

High School Art Teaching Strategies from the Perspective of Core Literacy

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Abstract: Art curriculum is an important carrier to cultivate students' core literacy. With the advancement of curriculum reform, art teaching in senior high schools should implement the fundamental task of educating people, promote the cultivation of senior high school students' core literacy, and pay attention to their emotions, attitudes, values and thinking development besides teaching senior high school students basic art knowledge and skills, so as to lay the foundation for their all-round development. From the perspective of core literacy, this paper first analyzes the importance of cultivating high school students' core literacy, and then expounds the methods of teaching practice in combination with the characteristics of art courses.

Keywords: Core literacy; High school art; Tactics

Introduction:

Art is a course that pays attention to experience and practice. Through the study of art, students can accumulate art knowledge, accept art influence and strengthen their practical ability, which is an important channel to improve their humanistic quality. However, the previous art class focused on the teaching of theory and art techniques, and did not really promote the improvement of students' own literacy. The demand for quality-oriented talents in today's society continues to expand, and it is also necessary to have advanced aesthetic taste and excellent art appreciation ability. Teachers should fully realize the importance of art courses, carry out teaching design based on the cultivation of high school students' core literacy, maximize the functions of art courses, build a diversified art teaching system, and effectively solve the problems existing in traditional teaching.

1. The Necessity of Cultivating High School Students' Core Literacy

Core literacy is an essential character and key ability that students should have to adapt to the needs of individual lifelong development and social development. The significance of core literacy is the basis for a person's sustainable development and advancing with the times. Modern education advocates the cultivation of quality-oriented talents, and knowledge alone is far from enough. The dimensions involved in core literacy are diversified, which more perfectly and systematically reflects the goal of quality education and the concept of all-round education. High school students are at a critical point in their lives. Infiltrating the concept of core literacy education will be of great help to their future study and development. Therefore, it is necessary to help students realize cognitive construction through curriculum design and teaching practice in the education stage, and at the same time, actively explore and make continuous progress with the guidance and help of teachers^[1].

2. High School Art Teaching Strategies Based on Core Literacy

2.1 With the help of works of art, to cultivate literacy

Image literacy is an important part of the core literacy of fine arts, which means that we can understand and interpret the intention, meaning and information conveyed by images. In the process of learning fine arts, we can't do without image literacy. Teachers should strengthen image literacy training, teach students basic literacy methods and skills, and promote the development of core literacy.

In order to let students know all the types of images, we can choose some works of art, let them carefully observe, compare and summarize their respective characteristics, and elaborate from the characteristics of modeling, color, proportion and texture, so as to fully understand and understand the works of art. The application of information technology in art teaching can greatly

improve the teaching effect. Teachers might as well play interesting videos to present the characteristics of images with the help of videos. The colorful pictures hold students' eyes tightly, attract their attention, and effectively stimulate students' enthusiasm for learning. In this way, they can communicate and interact in a strong learning atmosphere, and guide students to observe, think, analyze and evaluate their works. Teachers can also introduce fun with the help of small experiments to arouse students' strong curiosity and inquiry interest. For example, when learning color knowledge, first prepare several transparent cups, clear water and white paper, put the cups filled with pure water under the sunlight, and then spread white paper under the cups to get a preliminary understanding of the relationship between light and color, further understand the "hue", discover the inevitable relationship between the tone and hue of art works, strengthen observation and understanding, and learn to analyze and evaluate art works from different angles.

