

# Compliance of New Media Art Course in Chinese Middle School

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**Abstract.** Since the 21st century, with the rapid rise of the Internet, a variety of new media continue to appear, especially the rise of network media and electronic equipment, which has brought great changes to human information dissemination and communication, and made mankind enter a new era of information dissemination. In this era, in addition to using computers as a tool for art creation, art educators began to study the application of new media such as computers and networks in art classroom and teaching practice. In order to adapt to the development trend of international art education, China has added the content of new media art education in art curriculum standards, middle school art textbooks and middle school art courses. However, compared with the developed countries in the world, the current middle school new media art education in China generally has some problems, such as low attention, limited teaching content, lack of teacher training courses and so on. These problems have seriously affected the development of middle school new media art curriculum and teaching in China. Since the 2022 version of the art curriculum standard clearly puts forward the content of the new media art curriculum, the focus of this paper is how schools and teachers adapt to the curriculum standard and solve the difficulties encountered in the implementation of the new media art curriculum standard.

**Keywords:** new media art, Art curriculum standards, Middle school education, Curriculum and teaching.

## 1. Background

In order to meet the requirements of the development of culture, economy, and technology in the 21st century for art education, China has gradually popularized new media art with digital imaging, computer painting, and computer design as the main curriculum contents in middle school art classrooms across the country during the implementation of the new curriculum reform. The teaching and research results of new media art have made certain progress.

In 2022, the Ministry of Education of China issued the "Art Curriculum Standards for Compulsory Education (2022 Edition)" (hereinafter referred to as the "New Curriculum Standards"). The new curriculum standard conforms to the requirements of the current visual culture and digital era for the development of the art discipline, and adds new media learning content in terms of course nature, learning content, teaching suggestions, and evaluation methods.

In the new round of revision of art textbooks, the curriculum of new media art in the new middle school art textbooks covers four learning areas. Different forms of new media art such as photography, microfilms, freeze frame animation, computer painting, computer design, and online art have been added to the middle school art classroom, which not only enriches the teaching content but also promotes the development of Chinese art education.

However, behind this seemingly prosperous phenomenon, there is a set of data worthy of researchers' consideration: among the three versions of middle school art textbooks in China, the new media art curriculum only accounts for 6.19% of all curriculum. Chinese art educator Tan Tianyi pointed out that "between 2012 and 2022, research papers on new media art in secondary schools accounted for only 4.31% of all research.

This series of numbers reminds researchers that the current middle school new media art education in China generally has problems such as low attention, limited teaching content, single teaching methods, limited research results, and a lack of teacher training courses. These issues have affected

the better development of new media art courses and teaching in Chinese middle schools.

The research purpose of this article is to analyze and research the current Chinese middle school art curriculum standards, art textbooks, and art teaching, combined with a questionnaire survey and interviews with new media art teachers from three schools in Weifang City, and analyze the existing problems in the research curriculum, in order to study the degree of teachers' compliance with the new curriculum standards in new media art teaching.

Against the backdrop of the flourishing development of contemporary new media art and significant changes in the research focus of international visual art education, conducting theoretical research on school new media art curriculum standards and teaching can expand the research field of school art curriculum and teaching, enrich the research system of Chinese art education, and have strong academic research value.

The research results of this article are more specific for grasping curriculum standards, and have strong guiding significance for teachers to implement courses based on curriculum standards. Enable teachers to better grasp the cutting-edge technologies of art education and provide a valuable professional development model for the cultivation and growth of future art teachers. Enable students to better master 21st century skills to meet the challenges of the current digital age to society, education, and culture, and to adapt to the needs of international art education development trends.

## 2. Literature review

American art education scholar David Parker (2007) pointed out that The Internet and multimedia can effectively enable students to understand, view, and store a large number of art works from art museums around the world, while avoiding issues such as unclear images and copyright caused by printing and faxing. This helps teachers better start art appreciation teaching activities. It is recommended that teachers and students actively use the Internet to collect new art information, update their own art knowledge, and constantly change their inherent teaching and learning concepts Following the current trend of educational technology reform<sup>[1]</sup>.

Kirschenmann (2015), a German art scholar, pointed out that "Applying digital images, electronic information, animation and other art forms created by digital media such as computers to art teaching and carrying out various new media art teaching activities will be the development trend of art education in the world today. Compared with the past methods of computer art, new media art is more in line with the trend of international art development, covering a wider range and covering a more comprehensive art field"<sup>[2]</sup>.

