Teaching Reform in the Field of Appreciation and Comment of Middle School Art under “New Curriculum Standard”

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Abstract: The field of art “appreciation and comment” is an important learning link in the junior middle school art curriculum. Based on the guidance requirements of the new curriculum standard, this article interprets the important role of the “appreciation and comment” field in the junior high school art curriculum and uses questionnaires to sort out and analyze the current research status and existing problems of the curriculum in this field. According to the requirements of the new curriculum standard, starting from the various aspects of junior high school students’ physical and mental development, accepting abilities and training goals, the teaching reform in the field of “appreciation and review” of junior high school art will be considered and researched. In order to better promote and play the role of art courses in junior high school quality education and cultural self-confidence education.

Keywords: High school art, “Appreciation and Comment”, New curriculum standard.

1. Introduction

The “Compulsory Education Art Curriculum Standards” promulgated by the Ministry of Education in 2011 clearly stated that “art uses visual images to carry and express people’s ideas, emotions, attitudes, and aesthetic interests, enriching the spiritual and material world of mankind.” [1] At the same time, the nature of the course also pointed out “Art courses are characterized by the perception, understanding and creation of visual images.” Therefore, “appreciation and comment” is an important content of junior high school art teaching, which plays an important role in the cultivation of students’ aesthetic ability, expression and communication ability. Because the junior high school is the transition period from elementary school to adult, students are more flexible in thinking and possess a certain aesthetic ability. Therefore, this topic selects the “appreciation and comment” of the fourth section (grades 7-9) as the research object. The research in the field of “appreciation and comment” of junior high school art has a certain guiding effect on the cultivation of students’ aesthetic quality and personality quality.

2. The Importance of the Curriculum in the Field of “Appreciation and Comment” in Junior High School Art Education

2.1 Visual Requirements in the New Curriculum Standard

The new curriculum standard provides brand-new concepts and guidance for the in-depth development of art appreciation teaching. The course, it is proposed that “the art course highlights the visual nature. Students accumulate visual, tactile, and other sensory experience in art learning, and develop their perception ability and image thinking. Ability, expression and communication skills.” [1] With the in-depth advancement of the new curriculum standards, the position of art appreciation classes in compulsory education is becoming more and more important. The field of “appreciation and review” requires that the characteristics of art disciplines be started, which is both “appreciation.” Also “comment”, through the appreciation of works of different categories, fields, and styles, under the guidance of teachers to express their views and opinions on works of art, forming aesthetic taste and aesthetic ability, this process includes both perceptual Appreciation also covers rational analysis, which injects new vitality into the cultivation of students’ good artistic quality, development of perception ability, image thinking ability, expression, and communication ability.

2.2 Humanistic Requirements in the New Curriculum Standard

The nature of the new curriculum standard proposes that “the art course pursues humanity. Students learn to appreciate and respect art works of different eras and cultures in art study, pay attention to art phenomena in life, and cultivate humanistic spirit.” [1] In junior high school, “Appreciation · Comment” In the process of teaching in the field, the humanistic literacy of students will be improved accordingly. Because the development of art is inseparable from the development of society, it is inseparable from the development of the era and culture. During the appreciation process, students not only see the brilliance on the surface of the artwork, but also can penetrate the times through the artwork and feel the deeper meaning of the artwork. Through the understanding of the historical accumulation and cultural heritage of the artwork, they can deeply feel and comprehend the national spirit. And cultural charm and enhance humanistic literacy.

