

The Necessity of Integrating Traditional Printmaking Technology into High School Art Education

Zhaofu Zhang*

Chongwen Comprehensive High School, Changchun 130000, Jilin, China

*Author to whom correspondence should be addressed.

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: In high school art education, the integration of traditional printmaking skills can not only promote the improvement of students' artistic quality, but also help to enhance students' sense of identity with Chinese excellent traditional culture. Printmaking, as a relatively unique art form, carries profound historical and cultural connotations. Through students' participation, it can realize the all-round cultivation of observation ability, creativity and hands-on ability, and further enable students to realize self-expression in diversified art education. This paper will study how to integrate traditional printmaking skills into high school art teaching, hoping to provide useful reference for improving the quality of education.

Keywords: High school; Art education; Traditional printmaking skills; Integrate into teaching

Online publication: December 31, 2025

1. Introduction

In today's diversified art field, how to integrate traditional printmaking skills has become an important topic at present. Printmaking art mainly shows a very rich humanistic background with relatively unique carving and printing techniques. By introducing printmaking skills into senior high school art courses, students can be provided with a brand-new creative way, thus enhancing their love and understanding of traditional culture. In view of this, this paper will put forward specific teaching countermeasures to ensure that students feel artistic charm in practice, so as to achieve the double promotion of skill learning and cultural cognition, thus stimulating students' creativity and interest.

2. The necessity of integrating high school art into traditional printmaking skills.

In high school art education, the integration of traditional printmaking skills is helpful to realize the innovation and inheritance of cultural heritage, thus continuously promoting the all-round development of

students' aesthetic literacy and creativity. As a unique way of expression, printmaking helps students feel the connotation of traditional culture in creation and accumulate experience in practice, thus stimulating students' innovative thinking ability. Over time, students can not only master this traditional skill, but also enhance their sense of identity and pride in traditional culture, further laying a solid foundation for future development.

2.1. Aesthetic ability and critical thinking

Contacting and practicing traditional printmaking art can promote students' aesthetic ability effectively. Through the analysis of lines, composition, color, texture and other elements in classic prints, students can form a good aesthetic perception ability, and then develop their own unique aesthetic taste ^[1]. At the same time, by combining the historical background and social background, students can be guided to comprehensively think about the social phenomena embodied in artistic works, so that students can examine traditional culture from a relatively unique and brand-new perspective. This teaching mode can promote the improvement of students' comprehensive analysis ability, and then form the ability of independent thinking and problem solving in the process of actively exploring the answers.

2.2. Cultural Inheritance and Historical Education

Traditional printmaking is a long-standing art form, which carries a strong cultural heritage. Through the study of printmaking skills, students can fully understand their traditional art, further expand their horizons and ensure that students can be widely exposed to the artistic styles of all walks of life. This rich and diversified experience can help students build up their self-confidence and sense of identity in culture, fundamentally strengthen their understanding of artistic multiculturalism, and then clearly understand the historical and social background behind artistic creation, and promote the continuous improvement of the sense of responsibility for human cultural heritage in a subtle way ^[2]. At the same time, through personal experience of artistic craft, it is helpful to deeply feel and understand the values and humanistic spirit, and ensure that you can actively participate in it in the future continuous development.

2.3. Mental Health and Self-expression

Artistic creation is actually a way of emotional catharsis and self-choice, which has a positive impact on the mental health of teenagers at this stage. During the period of participating in printmaking, students can fully relieve their psychological pressure by boldly expressing their true feelings and thoughts in their inner world. During the production of traditional prints such as carving and printing, students can not only get great satisfaction in touch, but also bring obvious achievements, which can fully alleviate their own tension and anxiety. In addition, sharing one's own works with others will help to establish good self-confidence and interpersonal relationships, so that they can actively cope with all kinds of complex emotions existing in adolescence.

2.4. Skills Training and Creativity Stimulation

Printmaking creation is a kind of activity involving technology and artistry, which mainly involves design, sculpture, printing and other links. During this period, students need to observe carefully and study carefully to ensure that they master meticulous line carving, color matching and layout ^[3]. However, it should be noted that

these skills are not limited to printmaking, but can directly span other artistic fields or daily life, and provide diversified problem-solving methods for this. In addition, traditional printmaking can also encourage students to go beyond the conventional restrictions and boldly use various techniques to display, thus fully stimulating students' imagination and creativity, and further promoting students' skills.

