

Investigation and Analysis on Primary School Fine Arts Education of Tianjin, China

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Through the investigation on the current primary school fine arts education of Tianjin, this paper intends to make a summary on the ten year's outcome after the implement of the fine arts curriculum reform, analyze its drawbacks and give suggestions on how to develop in the future.

Keywords: curriculum reform, primary school fine arts education, suggestion

Introduction

Fine arts in primary education not only cultivates the mind and enhances capabilities, but also helps to develop the intelligence. Tianjin strives to practice the new curriculum reform and it has played an exemplary role for the primary school fine arts education in Tianjin and elsewhere within China.

1. The Status Analysis of Fine Arts Teaching

1. 1 School Orientation

The primary schools in Tianjin have promoted the comprehensive development of students for many years. It mainly cultivate students the three-selves (self-education, self-learning, self-care), two creation (creative awareness, creative ability), and one specialty (every one has his own hobby and expertise). According to the school arts education regulations formulated by Chinese Ministry of Education, schools have built fine arts classrooms, libraries, reading rooms and have a collection of many fine arts-related books, and this not only enriches fine arts curriculum resources, but also broadens the students' horizons. Schools can strictly abide by the fine arts curriculum plan formulated by Chinese Ministry of Education which is two fine arts lessons every week for each class.

1. 2 Teachers of Fine Arts

The fine arts teachers of primary schools are mostly graduated from fine arts vocational schools and then some of them will be sent to Tianjin Normal University to do some training program. Their professional knowledge is solid, while their educational theory and theoretical study are not deep enough. Therefore, schools often have exams on the contents of the curriculum standards, but teachers mostly learn everything only by rote without truly understanding the contents. And the theory learned by the teachers is limited only in the related national education policy, and they are lack of the independence of learning. The young fine arts teachers are easier to accept new things and adapt to new fine arts curriculum reform.

1. 3 The Classroom Teaching of Fine Arts

According to the mode of students' study and activity, *the Fine Arts Curriculum Standard of Full-time Compulsory Education* divides the fine arts teaching contents into four areas: modeling & performance, design & application, appreciation & comments, integration & exploration, with the purpose to change students' original way of learning by using different material and tools and let students know the fun of learning. Teachers can handle the lessons more flexible according to the actual situation and conditions, in order to

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adapt with the needs of students' diversified development. Through interesting ways of teaching, teachers gradually guide students to use computers and internet. Teachers intend to explain less during the lessons, while trying to encourage students to think more and inspire their imagination. Teachers can also make teaching aid by themselves, which can give students a brand-new feeling.

We can evaluate the teaching effects through these three aspects. First, to evaluate whether the teaching result coincides with the prospect teaching goal. Second, to evaluate the teaching efficiency, teaching efficiency = teaching output (effect) / teaching input, or teaching efficiency = effective teaching time / actual teaching time. Third, to evaluate the meaningful benefit, which means the profit of teaching activity and the realization of its value. In another way, we can evaluate the degree the teaching goal fits with the social and personal education need.

Ralph W. Tyler once wrote in the book *Basic Principles of Curriculum and Instruction* that evaluation is one of the four basic topics in the curriculum development. Teaching evaluation not only measures students' study achievement, but also the teachers and the parents.

There are altogether five aspects of the purpose of fine arts teaching evaluation: first, to evaluate students' academic achievements; second, to improve students' attitude and emotions towards the subjects; third, to provide the feedback information in order to stimulate students' study interest; fourth, to modify the project, including curriculum and the teaching plan; fifth, to improve the teaching.

The subject of fine arts has multiple values and the evaluation of fine arts teaching can use the standardized way to make a relatively objective evaluation. The diagnosis should be diversified and personalized and analyze its functions and the intrinsic motivation, while at the same time, weaken its selective function.

1. 4 Fine Arts Material

In the actual teaching process, textbooks are seldomly used. Through the investigation, we know that compulsory education promotes recycled material, therefore, school leaders ask teachers to hand out the material to the students before class and then take it back after the lesson. That means the time the students can use the textbooks are only limited in the class, and if the teachers don't pay attention to the contents of the textbooks, then the textbooks become mere formality. For that reason, the actual usage rate of fine arts material is rather low.

1. 5 Teaching Condition of Fine Arts

Every fine arts classroom in the primary schools all has multimedia and projector equipments. In the drawing lessons, teachers will pass out drawing papers to the students. But in the handwork class, students can not get enough appropriate tools and the fine arts books, magazines, video materials, and slides are relatively rare. Some of the teachers once said that the fine arts teaching materials are in urgent need.

