

# Research on the Development of Kindergarten-Based Curriculum with Tongyu New Year's Paintings as Curriculum Resource

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**Abstract:** With the rapid development of modern society, the protection and inheritance of traditional culture are becoming increasingly important. As a part of Chinese traditional culture, Tongyu New Year's Paintings, with their unique artistic style and rich cultural connotation, have become an excellent resource for exploring the beauty of tradition and inspiring creativity. Based on this, LH Kindergarten in Baicheng City, Jilin Province, has utilized Tongyu New Year's Paintings as a curriculum resource to develop a school-based curriculum, "The Beauty of Tongyu New Year's Paintings: Artistic Exploration for Teachers and Children." Through diversified learning styles, teachers and children will learn about the history of New Year's paintings, incorporate certain features of the paintings into their art activities, and cultivate creativity and the spirit of teamwork, so as to pass on the precious essence of traditional culture to children and carry forward the spirit of teamwork in their hearts. This program will lead children to experience the treasures of traditional culture and the rich connotations behind Chinese New Year's paintings, laying a solid foundation for their growth and lifelong learning.

**Keywords:** Tongyu New Year's Paintings; Curriculum resources; Kindergarten-based curriculum

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## 1. Introduction

The kindergarten-based curriculum is based on the cultural resources and life experiences around the children, and through diversified teaching means, it promotes the children's better understanding of and participation in social and cultural activities. In this process, using cultural elements of local characteristics as curriculum resources is an innovation with far-reaching significance. Tongyu New Year's Paintings, as an important part of traditional Chinese culture, carry rich historical and cultural connotations. Its unique artistic style and vivid expression not only reflect the local customs and people but also inspire people to love and protect traditional culture. Therefore, using Tongyu New Year's Paintings as a resource for the kindergarten-based curriculum not only helps to pass on and promote the excellent traditional culture but also provides an opportunity for teachers and children to gain a deeper understanding of their cultural roots <sup>[1]</sup>.

## 2. Course introduction: “The Beauty of Tongyu New Year’s Paintings: An Artistic Exploration for Teachers and Children”

Through an in-depth exploration of the origin and development of Tongyu New Year’s Paintings and their unique position in Chinese culture, we aim to arouse the curiosity and enthusiasm of young children for the excellent traditional Chinese culture. By guiding young children to learn about the themes, styles, and meanings of Tongyu New Year’s Paintings, we enhance their cultural self-confidence and pride building <sup>[2]</sup>.

### 3. Curriculum objectives

- (1) To understand the history of Tongyu New Year’s Paintings, appreciate the beauty of New Year’s paintings, develop aesthetic ability, and increase interest in and knowledge of traditional culture.
- (2) To skillfully use painting tools, master the painting techniques of New Year’s paintings, and develop creativity by creating their own New Year’s paintings, allowing young children to discover, recognize, express, and inherit the beauty.
- (3) With the cooperation between home and abroad, to publicize and promote New Year’s paintings, promote traditional culture, protect non-legacy products, and increase cultural self-confidence.

### 4. Course content

#### (1) Stories of Tongyu New Year’s Paintings

This is the first part of the course, classic Tongyu New Year’s Paintings are chosen to lead children to appreciate them, by combining Tongyu New Year’s Paintings with short stories, children can easily understand the characteristics and styles of Tongyu New Year’s Paintings, which will help them to experience the aesthetic of traditional art and lay a certain foundation for the cultivation of a sense of beauty in the future, as well as for the subsequent content of the course. Videos on Tongyu New Year’s Paintings and handcraft teaching videos are shown to bring children and teachers into the magical world of Tongyu New Year’s Paintings. Early childhood teachers and children learn about the origin of Tongyu New Year’s Paintings and trace the historical origins of its transmission to the present day <sup>[3]</sup>. At the same time, the historical background of Tongyu New Year’s Paintings is deeply explored, revealing its unique position in Chinese culture.