3. Teaching Status and Existing Problems in the Field of “Appreciation and Comment” of Junior Middle School Art under the New Curriculum Standard

3.1 Current Teaching Situation in the Field of “Appreciation and Comment” under the New Curriculum Standard

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This article mainly studies the implementation of the new curriculum standard in the field of “appreciation and comment” at the junior high school stage. The author investigates two junior high schools in Xinyang City (Xinxian No. 2 Junior High School and Guojihe Nine-Year Coherent School). The survey time is from March to April 2021. The survey objects are 400 second-year junior high school students and 8 art teachers from two schools. The survey mainly focuses on the content of art appreciation classes and the main teaching methods used. The result is as follows:

As shown in Figure 1, although the new curriculum standard requires diversified appreciation in the field of “appreciation and comment” in junior high schools, the survey results show that paintings are the most appreciated in this field, followed by architectural art and folk art, and new media art. And less appreciation of the content of calligraphy and seal cutting. The main reason is that the school does not pay much attention to the art courses. The teachers think that the art appreciation course is only the appreciation of paintings, and the appreciation of other categories is not enough.

<table>
<thead>
<tr>
<th>Access to learning content</th>
<th>Number of people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art gallery</td>
<td>36</td>
</tr>
<tr>
<td>Museum</td>
<td>34</td>
</tr>
<tr>
<td>Internet resources</td>
<td>57</td>
</tr>
<tr>
<td>Classroom teaching</td>
<td>109</td>
</tr>
<tr>
<td>School internal books</td>
<td>45</td>
</tr>
</tbody>
</table>

Figure 2: Learning content statistics chart

As shown in Figure 2, although the new curriculum standard requires multiple channels to obtain learning content, the survey results show that the main channels for obtaining learning content in the field of “appreciation and review” are classroom teaching, followed by network resources, and rarely go through art galleries, museums, and museums. School publications and books gain appreciation content. The main reason is that the school rarely organizes students to visit art galleries and museums for safety reasons, and students mainly rely on classroom teaching to obtain art learning content.

As shown in Figure 3, although the new curriculum concept requires teachers to use a variety of teaching methods to teach flexibly, the survey results show that most teachers still use lecture methods for teaching, followed by autonomous learning methods and task-driven methods, discussion methods and visits. The teaching method is less adopted. The main reason is that teachers don’t pay enough attention to art classes. They believe that art appreciation classes can accomplish the teaching goals through pure theoretical indoctrination. However, this single teaching method leads to inactive classroom atmosphere and inability to mobilize students’ interest points, making students few Asking creative questions, the quality of art classroom teaching is not good.

3.2 Problems Existing in Teaching in the Field of “Appreciation and Comment” under the New Curriculum Standard

3.2.1 Single teaching content, limited channels

The new curriculum standard suggests that the content of art appreciation in junior high schools should be diversified. Students should collect information through multiple channels to improve their appreciation and commentary skills. However, it can be seen from the questionnaire survey that at this stage the teaching content is single, and the channels are limited, making it difficult for the quality of learning in the appreciation field to meet the requirements of the new curriculum standards. On the one hand, it is due to teachers’ inadequate understanding of the “appreciation and review” learning field and their own knowledge of art in this field too little. They even think that this field is limited to the appreciation of art and painting works and has little contact with other modules of art. In the teaching process, the learning content of the middle school is completely separated from other modules, resulting in limited and insufficient appreciation of the content of students; on the other hand, schools and families pay insufficient attention to the art subject, and rarely provide support from off-campus material resources, resulting in students’ appreciation of the content mainly from the school curriculum, Unable to obtain more information through channels such as art galleries and museums, school publications and books.
3.2.2 Monotonous teaching method and backward means

The new curriculum standard requires teachers to explore effective teaching methods to enable students to “appreciate” and “comment”. However, it can be seen from the questionnaire survey that the current teaching methods are mainly based on lectures, and other teaching methods are less used. Teachers fail to adopt effective teaching strategies and teaching methods to attract students’ interest in learning and relying only on simple art works cannot meet the teaching requirements of the new curriculum standard appreciation field. Students passively accept and do not actively express their views, ideas and consensus, and finally learn the result is that although students’ appreciation ability has improved to a certain extent, they lack language expression skills in expressing art phenomena or commenting on art works.

