

Research on the Construction and Quality Improvement of Art Curriculum in Rural Primary Schools

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Abstract: Curriculum quality is the foundation of education development and the core element of primary education and teaching. It is a key indicator to measure and evaluate the level of educational development in a country and region. Curriculum quality needs to be examined not only from the perspective of the degree of achievement of the preset curriculum goals, but also from the perspective of students' subjective feelings and experiences. Art course is the core service provided by the school for students, and the quality of the course is judged by the acquisition and development of students. At the same time, the value of aesthetic education also calls for the reform and improvement of the fine arts curriculum, which requires the fine arts curriculum in all stages in rural areas to get closer and change in this direction. After the promulgation of art curriculum standards, the fine arts curriculum of rural primary schools should follow high quality standards, which is a process of optimization and iteration of various elements of primary art curriculum. The fine arts curriculum of rural primary schools needs to meet the exploration needs of current students, effectively and appropriately develop excellent local resources while enriching the curriculum content, introduce the essence of regional culture and art, improve the evaluation of curriculum quality, and form a scientific curriculum management system, so as to promote the sustainable development of students. According to this understanding, we can improve the quality of art curriculum in rural primary schools from four dimensions: curriculum objectives, curriculum content, curriculum implementation, and curriculum evaluation.

Keywords: Primary school; Art curriculum; Quality improvement

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1. "Learning" as the center of goal positioning of the course

1.1. The source of learning motivation is reasonable goal positioning of the course

The goal of the course refers to the degree that students expect to achieve through the first-stage art course, such as the level of knowledge, skills, intelligence, ability, quality, and other aspects after the completion of this course. The difficulty, intention, criteria, and development of the curriculum all play an important role in learning motivation. For example, when designing the difficulty level of course learning, whether it is cognitive

level, technical level, emotional level, and value level, students' artistic performance characteristics and mental level at this age should be fully considered. "Difficult" knowledge, such as museum collections that are far away from rural life and several styles of columns from the Greek period, will be replaced with things related to life experience that rural primary school students can access, such as the architectural structure of the Dong village and the pottery of the Dai people. Teachers guide students to know the art around them through the transformation of experience, which is much better than teaching based on the textbook. Actual learning is the process of dealing with the relationship between knowledge and experience. Therefore, the orientation of art course objectives should first consider whether it can stimulate and trigger students' art learning motivation, and whether the learning motivation is increasing under this goal ^[1].

1.2. The construction of learning platform is the path to the realization of curriculum objectives

To achieve the curriculum objectives, in addition to formulating appropriate teaching plans, providing suitable learning environment, and selecting appropriate teaching strategies, it is also necessary to build a multi-form learning platform for rich cultural and regional resources in rural areas.

The platform is easy for teachers and students to use. Firstly, we can start with the presentation of resources, focus on the characteristics of local culture in rural areas, and combine appropriate art course management methods to build a learning platform based on resource content. For example, text resources, picture resources, book resources, video resources, physical resources, activity resources, case sources and so on. The use of these resources can promote the improvement and sustainable development of fine arts courses in curriculum objectives, curriculum structure, learning content, learning support, and academic quality evaluation. Secondly, we can start with the form of the platform and build pathways around rich learning resources ^[2]. Some examples are teacher-led online learning platform, teacher-guided offline on-site learning platform, student-independent offline interactive learning platform, student practice-based offline immersive learning platform. Through the construction of different platforms, the richness of learning content and the diversity of learning communication will gradually improve the learning efficiency. Meanwhile, the platform will reduce the cost of learning, enhance the learning effect, make learning management more convenient, and thus it is easier to achieve the course objectives.

1.3. Different levels of learning outcomes are the realization of curriculum objectives

Learning outcomes are not assessed by how long you study and what you study. In the learning of fine arts, the learning outcome is easy to finalize, work out, and develop. School education is good because the learning effect and efficiency of students are different. In addition to the art level of each student, the learning level is also different, thus the learning outcomes will be different. In order to achieve the objectives of the course, students should be allowed to show different learning outcomes in a certain section of art learning. For example, when learning paper-cutting in folk art, some students skillfully use scissors to experience the methods of cutting straight lines, serrated shapes, and curves. Some students may appear awkward, because the degree of coordination of the hand and brain is different, the perception is not the same, the degree of clever operation of scissors and paper also differs, and the final effect of the paper cutting works will be different. From art learning and performance itself, it is sensitive and diversified, hence the art learning outcomes must also have the characteristics of diversity. Although the performance of the final learning level will be somewhat different, it does not affect the achievement of the curriculum objectives. Different levels of learning outcomes are the embodiment of the achievement of the curriculum objectives. Based on the learning outcomes of students' growth, its orientation should be multi-dimensional ^[3].

2. “Quality” as the center of learning content of the course

2.1. Content structure involves understanding the big concept of the course

The art curriculum standard proposes to “optimize the content structure of the curriculum” and select important concepts, thematic content, and basic knowledge. This means that the content of the curriculum needs to be selected, refined, and concise, and does not need to be generalized. As in the past, fragmented learning is not conducive to students’ framework of knowledge and concepts in the art discipline, and even in the art discipline, fragmented learning makes the learning process appear random, discrete, discontinuous, as well as other problems. Therefore, the current advocated content structure involves understanding the big concept of the course. For example, art discipline or a certain interdisciplinary subject is taken as horizontal learning, and a certain concept is taken as vertical learning, and a fishing-net-like structural design is set up to trap core concepts for students ^[4]. From the understanding and learning of this core concept to the other, a good learning pattern and mode is formed. Rural areas can be guided by regional characteristics as the content of art courses, so that students can understand the interest of “line” art learning and “surface” art understanding. In this way, it can also adapt to the unit teaching material orientation after the promulgation of the art course standard and understanding the big concept.