Brownd wilson (2018), a professor at Pennsylvania State University in the United States, pointed out that the emergence and development of digital new media in art education will change the space between art classroom, children's and teenagers' visual culture, school and active creation in traditional art teaching. Expand new media art from computer art to all kinds of images created and produced by digital media mixed with popular culture and visual culture<sup>[3]</sup>.

Under the background of the rapid development of globalization and information society, China has realized the transformation process from the traditional industrialized society to the modern economic society based on digital information. With the rapid update and development of all kinds of digital media, digital technology has been applied to all walks of life, forming the current digital era.

The transformation of the times is driving the development of educational research, and as a new media art education research that is in sync with the development of the social era, it has also begun to receive more and more attention from art education researchers. Professor Qian Chuxi from East China Normal University is one of the earliest scholars in China to pay attention to the teaching and research of new media art. As early as 1997, she pointed out that new media art will be the latest research topic in Chinese art education in the 21st century. Qian Chuxi (1997) emphasized in his article "Standing on the Horizon of the 21st Century" that "as an indispensable method of artistic expression and education, modern media art with broad development prospects must gradually be introduced

into basic art education, and it is also worth the attention of art education researchers<sup>[4]</sup>.

Qian Chuxi (2000) pointed out that on the basis of inheriting the research results of the 20th century, the research on art education in the 21st century should expand the research scope and develop in depth at the same time. In order to better cultivate students' creativity, teachers should actively explore the method of integrating information technology and art teaching, introduce the new art style of new media art into school art courses and teaching activities, and guide students to understand the organic relationship between art and science, Expand imagination, stimulate the desire to explore unknown areas, flexibly use the knowledge of various disciplines to design interdisciplinary activities, develop the ability to solve problems comprehensively, and cultivate the spirit of teamwork<sup>[5]</sup>.

Huang Lu (2014), a teacher of the school of fine arts of Capital Normal University, believes that new media art is "an artist trying to combine cutting-edge technology with avant-garde art thinking to explore new art spaces and new ways of perceiving the world". The article then makes a more detailed theoretical discussion on the new media art teaching in basic education from the aspects of training objectives, teaching philosophy, teaching content, teaching methods and so on<sup>[6]</sup>.

### 3. Methodology

This study will use a hybrid approach. Quantitative analysis will be used to determine the compliance level of new media art courses in Chinese high schools. Qualitative analysis will be used to illustrate the problems encountered in the implementation of new media art curriculum standards in Chinese middle schools.

The researcher will take the new media teachers from three schools in Weifang, Shandong Province as the respondents to determine the compliance of the new media art curriculum in Chinese middle schools and the problems encountered in the implementation of the new standards. The three schools are Weifang experimental school, Weifang Beichen school and Weifang Guangwen school.

Weifang experimental school is a national demonstration school for comprehensive practical activities, which represents the leading level in New Media Art Education in China. Weifang Beichen school is a key middle school in Weifang, which has more experience in the development of new media education. Weifang Guangwen school is an ordinary middle school. The new media art education has just been carried out. These three schools are representative, so the new media art teachers of these three schools were selected as the objects of questionnaire survey and interview.

This study will use a total enumeration method for survey questionnaires and interviews. When answering the questions encountered in the implementation of new standards in the new media art curriculum, the key information provider is experienced teachers in the teaching of new media art.

The number of respondents in this study is 138 (new media art teachers). As shown in Table 1

**Table 1.** Distribution map of the number of school teachers

School Name	Number of teachers
Weifang Experimental School	56
Weifang Beichen School	42
Weifang Guangwen School	40

The number of key information (used in the interview) is 15 people (each school selected 5 experienced teachers who have been teaching new media art courses for 10 years or more).

### 4. Conclusion analysis

According to the questionnaire, the following four general conclusions are drawn:

The nature of the course: the new media art courses of the three schools are all for all students. The teachers of the three schools said that the new media art courses stimulated students' interest and imagination, paid attention to culture and life, paid attention to students' innovative spirit and practical ability, and strengthened students' Art comprehensiveness and inquiry.

Learning content: Weifang experimental school and Beichen school use a variety of media to carry out art creation activities, while Guangwen school is relatively low. The three schools have realized the appreciation of new media works of art in the curriculum, and understood the relationship between scientific and Technological Development and art creation. The students of Weifang experimental school designed the class home page and personal web page, and participated in the network communication better, while the other two schools were relatively poor in this part.

