

## Design and Practice of "Teaching and Learning" in College Art Appreciation Course under the New Curriculum Standard

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**Abstract:** The formulation and implementation of public art appreciation course in colleges and universities is a comprehensive manifestation of attaching importance to art education. It is a public elective course in colleges and universities, which aims to strengthen students' artistic quality and moral cultivation, improve their aesthetic appreciation and improve their perception of beauty. In the teaching of college art appreciation course, teachers should not only think about how to explain works, but also think about how to attract and guide students to participate in appreciation and thinking. Giving full play to students' subjective initiative has become the key to teaching. Art appreciation, as the most important part of art classroom teaching, comprehensively strengthens the teaching of art appreciation, so that students can feel the charm of art and enjoy the spirit in the taste of art works. At the same time, it also promotes students to improve their aesthetic quality in appreciation, and finally promotes the all-round development of students. This paper mainly expounds the characteristics of "creativity" that should be reflected in the teaching of art appreciation in ordinary colleges and universities: according to the goals and requirements of art education, combined with the characteristics of the diversification of subject content, a comprehensive teaching method should be adopted, and students should be the main body and appreciation should be carried out. As the main line of aesthetic activities, a new teaching model of "teacher creatively teaches and students learn creatively" is implemented.

### 1. Introduction

With the advancement of the new curriculum reform, the teaching of art appreciation has been given new tasks and requirements, and the long-standing phenomenon of indifference in the appreciation teaching classroom has made the teaching of art appreciation even more difficult. In order to meet the needs of students' growth, teachers can combine the following strategies to properly guide students' cognitive level to improve the efficiency of high school art appreciation teaching [1]. The theme of the whole course is "Everyone has the right to enjoy art equally, and experience the nourishment of classic art works to the soul in the current era of rapid development", and the extended theme is "Viewing culture with painting, and viewing current life with culture", in order to guide students to get close to, experience and think about classic art [2]. Therefore, under the requirements of the new curriculum standards, teachers should not only recognize the value of art appreciation teaching, but also think about how to continuously improve the teaching effect and achieve the expected purpose [3].

German educator Destoka once said: "The art of education is not to impart knowledge, but to awaken, stimulate and encourage." Therefore, in the teaching of appreciation class, teachers should not only think about how to explain the works, but more importantly, It is necessary to think about how to attract and guide students to participate in appreciation and thinking, and give full play to students' subjective initiative [4]. The art appreciation course in colleges and universities should be based on the objectives and requirements of art education, combined with the characteristics of diversified subject contents, adopt comprehensive teaching methods, carry out aesthetic activities with students as the main body and appreciation as the main line, and implement a new teaching mode of "creative teaching and learning" [5]. In the art appreciation teaching of public art appreciation courses in colleges and universities, we should focus on the investigation and problem analysis, think and summarize the teaching problems, and give play to the unique influence of art

appreciation teaching and its special effect on cultivating aesthetics, so as to enhance students' comprehensive ability [6]. The author believes that in the current art appreciation teaching, creativity should be an idea or idea, a macro idea for the comprehensive application of the art appreciation teaching mode, and an idea for realizing the comprehensive, diversified and innovative development of art education [7]. This article expresses the author's thinking on the "creative teaching and learning" in the teaching of art appreciation course, and is willing to discuss it with colleagues.

## **2. Current situation and problems of public art appreciation course teaching in Colleges and Universities**

### **2.1. Ambiguous teaching objectives**

The state has already pointed to the teaching goals of public art appreciation courses in ordinary colleges and universities, aiming to cultivate students' elegant aesthetic perspective, establish correct values and aesthetic tastes, and improve cultural accomplishment and artistic self-cultivation [8]. Teachers are an extremely important factor in college art appreciation teaching. Especially for the subject of art appreciation, the knowledge involved is very abstract and theoretical. Only with solid and strong art professional knowledge can teachers organize and carry out appreciation teaching in the classroom [9]. First, the course only has 8 classes and 16 class hours, so the class hours are small. In a short time, students should be fully exposed to all kinds of painting styles, schools, painters and works, so the design of course content should be both broad and refined [10]. At present, there is no unified teaching material and teaching plan for the art appreciation course in Colleges and universities in China. It is only based on the conditions and resources of each school. Second, at present, Chinese schools ignore the art education of students. Many junior and senior high schools have compressed art courses to give way to entrance examinations. Students are less influenced by art, and their feelings for art are relatively weak. Third, the students who choose this course are all non art students.