4. Teaching Reform Plan in the Field of “Appreciation and Comment” of Junior Middle School Art under the New Curriculum Standard

4.1 Clear Teaching Goals

Under the new curriculum standard, the teaching objectives of the field of “appreciation and review” of junior high school fine arts should be guided and caring to cultivate students’ interest in learning, broaden the scope of knowledge, cultivate aesthetic and appreciation abilities, and improve the comprehensive quality of artistic aesthetics.

4.1.1 Flexible use of a variety of teaching methods to mobilize students’ interest in art learning

Teachers should focus on guiding students’ first impressions, giving students opportunities to perceive art works, and by creating a good learning atmosphere, they should guide and expand according to students’ points of interest. For example, when appreciating paintings, teachers can use projections to put several groups of art works in different categories and styles on the big screen. Students are required to look carefully, compare and analyze carefully, and talk about what they have seen through group discussions and through the works. What do I understand, what I think, etc., through a task-driven approach, turn students’ curiosity and questions into learning interests?

4.1.2 Expand students’ knowledge with diversified teaching content

Students’ weak art knowledge is the main reason for the poor teaching effect of appreciation class. The teaching in the field of “appreciation and comment” of art in junior high schools should involve extensive knowledge of art history, basic theories of art, and even politics, music, literature and other fields. Collect relevant art teaching in various fields through network resources and books and newspapers. Content, including understanding of the subject, content, and form of art works, as well as the mastery and use of art-related terms. The enrichment of students’ own art knowledge enables them to deeply understand the deep connotation of the works.

4.2 Strengthen Teaching Principles

4.2.1 Guiding principle

Teachers should give full play to their guiding role and integrate the teaching content of multiple disciplines to lead students to discover, appreciate, comprehend, and express in a targeted manner. The guiding principle should reflect teaching students in accordance with their aptitude, and students in different classes and different students in the same class should be taught in accordance with their aptitude. Guide students to interpret the skills of art works in a timely manner within the scope of their abilities, which is of great significance for improving the level of appreciation of students. Teaching care can also guide students to develop rich associations and express their thoughts and feelings around the work connected to life, so as to enhance the overall understanding of the work.

4.2.2 Interactivity principle

The new curriculum standard advocates the use of a variety of teaching methods for art teaching, and the teaching goal cannot be achieved by relying solely on the teacher’s teaching. The content you appreciate needs to be expressed through communication and discussion, which can be divided into group communication between students and interactive communication between teachers and students. Students express their opinions in the discussion, complement each other in the communication process, and understand their own gains and losses in further communication with others, and at the same time they can learn the methods of others, improve their abilities, and master the content. After exchanges and discussions, students should be organized in time to summarize and summarize, which can systematize fragmentary knowledge, deepen the impression, and internalize the learning results of the appreciation class.

4.2.3 Humanity principle

In the process of teaching implementation under the guidance of the new curriculum standard, while teachers pay attention to the cultivation of students’ appreciation ability, the value of comments must not be ignored. Aesthetic awareness, aesthetic attitudes, and aesthetic values should be taught to students. Give full play to the true value of “appreciation and comment” of art, integrate with the times, promote students to form perfect personality characteristics, discover the beauty in life, and love life.

4.2.4 Ideological principle

Under the guidance of the new curriculum standard, the implementation of the ideological and political principle in the teaching process of “appreciation and comment” refers to bringing folk art, regional culture and traditional culture into the scope of art appreciation in the learning process of art appreciation course, so as to enhance students’ recognition of Chinese excellent traditional culture and enhance their humanistic feelings and ideological and moral concepts in art learning.
4.3 Enrich Teaching Content

4.3.1 Increase artistic expression

The enrichment of forms includes the addition of folk art, architectural art, calligraphy art, new media art and other forms of artistic expression. It is required that art teachers should improve their professional quality of art, use art-related terminology proficiently and master the appreciation content of different modules, connect with other learning fields of art and other subjects to make the teaching content change from boring to interesting, and change relevant modeling knowledge, color contrast, and composition Knowledge, painting techniques, and the use of materials are integrated into the teaching content of art appreciation class. In addition to the appreciation of the work itself, it is also necessary to understand the author, the background of the times, the creative process, and the influence of the work, so as to promote the development of students’ aesthetic ability.