2.2 Taste the works and improve the level of appreciation

Art appreciation occupies an important position in art teaching, and different works of art have different appreciation values. Teachers should choose excellent works with different cultural backgrounds that are consistent with high school students' cognition, guide students to appreciate and taste these works, appreciate their hidden values and emotional expressions, and feel the author's excellent art techniques. By appreciating a large number of works of art with different styles, the appreciation level of high school students can be improved. When students appreciate art works, teachers should guide and instruct them appropriately, abandon traditional concepts and teaching methods, such as highlighting the dynamic effect of painting works with the help of sound and video, bringing students fresh classroom experience, and speaking enthusiastically and expressing opinions driven by strong interest. For example, when appreciating Chinese painting works, we should analyze the definition and characteristics of Chinese painting, and summarize their common characteristics by observing Chinese painting works, and write down the characteristics of Chinese painting with ink as pigment, brush as tool and rice paper as carrier. After a preliminary understanding of the characteristics of Chinese painting, we will appreciate and learn the author's techniques and color matching. Because Chinese painting is freehand and lyrical, we can analyze it from the expressive force of pen and ink and the appeal of color, so that students can talk about what pictures emerge in their minds after seeing the painting. Clarify the aesthetic orientation and creative style of the work. After that, lead the students to observe and think about the internal relationship between the expression techniques and emotions of the works, and experience the beauty of the artistic conception of the works from the overall artistic effect of Chinese painting, and deepen the deep understanding of the inner thoughts and emotions expressed in the works^[2]. In short, students' aesthetics can be reshaped through art appreciation activities, which is helpful to effectively improve students' art literacy. Therefore, teachers should attach great importance to and actively carry out art appreciation activities, provide a platform for communication and interaction, and let students change from accepting knowledge to understanding and perceiving the beauty in their works. By appreciating a large number of excellent works at home and abroad, they can enrich their knowledge and shape their unique aesthetics.

2.3 Creative practice, activate creative thinking

Art course is practical. Carrying out art practice activities is helpful to stimulate students' imagination and creativity, and then promote the development of thinking. Teachers should coordinate art theory courses and practice courses, change traditional educational concepts and teaching methods in time, fully respect students' subjective position, create more opportunities for hands-on practice, encourage students to create by themselves, integrate their own understanding of beauty into their works, and help students use image thinking to create creative art works. For example, in the handicraft class, with practice, we have a heated discussion around the functions of handicrafts, and analyze them from two aspects: ornamental value and practical value. Then, students can create art by themselves, use art tools and materials to design the first draft, and put them into activities after repeated revisions. In practice, students use their brains while operating, and their artistic imagination and creativity are activated, which also promotes their individual development. After the manual activities, students are encouraged to show their works in front, explain their creative ideas and creative process, and realize the collision between thoughts and souls through communication to create greater possibilities. Through rich and varied art practice activities, students fully feel the fun of art creation, and are more willing to take part in art practice activities after class^[3].

2.4 Cultural guidance to deepen cultural understanding

The relationship between culture and art is mutual influence and infiltration. Different countries have different cultures, and cultural differences are also reflected in art works. When appreciating art works, we should analyze and interpret them from a

cultural perspective, so that on the one hand, we can better perceive the content conveyed by art works, and on the other hand, we can recognize the relationship between art and culture. Understanding and understanding traditional culture, and evaluating art works from a cultural perspective, is a key ability for senior high school students. From the perspective of core literacy, we should deeply explore the cultural elements in the teaching content and experience the important influence of culture on the development of fine arts. As an important dimension of art core literacy, cultural understanding plays an important role in art learning. Teachers should guide students to observe and understand art works, art phenomena and concepts from a cultural perspective, and use traditional culture to enhance students' national cultural self-confidence, stimulate patriotism and national feelings, and then establish correct values. At the same time, we should also guide students to explain their understanding of art works in combination with cultural background, and gradually form the habit of observing and understanding art works, art phenomena and concepts from a cultural perspective, including the composition, color and techniques of art works^[4]. In this way, we can further capture, analyze and interpret the thoughts and feelings that the author wants to express, gain strong emotional and ideological resonance, feel traditional culture from art works, have a strong sense of identity and belonging to the development of national culture, and realize the promotion of cultural literacy.

Conclusion:

To sum up, the current high school art teaching should not only pay attention to students' mastery of the basic knowledge of art, but also clarify the core literacy goals, update backward ideas and thoughts, build a high school art teaching system with core literacy as the main direction, constantly innovate teaching contents and methods, and combine the characteristics of high school art curriculum with the spiritual instructions of the new curriculum reform to create strong conditions for students' core literacy improvement.

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