1. 6 Extracurricular Fine Arts Learning

Primary school teachers often lead students to participate in art exhibitions and many of them once won the prize. At the same time, "children's art center and workhouse" and "Picasso children's creative painting class" and other fine arts interest groups are held every Friday afternoon. Most of the parents want their children to join in this kind of extra-curricular activities. For the children themselves, they show their eager in learning fine arts and in some way, this encourages the teachers to fully prepare for the course content in order to let the students grasp more skills and knowledge.

1. 7 The Analysis of Students

From the vertical way of analysis, the painting psychology of primary school students has different characteristics in various ages. The initial stage (6-8 years old) is the period of feeling and performance, in which students have the transition from the game-based study to education-based study. Therefore, the fine arts teachers should pay attention to how to lead students from impromptu painting to the formal fine arts learning. The intermediate stage (8-10 years old) is the visual period, in another word, in this period, students already have the aesthetic ability, but their abstract thinking ability only stays on the initial stage, therefore, they can't grasp the structure and the proportion of the object. In this period, teachers should

strengthen the training of the fine arts basic skills of the students. The advanced stage (10 to 12 years old) is the inhibitory period. In this stage, students' imaginal thinking ability has been well developed and their vision is broadened as well. The contents of the books can not satisfy the student's eager to the knowledge and this asks the teachers to enrich their teaching contents constantly.

The students' reaction in the fine arts class is different. It can be divided into three categories, first, the students who enjoy learning fine arts; second, the students who don't feel like learning fine arts and they like to do homework of other subjects in class; third, the students who are active in class, but they can't completely concentrate on the fine arts learning process. Therefore, this needs the teachers to teach the students according to their own ability.

2. Factors of Influencing the Fine Arts Teaching

First, because the competition between schools, the exchanges and cooperation become less and less, and the fine arts resources cannot be shared with each other.

Second, the fine arts foundation of students is relatively weak. Some of the students who didn't lay a solid foundation in the junior class stage will not paint well in the senior year, and thus lose the interest in the fine arts class.

Third, the content of the fine arts textbooks is not comprehensive. If the students want to get the knowledge in one lesson, it is difficult to achieve.

Fourth, some of the contents in the fine arts class are overlapped with the contents in labor skill class. Therefore, we should combine these two lessons and properly increase the comprehensiveness of the labor skill class.

3. Suggestions to the Development of Primary School Fine Arts Teaching

3.1 Focus on the School-based Curriculum

School-based curriculum is a foreign language, and it firstly appeared in Britain and the United States 20 years ago. Now under the education situation of the China's new curriculum reform, school-based curriculum gradually becomes the key point of it.

"School-based" literally means based on the school, and Prof. Zheng Jinzhou, Doctor of Education in East China Normal University mentions this concept in the book *Walking Towards School-based*, and he said, the so-called school-based is: first, for the school; second, in the school; third, based on the school. For the school refers to improve school's practice and to solve the problems the school faced. In the school refers to establish the concept that school's own problems will be solved by the people in the school, and should be discussed and analyzed by the teachers and principals and the proposals which are raised to solve the problems should be effectively implemented in the schools.

The development of the fine arts curriculum resources can integrate the fine arts extracurricular activities and interest groups into a whole and formulate a relatively unified curriculum content in order to make the curriculum development more systematic.

3.2 Enrich the Fine Arts Extracurricular Activities

As fine arts teachers, we should organize more fine arts extracurricular activities in the time after school, and we can also use the homework to decorate school or classroom, this can make use of the knowledge and skills of fine arts and put it into the real life, and meanwhile, it can enrich the school's study life.

The fine arts extracurricular activities can have many forms. For example, teachers can take students to go sketching and take photos during the spring tour and this can help students cultivate their aesthetic ability and the creativity. When they come back to school, teachers can hold photography exhibition and art exhibition which can share the joyfulness of the students. Showing their work to others can cultivate students' study interest and they can also get self-realization through it.

3.3 Promote the Growth of Fine Arts Teachers

The new standards states that: extruding visual sense, considering practice, perusing humanism and emphasizing delight. Fine arts teachers should understand the content of it and practice the rules in the daily teaching activities. How to emphasizing the visual sense and delight in the teaching is one key point every teacher should consider about.

As Japanese educator FUJISAWA Noriaki (*Human Style and Fine Arts Education*) points out the aim of fine arts teaching is not to create the people who can achieve the knowledge and related skills, or artists, sculptures or designers, but to make a person who can balance all the aspects, rather than only focus on the intellectual.

The prospect of fine arts teaching in primary school is cheerful. It isn't necessary for fine arts teachers to worry about the subject discrimination and the shortage of fine arts curriculum resource. What fine art teachers should concern about is how to use the abundant resource and show the value of art during the fine arts teaching to cultivate students into integrated people with abilities in all aspects.

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