#### (2) Basic skills training: The toolbox of art

The second part of the program is the basic skills training stage. Children will be introduced to cardboard tools and New Year’s Eve templates for painting, so that they can recognize the production tools and enhance their imagination, creativity, and hands-on skills development. Through the practical operation involving the fusion of painting and paper-cutting, the children’s ideas will be presented in another way, further integrating aesthetic education into their daily lives, and strengthening the children’s sense of aesthetic cultivation. Early childhood teachers will learn the use of basic materials and tools for yearbook painting. This includes understanding the characteristics of different types of brushes, paints, and paper. Through hands-on practice, kindergarten teachers will have the opportunity to have first-hand experience with the texture and uses of these materials, and develop a proficient grasp of the tools of art. At the same time, we will focus on teaching basic drawing skills, such as the use of lines and color matching. This session is designed to help teachers build a solid foundation in drawing, which in turn lays a solid technical foundation for their subsequent creation of Tongyu New

Year's Paintings. It also aims to help teachers integrate aesthetic education into their daily teaching of young children, so that they can discover, recognize, explore, and pass on beauty to the children.

(3) Tongyu New Year's Paintings creation: A journey of artistic expression

After the completion of the basic skills training, the course will enter the stage of Tongyu New Year's Paintings creation. We will analyze the themes and expressions of Tongyu New Year's Paintings and explore deeper into the cultural connotations behind the paintings. By guiding the children and teachers to imitate and create, we expect them to be able to express their unique understanding of traditional culture and deep feelings through their own works. This phase not only focuses on improving the creative skills of the children and teachers but also encourages them to utilize their individual creativity to give new life to Tongyu New Year's Paintings. The children will have the opportunity to experience the infinite possibilities of art in the creation process, and simultaneously deeply understand the unique value of traditional culture in contemporary times.

(4) Deepening cultural context: The story behind the painting

The final part of the program will focus on an in-depth discussion of the historical and cultural background of traditional Chinese paintings. By asking them to tell a short story about a piece of Tongyu New Year's Paintings and express their understanding of the work, it will not only enhance their sense of identity and pride in the non-heritage culture but also train the children's language expression and physical coordination. In addition, we will guide children and teachers to further extend their understanding of Tongyu New Year's Paintings to the outstanding traditional Chinese culture. Through discussion, we will let children express what they know about the outstanding traditional culture and how we should treat the outstanding traditional culture. Through this course, the children and teachers will have a better understanding of the important role of Tongyu New Year's Paintings in the transmission of traditional culture, and realize the profound connotations it carries in the cultural tradition <sup>[4]</sup>.

## 5. Course organization and implementation

(1) Teaching methods

Through case studies of classic Tongyu New Year's Paintings, children are guided to experience the cultural characteristics of Tongyu New Year's Paintings and gain a deeper understanding of their artistic features and cultural connotations. In the drawing of Tongyu New Year's Paintings, children can imitate the cases and create their own drawings, they can share ideas about their own drawings, expand their horizons, and develop language expression skills.

The Parents' Open Day allows parents and children to experience the unique charm of Tongyu New Year's Paintings together, and we encourage parents and children to work together to complete a series of painting and paper-cutting projects. Through the joint creative process, we are able to promote communication and collaboration between parents and children and increase the amount of parent-children interaction.

There are also practice methods (each class provides opportunities for children to practice drawing and creating) and narrative methods such as drawing storytelling that can be implemented.

(2) Schedule

Curriculum cycle: In order to ensure that the children have sufficient time for in-depth learning and practice, we have planned a 12-week curriculum cycle, with 2 hours of study scheduled each week.

Weeks 1–4, Basic skills training: In this phase, we will focus on the basic skills training in Chinese New Year’s painting. Children will learn to use cardboard tools, paint stencils, and painting tools, understand the characteristics of pigments, and master basic painting techniques, laying the foundation for actual creation.

Weeks 5–8, Tongyu New Year’s Paintings creation: In the creation stage, children and teachers will have the opportunity to apply the basic skills they have learned to the actual creation of Tongyu New Year’s Paintings. Through practice, they will be able to gradually understand and absorb the unique charm of Tongyu New Year’s Paintings.

Weeks 9–12, Deepening and summarizing the cultural background: In this phase, we will focus on the in-depth storytelling of the history and cultural background of traditional Chinese painting. Through painting activities and storytelling by children, we will consolidate the children’s and teachers’ understanding of traditional culture. Lastly, by summarizing the gains of the course, we will help the children enhance their own imagination, creativity, and hands-on skills. As for the teaching of kindergarten teachers, the program further integrates aesthetic education into their daily teaching, strengthening the cultivation of the aesthetic sense of children and the cultural accumulation of kindergarten teachers.