4.3.2 Broaden content channels

Broadening of channels should be achieved by increasing the importance of schools and families on the subject of fine arts. Families and schools should encourage students to collect information through multiple channels, such as visiting art galleries, museums, and local historical sites to enhance aesthetic ability and language commentary ability. In addition, teachers should guide students to explore the relationship between art and society, make full use of the local available cultural resources, and cultivate their humanistic spirit and art quality.

4.4 Explore the Diversity of Teaching Methods

4.4.1 Research pedagogy

Research pedagogy combines research teaching and autonomous classroom activities. It emphasizes the spontaneity of students’ learning. In the learning field of “appreciation and comment”, students are required to collect relevant knowledge through the Internet or books before class to sort out the content they have learned and understand the content they want to appreciate. The teacher cannot substitute directly for the first-hand study resources that students collect through pre-class research and research, and then through practice in class, the research materials are internalized through independent learning, which will promote the students’ aesthetic ability, data collection ability, and language expression ability to a certain extent.

4.4.2 Visiting pedagogy

Visiting pedagogy combines visiting teaching and cooperative classroom activities. It is emphasized that cooperative learning can enhance students’ appreciation and comment ability during the visit. Before class, each student should be assigned corresponding tasks. The tasks before class should be combined with the content of the course and the physical and mental development level of different students. Cooperation in class can effectively enhance the learning efficiency. For example, in the process of visiting the art gallery, let students discuss the deep meaning of a certain artwork as a group, and the influence of the time background on the work, so that students can learn cooperatively under the drive of problems, and learn from others’ commentary experience in communication. At the same time, it stimulates new viewpoints and new ideas, summarizes and consolidates knowledge in time after class, and lays the foundation for the cultivation of aesthetic ability and storytelling ability.

4.4.3 Case pedagogy

Case pedagogy combines case teaching and inquiry-based classroom activities. Teachers set up questions before class, and students use a series of methods to explore and solve problems in class. For example, while creating artistic conception, we first show Qi Baishi’s “Frog” and analyze the artistic conception beauty of the work from the aspects of composition, fiction and reality, blending of scenes, and rhythm of life, and then ask the students to explore the artistic conception of Chagall’s “Walk”? What is the author’s mood? Teachers set up questions before class to let students explore is essential to protect students’ curiosity, personality and ability. At the junior high school stage, due to individual differences, different levels will appear in the process of appreciating and commenting works, and everyone is different. Only through inquiry and communication, can we continuously broaden our horizons and fully understand ourselves in learning.

4.5 Pay Attention to Teaching Evaluation

4.5.1 Focus on formative evaluation

Teachers should evaluate the whole learning process, such as students’ preparation before class, learning attitude in class, mastery of knowledge points, evaluation ability and homework completion after class, instead of taking learning results as evaluation criteria. They should not only pay attention to students’ evaluation ability, but also pay attention to students’ learning attitude and emotional values.

4.5.2 Encourage self-evaluation

Encourage students to conduct self-evaluation in the form of self-evaluation tables from multiple aspects during the learning process or after learning. During the evaluation process, reviewing the entire learning process can not only enhance confidence, but also find shortcomings and correct them in a timely manner.

5. Conclusions

Under the guidance of the new curriculum standards, teaching in the field of “Appreciation and Comment” of art in junior high schools is not only conducive to cultivating students’ aesthetic ability and improving artistic quality, but also conducive to improving students’ language expression ability, which is of great significance to cultivating noble sentiment and healthy aesthetics. So, this is an area worthy of continuous exploration by teachers.
References


Author Profile

Xiaojing Wang received a bachelor’s degrees in Hunan City University during 2014-2018, now studying in Henan Polytechnic University. The research direction is the Subject Art Teaching.