2.2. Content characteristics increase the adaptability of the course

The development and study of local ethnic characteristics, the characteristic resources, and ethnic and folk culture are the indispensable connotation of rural development and revitalization, these also increase the adaptability of art courses in rural primary schools. Compared with the fine art works in textbooks or pictures, the rich, intuitive, and living local resources are closer to the experience of rural primary school students, and the familiar regional culture is also the most acceptable source of aesthetic appreciation for them. On the one hand, these characteristic course contents have higher acceptance and deeper understanding of students, and they also increase the adaptability of the course. On the other hand, they can also highlight regional aesthetic education characteristic. With the ethnic folk culture, aesthetic education characteristics, and campus concept of the local rural areas as the core, the curriculum structure is set up, the channel between the national compulsory content and the regional aesthetic education characteristics is built, and the progressive order of the curriculum content is clarified, so that it is not only systematic but also has high adaptability ^[5].

2.3. The content of the case study improves the understanding of the course

Case study can help students to simplify the understanding of the content, and thus quickly achieve the purpose of learning. Combining art theory knowledge and professional techniques, using appropriate cases can help students to understand the course more vividly. For example, after the promulgation of art curriculum standards, it is difficult for students and teachers to grasp the relationship between fine arts and art. If students are familiar with some cases of film and television works to analyze the state of art, music, lighting, scene, stage, and other arts in film and television works, students can have a deeper understanding of the mystery, which is also a way to help students to understand the difficulties of the course ^[6].

3. Curriculum interaction activities centered on “cooperation”

3.1. The activities are ecological and encourage students’ personality development

Art carries and expresses people’s feelings, thoughts, and aesthetic taste with visual images, and creates an atmosphere closely related to rural life, emotional needs, and cultural experience in art courses, so that students

can be present and immersed in the space of art and life, with students' resonance aroused. In this way, it can not only meet the individual needs of students, but also promote the connotation of students' cognition of the course, and lay the foundation for the learning of other aspects of beauty. Starting from the individual development of students, it is necessary to change the situation of teaching to determine learning into a classroom that focuses on improving the curriculum connotation and students' sensibility, expressiveness, and appreciation, formulate personalized curriculum development content, and avoid mass production of art classes in batches, which can meet the development needs of art courses in primary schools in different regions. These also help cultural construction and curriculum quality improvement in primary school to narrow the gap between urban and rural areas ^[7].

3.2. Dynamic activities promote students' communication and expression

The combination of dynamic activities and dynamic dialogue problem teaching can highlight the science of art curriculum. Dialogue teaching in art course is an important way to cultivate creative talents with insight and expression. "Movement" is the dialogue between teachers and students, the question, the answer, the dialogue between people and materials, the dialogue between practice and experience, and the dialogue between mistakes and reflections, combined with the students' "quiet" (self-experience, self-learning, self-expression). In this process, students can learn to listen, express, think, and express their own opinions in the combination of dynamic and static, so as to understand the value and significance of art and creation, thereby highlighting the scientific nature of art courses.

4. Curriculum evaluation criteria centered on "exhibition"

4.1. Improving curriculum quality evaluation standards

On the one hand, curriculum quality evaluation follows the art curriculum standards and fine arts curriculum standards, which describes the course content and academic quality, and arranges learning tasks, content requirements, academic requirements, teaching tips, and so on. The second aspect is to encourage curriculum construction. For content not covered by national textbooks such as new technologies and ideas, teachers are encouraged to improve existing courses through curriculum construction. The third aspect is the dynamic adjustment of curriculum. Curriculum quality is dynamic change, in order to meet the ever-changing social needs, the evaluation standards must be adjusted with the curriculum changes, with constant improvement. The courses required for the development of school characteristics and the development of students, and the courses required by the state, need to be considered. Dynamic adjustment ensures that the quality of courses meets the needs of the times, individual development, and discipline development. It takes learning effect, learning activity, course content, and teaching evaluation as the main factors to evaluate the quality of the course. No matter how complex the criteria are, the evaluation criteria should be considered and measured closely around the development of students.

4.2. Reconstructing the discourse system of curriculum evaluation

On the one hand, curriculum quality evaluation is mainly done through the supervision of administrative departments, around the course content, course characteristics, teaching methods, learning effect, student feedback, and other aspects of the development of evaluation standards. On the other hand, it is also necessary to evaluate the teaching and learning experience of the direct beneficiaries of the course, such as the teachers' reflection and experience, and the students' suggestions and evaluations. The quality of the curriculum cannot be determined without evaluating the mentioned aspects.

5. Conclusion

To sum up, the improvement of art curriculum quality in rural primary schools is extremely important for the growth and development of students. By clarifying teaching objectives, combing teaching structure based on classroom performance, strengthening students' interaction and communication, optimizing teaching methods, and other measures, the quality of art teaching in primary schools can be effectively improved, and all-round and multi-dimensional teaching and guidance can be achieved. This will lay a good foundation for students' all-round development ^[8].

Disclosure statement

The author declares no conflict of interest.

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