(3) Resource support

We will provide physical samples of Tongyu New Year’s Paintings for children and parents to observe. Through real contact, children, parents, and friends will be able to more intuitively feel the characteristics of the paper, pigment, and lines of the paintings, stimulating a deeper understanding of the artwork. Professional artists are regularly invited to give lectures to share their creative experiences and insights into Tongyu New Year’s Paintings. We will arrange professional instructors to provide personalized guidance and advice to children and their parents and friends, to cultivate children’s hands-on skills, let their parents and friends learn about the excellent traditional culture, and guide them to enhance their sense of cultural identity and pride, as well as their sense of aesthetics in their daily lives as well.

(4) Practical application of teaching results: Decorating kindergartens

We will make use of the grand festival of Chinese New Year to encourage children and teachers to create Tongyu New Year’s Paintings and decorate the kindergarten. The practical application of teaching encourages children, parents, and friends to decorate together at home, promoting picture sharing and exchange.

(5) Multi-channel publicity: Creating a public number

We will provide a network platform for teaching Tongyu New Year’s Paintings, innovatively design the teaching mode, combine the theory of integration of production, teaching, and research, and promote more young children’s interest in Tongyu New Year’s Paintings and non-heritage culture via an online learning platform; promote the learning of teaching methods for early childhood teachers; promote multi-channel learning for young children to create a special teaching public number. At the same time, we will also use the platform of the public number to display our teaching results and promote the curriculum.

## **6. Comprehensive evaluation of Tongyu New Year’s Paintings art course**

In the course “The Beauty of Tongyu New Year’s Paintings: Artistic Exploration for Teachers and Children,”

we focus on the comprehensive development of children, not only providing guidance at the level of hands-on skills and color matching but also digging into the depth of the children's understanding of traditional culture and their ability to express themselves artistically in Tongyu New Year's Paintings by means of a rich variety of evaluation methods.

Firstly, the children's work display is a reflection of creativity and technology. Through the display of children's New Year's Paintings, we will focus on evaluating and analyzing children's creativity and expression of ideas. Each child will have the opportunity to present their paintings from the program as well as tell a short story about their work. Through this session, children can express their ideas about their works, which helps to cultivate their sense of beauty, further exercise and improve their language expression skills, and form their confidence and independent opinions about art.

Secondly, home and family cooperation and feedback serve as a stage for common growth. Regularly organizing Parents' Open Day is one of the important parts of the curriculum. We encourage parents-children cooperation to complete a series of painting and paper-cutting projects; we also encourage parents and children to visit the Tongyu Museum of New Year's Paintings to enhance children's understanding of Tongyu New Year's Paintings. These activities can promote communication and collaboration between parents and children, increase the amount of time they spend with each other, and bring them closer to sharing their joys. Through this kind of activity, we can promote communication and collaboration between parents and children and increase the time of companionship, sharing joy and love, as well as improve the children's understanding of the excellent traditional culture and enhance cultural self-confidence and pride.

Thirdly, the exhibition of works is a collection of achievements. At the end of the program, we will have an exhibition of works. Through this session, we can show what we have learned in the form of works. The exhibition works can be created by the children themselves, or they can work together with their parents and friends. The finished products will be collected and exhibited, inviting the children and their parents and friends to visit the exhibition, facilitating exchanging and sharing the ideas of creation, thus making progress together in the exchange, and creating precious memories.

## **7. Conclusion**

The development of the kindergarten-based curriculum using Tongyu New Year's Paintings as curriculum resources not only provides rich knowledge of New Year's Paintings for early childhood teachers and young children but also plays a positive role in cultural inheritance, creativity cultivation, teamwork, and other aspects. This process not only respects and passes on the traditional culture, but also cultivates the overall quality of young children and lays a solid foundation for their future development. It is hoped that through the design of such a program, young children will be better able to maintain their love for traditional culture and pass it on in modern society.

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## Disclosure statement

The author declares no conflict of interest.

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