First of all, they are not very clear about the development of art history, so the content arrangement cannot completely follow the ideas of art history; secondly, they cannot follow the ideas of art theory, otherwise it will be too difficult and abstract for students. Because different nations and cultures of oil paintings show different forms and contents, we should appreciate their cultural history when appreciating oil paintings of different cultures. Only in this way can students learn to be inclusive and comprehensive psychologically, and at the same time feel the historical phenomena, wars and beautiful scenery of different nations, so as to broaden their horizons and knowledge. In this teaching process of oil painting appreciation, they can feel the edification of art and culture and be able to objectively look at and carry forward their own art and culture.

### **2.2. Analysis of students' learning status**

Under the background of the new curriculum reform, high school art teaching, as the most important subject in high school, bears the important responsibility of cultivating students' aesthetic literacy. However, in the specific art appreciation teaching in colleges and universities, it is restricted by many factors, and there are still many problems: First, the analysis of learning attitude: The evaluation of learning attitude can be considered from four aspects: (1) whether there is a strong thirst for knowledge and a desire to study hard; (2) Whether there is initiative and enterprising spirit; (3) Whether it is serious; (4) Whether to consciously and independently complete the learning tasks of the course. Second, the analysis of learning difficulty: the difference between high school and junior high school art education is mainly reflected in: the capacity and difficulty of teaching materials have changed from "less", "shallow" and "easy" to "sufficient", "deep" and "strong"; In the process of teaching, teachers have changed from "following closely everywhere and demonstrating from time to time" to requiring students to study independently; The evaluation of art appreciation is not the traditional practice of paper and pencil test, but focuses on the evaluation of students' learning process and comprehensive quality. Third, analysis of learning

methods: After the new curriculum reform, high school art education focuses on the development of students' potential, emphasizes the concept of lifelong learning, and has higher requirements for students' autonomous learning ability. The objective conditions of colleges and universities are different, but the goal of creating a good educational environment and improving the overall quality of students is the same. The author believes that ordinary colleges and universities should offer the following basic art appreciation courses to meet the needs of students. Basic needs. As shown in Table 1.

Table 1 Fine Arts Appreciation Courses in Colleges and Universities

Course Title	Course content	Teaching method
Chinese and foreign art appreciation	Appreciation of Chinese and foreign classic works of art, analyze	Multimedia teaching, field trips and lectures combined teaching
Color Basics and Applications	Basic principles and applications of color composition	Theoretical lectures, works appreciation, classroom assistance Interaction with teachers and students, etc.
Modernist art	Modernist art trends and schools and Appreciation of his works, etc.	Course lectures, lectures and field trips way of viewing
Pop Culture and Fine Arts Appreciation of works	Art appreciation knowledge and social perspective Combining visual arts hotspots	Lectures, visiting exhibitions and student fun community combination
Appreciation of architectural art	The styles and schools of Chinese and foreign architectural art Appreciation, Appreciation of Architectural Works and Art Criticism rating	Multimedia teaching, classroom lectures, students Independent research and work analysis

Teachers are encouraged to solve their own problems in learning, learn to grasp knowledge independently, and will analyze and scrutinize, understand and deepen teaching materials, so as to form the sustainable development ability of learning new knowledge, and promote the cultivation of students' independent thinking as a good study habit. At this time, the author timely introduced some basic techniques of oil painting and traditional Chinese painting and their similarities and differences to the students, and introduced in detail the author, creation age, era background, contents, thoughts and feelings of the works, as well as what attitude should be taken after careful analysis and research, so that the students realized that there were many rich, interesting and very noteworthy things behind the art works, So that they will naturally pay attention to these previously neglected contents in the later learning process.

### 3. Effective Strategies for High School Art Appreciation Teaching under the New Curriculum Standards

#### 3.1. Relying on Situational Experience, Strengthening Appreciation Teaching

In order to stimulate students' interest in art appreciation to the greatest extent and improve the effect of appreciation, when optimizing and strengthening art appreciation teaching, teachers must closely focus on the specific works of "appreciation", combined with students' mastery of art related knowledge, learning ability, etc., use a variety of skills to create a wonderful appreciation situation for students, and lead students to immerse in art works and understand their artistic charm by means of situational experience. Stimulating students' interest in learning, mobilizing their enthusiasm for

learning, and making students study actively and happily are the basis for a good appreciation class. At the same time, they can achieve twice the result with half the effort. For example, in the appreciation teaching of the art work "The Last Supper", teachers can use the teaching mode of art situation: teachers first use the form of multimedia to visually present this art work in front of the students, and use the multimedia Zoom in, switch functions, etc., switch all angles of the screen, so that students can carefully observe the demeanor, movements, micro-expressions, etc. of each disciple. As shown in Figure 1.



