able to master the use of the carving knives. Compared with the works created by others, the former are more unique in their own style and personality, thus greatly enhancing students' confidence in learning printmaking and deepening their understanding and knowledge of printmaking.

#### **3.2 Integration of Social Resources into Teaching**

The effective integration of social resources has given a great impetus to the current teaching of printmaking. The lack of printmaking materials in the past has been effectively compensated for and the quality of current teaching has been greatly improved. At the same time, teachers can make full use of local cultural features and natural resources to lead students in printmaking, thus making full use of social resources and improving the previous single mode of teaching. In addition to this, printmaking teaching activities can be carried out using local activities<sup>[4]</sup>. For example, every year schools organise activities such as World Environment Day and World Water Day, which provide favourable conditions for the teaching of printmaking, and teachers can seize this opportunity to carry out teaching activities. For example, teachers can also lead students to collect common printmaking resources in their daily lives and use the buildings, trees, flowers and plants around the school to create prints. There are many materials and tools that can be used to make prints around the school, for example, used plastic bottles, cans, wooden boards, bamboo sheets, plastic sheets, etc. In teaching, students can use these materials to make their own prints, thus making it possible for social resources to be fully penetrated in printmaking teaching, thus maximising students' printmaking learning effect<sup>[5]</sup>.

### **4. Conclusion**

In conclusion, the full use of social resources to expand the form of printmaking teaching can not only intuitively optimise and innovate the form of printmaking teaching, but also make the content of printmaking teaching and teaching materials to get diversified development. As one of the traditional art forms in China, the diversification of the teaching form of printmaking can also maximise students' cultural and national self-confidence, help students establish correct historical values, and effectively enhance students' core

literacy and aesthetic awareness of art. Therefore, teachers of printmaking need to make full use of social resources to enrich and expand the teaching forms in their daily teaching work, so as to improve the quality of printmaking education in China and promote the healthy and comprehensive development of the art education field in China.

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