3. Integrating the traditional printmaking skills of high school art into teaching methods.

Campus culture is an important part of senior high school life, which not only enriches students' extracurricular activities, but also provides a good environment for their future growth and development. By fully implementing the concept of "high standard, high starting point and high taste", the school strives to build a service system with certain characteristics, which will help to promote the overall improvement of students' comprehensive literacy. Printmaking, as a particularly important artistic expression in Chinese traditional culture, can add a unique charm to campus life and ensure the richness of educational activities through its integration into art teaching in senior high schools. In view of this, it is necessary to fully demonstrate the advantages of traditional printmaking skills and strive to create a unique brand goal, so that students can actively participate in it and realize further learning of traditional culture.

3.1. Teaching students traditional printmaking skills courses

First, create a teaching model combining theory with practice. During the teaching of traditional printmaking skills, it is necessary for teachers to establish a relatively complete theoretical learning system to ensure that students can improve their comprehensive understanding of historical background, genre development, material characteristics, tool application and production process ^[4]. In view of this, teachers should start from the development of woodblock printing, so as to explain to students the woodblock printing from the Tang, Song and Yuan Dynasties, and then to the Ming and Qing Dynasties as an important form of art creation, as well as the modern development process. In addition, teachers should fully describe the characteristics of different schools, such as the bright colors and strong folk customs of "Yangliuqing", the delicate lines and auspicious meanings of "Taohuawu" New Year pictures, so as to ensure that students can master the actual influence of traditional printmaking in culture and its remarkable development position. When the theoretical knowledge is completed, teachers should quickly turn to practical operation and guide students to feel the details of printmaking. In curriculum education, it is necessary to design basic geometric shapes and figures step by step from simple to complex, and then guide students to create relatively complex works. During this period, teachers should pay special attention to guiding students to feel the color levels and actual changes of prints, so that students can fully perceive the tactile feeling of carving knives on the board, thus cultivating students' meticulous observation ability and creativity.

Second, realize interdisciplinary integration and cultivate innovative thinking. During the teaching of traditional printmaking skills, we should try to integrate the knowledge of literature, history, mathematics, physics and other multidisciplinary fields to ensure the richness of the course content. For example, during the teaching of historical stories related to printmaking, students' interest in this art form should be fundamentally stimulated, so as to help students fully understand the actual influence of historical and cultural background on artistic creation ^[5]. During this period, through the use of mathematical principles to explore the beauty

of symmetry and proportion in printmaking works, thus helping students deeply perceive aesthetic concepts and realize the cultivation of students' logical thinking ability; In physics teaching, through ink infiltration and color mixing, students can fully understand the practical application of materials, and then improve their sensitivity and cognitive ability to technical details. This interdisciplinary education method can enable students to appreciate the art of printmaking from many angles, not only to master the basic techniques, but also to encourage the development of creative thinking, thus realizing the multi-faceted expression and understanding of art.

3.2. Teachers and students jointly design and display works to achieve practical creation.

First, teachers and students cooperate in the design and creation stage. At this stage, teachers need to explain the historical background of printmaking for students, so as to explain the close relationship between genre and novel production methods, especially the technology of wood block and copper plate and Chinese culture. By mastering the background of knowledge, students can fully perceive the unique charm of printmaking art. In addition, it is necessary to tell students about the cultural connotation of the 24 solar terms and the core features of the natural landscape, so as to guide students to fully perceive the actual impact of climate on current life. Therefore, teachers should choose the zodiac as the theme, and fully display the representative animal images, thus attracting students' attention. During this period, it is necessary for teachers to demonstrate various techniques and share how to convey culture and emotion through their works. Students need to collect all-round inspiration materials about the 24 solar terms by querying relevant materials, and guide students to learn to observe the subtle changes in nature and try to integrate them into their later creations^[6]. Then enter the design stage, students should draft drawings and explore the comprehensive performance of composition, color and lines. Teachers should guide students to master the methods and skills of carving and how to adjust the depth and thickness of lines to ensure that students can feel the creative process more intuitively and stimulate their interest and self-confidence in creation.

Second, the stage of exhibition and communication. After the creation is completed, it is necessary to arrange community art exhibitions in the campus, so as to show the works created by teachers and students. The exhibition is mainly divided into two parts-one is to show students' works around the theme of the 24 solar terms; The other is to focus on the series of teachers' zodiac works. In the actual exhibition stage, each work needs to be accompanied by a corresponding introduction, detailing the creative concept, techniques and other related content. In addition, in order to better enhance the richness of the exhibition, we should organize diversified exchange activities and regularly carry out printmaking workshop activities, so that the audience can personally feel the actual printmaking process. On this basis, local influential painters and artists are invited to the school to give lectures, so as to have face-to-face dialogue with teachers and students, which can not only enhance the participants' deep understanding of printmaking art, but also effectively stimulate students' unique enthusiasm for artistic creation, so that they can fully feel the sense of accomplishment and fun brought by artistic works.

3.3. to carry out printmaking workshops and printmaking exhibitions.