Teaching strategies: through the survey, the teachers of the three schools showed that the new media art curriculum complied with the students' physical and mental development, and cultivated the students' aesthetic consciousness and artistic judgment. The teachers of Weifang experimental school and Beichen school use diversified teaching resources, develop network resources, highlight the characteristics of local art education, and cultivate students' cross curriculum integration. The teaching of these parts is relatively successful, while the development of Guangwen school is relatively weak.

In terms of evaluation methods, the three schools evaluate art homework by means of computers, cameras and other means according to the provisions of the art curriculum standards on new media. Students' self-evaluation and mutual evaluation are adopted. However, the three schools have less evaluation on new media works such as micro films and short videos, and basically have not evaluated the students' proficiency in new media technology tools.

In general, the three schools are fully engaged in the development of new media art. Weifang experimental school and Beichen school have a long time to open new media art courses, advanced facilities, a high degree of understanding between teachers and students, a high degree of mastery by students, a long time for teachers to teach new media, a creative grasp of the courses, their own ideas, and a high degree of acceptance by students. However, due to the short time for the new media art course in Guangwen school, the students' foundation is relatively weak, and the teachers have not carried out systematic training, the teaching of new media art is also not very significant, which needs to be further strengthened.

Through the interview, the teachers said that they will also encounter some problems in the new media art teaching, which are summarized as follows:

There are few lessons of new media art, which shows that the degree of attention still needs to be strengthened. The new media art lesson lacks the content of micro movies and short videos. Lack of targeted new media art appreciation methods. Lack of more detailed evaluation criteria for new media art. Teachers lack professional training. Although the school will organize teachers for training, the new media technology is updated rapidly, and most teachers' literacy is not up to the professional level.

## 5. Research suggestions

According to the results of the survey on new media art conducted by the art teachers of Weifang experimental school, Beichen school and Guangwen school, the researchers put forward the following suggestions to improve the new media art curriculum and teaching in middle schools:

There are few lessons for new media art, which lack the content of micro film and short video. Schools and teachers can carry out school-based courses and comprehensive practical activities courses suitable for students through professional quality, such as micro film creation course, heat transfer printing course, laser cutting course, 3D printing course, light and shadow printing course, etc. Through the course teaching, students' artistic vision is expanded, their interest in learning and creative enthusiasm are stimulated, and their comprehensive abilities such as aesthetic literacy, media literacy, information processing, subject knowledge integration, and cooperative exploration are cultivated<sup>[7]</sup>.

Lack of targeted new media art appreciation methods. Textbooks should start from the perspective of the uniqueness of new media art, put forward a more specific and clear appreciation perspective, use a variety of appreciation methods to carry out targeted appreciation of new media art, and add knowledge and representative works of new media art in the links of after-school resources in textbooks, so that students can

better carry out the expansion and learning activities of new media art<sup>[8]</sup>.

Deepen middle school students' and art teachers' understanding of new media art, and improve their understanding of the relationship between art and scientific and technological development. By organizing visits to various new media art exhibitions, creative parks, holding lectures, seminars and other ways, guide middle school students and art teachers to improve their awareness of new media art<sup>[9]</sup>.

New media art training content should be added to the training courses for art teachers. The latest new media art courses and teaching practice cases at home and abroad should be introduced. Professional training of new media art teaching should be carried out for middle school art teachers from two aspects of theoretical knowledge and practical operation, so as to expand the vision of teachers, change teaching ideas, improve the ability of middle school art teachers' new media art teaching, and effectively improve the quality of new media art teaching<sup>[10]</sup>.

We should attach importance to the research of new media art appreciation courses. We should actively learn from the experience of foreign new media art courses, pay attention to the integration of new media art creation and appreciation teaching in course design, guide young people to learn the methods of appreciating new media art works, broaden their aesthetic perspective, and improve their aesthetic taste and taste. To adapt to the characteristics of digital learning in the era of big data, school new media art courses should actively explore diversified teaching methods to meet the learning needs of students in new media art and the needs of talent cultivation in the 21st century.

## 6. Conclusion

The school's new media art curriculum and teaching conform to the trend of the development of the times and make outstanding contributions to the transportation of cross-border talents to all walks of life. With the development of new media art and the deepening of curriculum development and teaching exploration, the new media art curriculum and teaching in middle schools will have a bright future. In the future, the school's new media art education will make a unique contribution to promoting the development of art education and the construction of a smart city and an innovative society.

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