Figure 1 The Last Supper

On this basis, teachers put the "Last Supper" in a specific background, combining with the era when it was founded, so that students can actively take part in the appreciation study of art works in this situation, and improve the effect of art appreciation study. Although the students had seen these two works in print before, they had never been able to appreciate them so closely. Therefore, many students approached the painting with great interest to watch it carefully and actively discussed it. As a result, their interest in learning was naturally aroused. For another example, when appreciating the ancient Greek sculpture "The Discus Thrower", if the students do not understand the custom of the ancient Greeks to participate in sports in the nude, they must be puzzled by the large number of human sculptures. The teacher must let the students understand: It is precisely because of this that the traditional aesthetic concept of Westerners taking the human body as beauty is established. as shown in figure 2.



Figure 2 Discus thrower

Secondly, music can be used to create some teaching situations to help students get richer artistic

experience. For example, when enjoying Kandinsky's and Mondrian's works, you can play a violin, piano music or jazz music to feel the association between melody, brightness and color rhythm, so that students may not be so obscure about abstract art. This kind of teaching helps students to deepen their understanding of the connotation of the works while appreciating the beauty, making the appreciation more realistic, three-dimensional and vivid.

### **3.2. Contrast teaching to improve the appreciation effect of art works**

Under the new curriculum standards, teachers should make full use of the comparative appreciation teaching mode when conducting art appreciation teaching, and guide students to have a more in-depth understanding of art works in the comparison and appreciation of multiple art works, and then gradually improve and enhance the teaching quality of fine arts appreciation. This teaching method is very suitable for art appreciation teaching: put the related art works in the same appreciation environment, such as the works of the same artist in different periods, the works of different artists with the same theme, the works with the same painting content and different treatment styles in the same appreciation environment, and deepen the students' understanding and experience of the appreciated works through the comparison of ancient, modern, Chinese, foreign and vertical directions.

Recognizing and understanding concrete works in the form of vision is the main way of art appreciation teaching. On this basis, expressing the feelings and understanding of artistic works in the form of performance and imitation can not only activate the classroom atmosphere, but also enable students to understand the shaping of various body movements through observation, so as to better understand the connotation of works. For example, in the art appreciation teaching of "Pope Innocent X", the art work "Portrait surrounded by beef slices" was incorporated into the appreciation teaching, and students were guided to carry out a comparative analysis of the two art works, so that during the appreciation, students understand the differences and experience the artist's creative skills, etc., and ultimately improve the teaching effect of art appreciation. Through personal experience, students have a deeper understanding of the works, and finally achieve the harmony and unity of the subject's emotion and aesthetics. As an ordinary art education, it doesn't require much hands-on ability, but if there is no hands-on practice at all, the artistic feeling and experience of art can't rise to a higher level, especially the understanding of subtle formal meanings in works (such as the pen and ink interest of Chinese paintings) must be separated by a layer. Since studying art is both "learnable" and "useful", students' worries are eliminated. The purpose of making this theme is to close the distance between art and ordinary students.

## **4. Conclusions**

To sum up, under the new curriculum standards, teachers must strengthen the teaching of art appreciation. With the help of effective art appreciation, students can understand art knowledge, improve their aesthetic quality, and finally promote the all-round development of students in the process of appreciating art works. The theoretical system of art education is constantly changing with the development of education reform, and the art appreciation class in ordinary colleges and universities is also actively exploring, there are many choices, and there is a strong experimental nature. In order to improve students' aesthetic ability and literacy, arouse their enthusiasm and interest in learning, and promote the sublimation of national emotional and cultural heritage, so as to achieve the goal of true appreciation teaching. Therefore, when teachers carry out art appreciation teaching, they must update their teaching ideas, optimize and improve the teaching mode, and make full use of situational, interactive, experiential and music rendering to continuously improve the effectiveness of art appreciation teaching. Under this background, the public art appreciation course in colleges and universities also needs further reform to adapt to the development trend of the times and society.

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