First, carry out printmaking workshops. The establishment of printmaking workshop can not only impart technology, but also enhance students' understanding of artistic accomplishment and culture. By inviting experienced printmaking experts and artists to act as instructors during this period, we can ensure that

professional art and technology are fully integrated with strong cultural connotations, so that students can fully feel the unique charm brought by printmaking art in their studies. Therefore, in the preparatory stage of the workshop, it is necessary to arrange the schedule reasonably, which is an important prophase to ensure the smooth progress of the activities. In the preparation stage, materials are the key to development, mainly including wood board, carving knife, ink, paper and other related contents, which are the key factors affecting students' learning experience and creative process. In addition, in order to ensure that every student can actively participate in it, it is also possible to enter the workshop in batches ^[7]. The number of people in each batch should be controlled within the scope of convenient handling, so as to better guide teachers to provide necessary guidance and help. At the beginning of the work, the instructor should explain the relevant theoretical knowledge to the students, including the development history of prints, the characteristics of different types of prints, the specific production process and artistic expression techniques. When the theoretical knowledge is explained, students can enter the practical operation stage conveniently, and teachers can lead students to learn how to design patterns, carve wooden boards, and mix ink. This is not only a basic skill training, but also a careful exercise of patience and observation, which can effectively stimulate students' creativity and potential.

Second, attend the printmaking exhibition and opening ceremony. The key to the success of the exhibition lies in the selection of works and the design of exhibition space. Therefore, in order to fully reflect the actual achievements of teachers and students in printmaking, it is necessary to carefully select excellent works to ensure that the works can fully reflect the diversity and uniqueness of technology, so that the audience can enjoy the richness of printmaking art and further fully stimulate the deep understanding of art forms. In order to ensure that each work is properly displayed, it is necessary to carefully design the exhibition space and try to choose comfortable lighting and moderate space layout, so that the audience can fully perceive the strong artistic atmosphere. If conditions permit, you can also try to equip with necessary brand descriptions to help the audience understand the actual inspiration and creative skills behind different works. When entering the exhibition session of the opening ceremony, artists, parents of students, social figures and school leaders should be invited to participate in it, thus creating a strong and warm atmosphere ^[8]. Among them, the process of the opening ceremony mainly includes speeches, which are delivered by leaders to introduce the actual value of the exhibition in turn, while student representatives share their creative experiences, so that teachers can further improve the relationship between creation and education, and finally the unveiling ceremony is held, thus marking the official start of the activity. After the opening ceremony, you can also show the live prints, and teachers or students will demonstrate the whole process of the actual production of prints. As an audience, you can watch the production skills at close range and ask questions actively, so as to fully enhance the interaction of the activities and enable more people to enhance their love and understanding of printmaking art.

In a word, the integration of traditional printmaking skills in high school art teaching can enrich students' artistic practice experience and make students inherit excellent traditional culture in a subtle way. The study of printmaking skills helps to cultivate students' creativity and practical ability, fundamentally strengthens students' love and understanding of art, and can strengthen students' new understanding of traditional art forms. In the future, we should actively seek inspiration and space in artistic exploration to ensure the continuous deepening of traditional printmaking education, so as to achieve high-quality innovation in art education.

References:

- [1] Guo Fengming, Seyin. Northern Xinjiang Culture and Multi-identity: Study on the Inheritance and Development of Zhelimu Prints. *China's Intangible Cultural Heritage*, 2025,(6): 96-104.
- [2] Jewel L, 2025, Exploration on the integration and open sharing mechanism of printmaking experimental teaching resources under the digital background-taking Hubei Academy of Fine Arts as an example. *Shenhua*, (27): 144-146.
- [3] Li H Z, 2025, From tradition to innovation: new materials empower the evolution of contemporary printmaking visual expression. *Lu Xun Academy of Fine Arts*.
- [4] Bu Z Y, 2025, Visual expression and expansion of images in contemporary printmaking art. *Tianjin Academy of Fine Arts*.
- [5] Yao Y, 2024, Inheriting printmaking art and promoting non-legacy culture-cultivating students' awareness of cultural innovation in high school art printmaking teaching. *Community Culture*, (18): 110-111.
- [6] Liu F G, 2024, The Beauty of Oriental Woodcut-A Record of Pingyang Woodcut New Year Pictures of Linfen City, Shanxi Province. *Director of the Village Committee*, (11): 40-43.
- [7] Xu M H, 2023, Teaching practice of traditional fine arts culture in primary schools-taking “printmaking” as an example. *Liberal arts lovers*, (5): 185-186+253.
- [8] Yang T, 2022, Teaching by learning: improving students' core quality of fine arts-taking the lesson of “paper engraving” as an example. *Primary School Teaching Research*, (34): 55-57.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.