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Integrating Shanghai's Marine Intangible Cultural Heritage into School Education from an Aesthetic Perspective: A Case Research of Fengxian Rolling Lanterns

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Abstract: This research explores the application of Shanghai's marine intangible cultural heritage, the Rolling Lantern art, in school education from an aesthetic perspective, emphasizing its significance as a local traditional culture. The research analyzes the objectives and significance of aesthetic education, particularly its role in enhancing students' aesthetic appreciation, creativity, and cultural identity. It also examines the current state and challenges of Rolling Lantern art courses, such as uneven difficulty levels in course content and insufficient practical opportunities. Drawing on teaching practices from senior citizen schools, the research proposes optimization strategies: adjusting course difficulty, increasing interactive and practical sessions, and enhancing the liveliness of teachers' explanations. The aim is to combine the inheritance and innovation of Rolling Lantern art to promote the development of intangible cultural heritage in modern education.

Keywords: Shanghai; Rolling Lantern art; Aesthetic education; Intangible cultural heritage.

1. Introduction

(1) Background

Shanghai, as one of China's economic and cultural centers, boasts rich traditional cultural resources, among which its marine intangible cultural heritage is particularly valuable. Shanghai's marine culture has a long history, with diverse cultural expressions encompassing folk arts, traditional crafts, and festival activities. The Rolling Lantern art, as one of Shanghai's unique traditional art forms, originated in the Fengxian District and has a history spanning several centuries. This art form is typically performed during festivals, temple fairs, and other occasions, showcasing its distinctive rhythmic sense and visual effects through the rolling of lanterns. The performance involves artists holding lanterns and using ropes and techniques to make the lanterns roll or fly continuously, creating a stunning visual experience for the audience. The historical and cultural value of Rolling Lantern art lies not only in its existence as a form of entertainment but also in its embodiment of Shanghai's traditional folk customs, religious beliefs, and the profound heritage of marine culture. Behind this traditional art lies a respect for labor, wisdom, and creativity, as well as the conveyance of ideas about harmonious coexistence between humans and nature, and between individuals and society. Therefore, the rolling lantern art is not only a precious intangible cultural heritage of Shanghai, but also an important carrier for showcasing local cultural characteristics.

(II) Research Objectives

This research aims to explore how to integrate Shanghai's rolling lantern art into campus education from the perspective of aesthetic education, helping students understand the charm of intangible cultural heritage. The research will focus on how to enhance students' interest in rolling lantern art through aesthetic education and design effective teaching methods to inspire students' identification with and sense of responsibility for inheriting traditional culture. Meanwhile, it will analyze the application and challenges of rolling lantern art in modern education, providing theoretical support and practical pathways for the further development of intangible cultural heritage education.

(III) Research Significance:

Introducing rolling lantern art into schools not only inherits and promotes Shanghai's intangible cultural heritage but also helps enhance students' artistic literacy. Through classroom learning and hands-on practice, students can intuitively experience the charm of rolling lantern art and develop an interest in traditional culture. The course design not only helps students understand the techniques and forms of rolling lanterns but also encourages them to reflect on the protection and inheritance of intangible cultural heritage.

Theoretically, this research adopts the perspective of aesthetic education, providing a new methodology for intangible cultural heritage education. Traditional intangible cultural heritage education focuses on knowledge transmission, whereas this research, through the approach of art education, guides students to understand intangible cultural heritage from emotional and cognitive perspectives, offering a beneficial supplement to the theoretical development of intangible cultural heritage education and providing educators with new educational models and strategies.

(IV) Literature Review

In recent years, rolling lanterns, as an important intangible cultural heritage project in the Yangtze River Delta region, have gradually attracted academic attention in the aspect of inheritance and aesthetic education value. The related research findings are as follows. Zhao Huimin et al. (2023) studied the Fengxian rolling lanterns in Shanghai, explored the pathways of intangible cultural heritage inheritance, and highlighted the importance of rolling lantern culture in local culture against the backdrop of rural revitalization. They concluded that intangible cultural heritage projects should enhance their vitality through community participation and the building of cultural confidence[1]. Ren Xiaowei (2021)

conducted a preliminary research on the modern value transformation of Yuhang rolling lanterns using case analysis, proposing that intangible cultural heritage projects should focus on integration with modern societal needs, and traditional art forms can realize new social value in education and cultural activities[2]. The article Flourishing Intangible Cultural Heritage—Yuhang Rolling Lantern (2018) provides a detailed introduction to the history and current state of the rolling lantern's inheritance. It highlights the significance of the rolling lantern in folk culture and emphasizes the proactive role of local governments in its preservation[3]. Chen Hangrui (2015) conducted an in-depth investigation into the current state of Yuhang Rolling Lantern's inheritance. The research addresses the challenges faced by intangible cultural heritage projects in contemporary society, particularly the lack of awareness among younger generations about traditional arts. It suggests integrating intangible cultural heritage education into the school curriculum[4]. Zhang Huacao (2012) examined the historical inheritance and contemporary value of rolling lantern art in the Yangtze River Delta region. Using historical document analysis, the research emphasizes the unique position of rolling lantern art in modern culture, highlighting its significant cultural value. It advocates for enhanced promotion and inheritance of this art form in modern society[5]. Xue Jian (1998) explored the artistic characteristics and performance forms of the rolling lantern, emphasizing its important role in traditional culture. The research suggests that rolling lantern art should find appropriate expressions in modern society and that its inheritance and innovation must go hand in hand to meet contemporary needs[6].

2. Analysis from the Perspective of Aesthetic Education in Art

(1) The Concept and Goals of Aesthetic Education

Aesthetic education cultivates students' aesthetic sensibilities, artistic skills, and creative abilities through art education. It not only focuses on teaching artistic techniques but also emphasizes the holistic development of students' artistic understanding, aesthetic concepts, perception, and ways of thinking. The core objectives of aesthetic education include enhancing students' artistic perception, creative thinking, and cultural identity. Artistic perception enables students to appreciate beauty keenly and inspires their interest in nature, life, and culture. Creative thinking fosters independent thought and innovative expression, helping students develop their own artistic language. Cultural identity strengthens students' connection to and confidence in their own culture, allowing them to maintain respect for their local culture in a multicultural context.

(2) The Importance of Aesthetic Education Practice

Art education not only improves students' technical skills but also nurtures their ability to express thoughts and emotions. Through artistic activities, students can enhance their observation, expression, creativity, and coordination—skills that hold significant value in daily life and social practice. Art helps students develop keen observation skills, broaden their horizons, and enhance communication, teamwork, and innovative thinking. Particularly in intangible cultural heritage art studies, students gain interdisciplinary thinking training by mastering traditional techniques, deepening their understanding of cultural history and social customs. Integrating art into daily life and campus environments enhances students' artistic literacy, allowing them to appreciate the beauty of art in natural settings and experience the close connection between art and life.

3. The Value and Significance of Shanghai Marine Intangible Cultural Heritage Rolling Lantern Art

(1) The Multifaceted Value of Shanghai Marine Intangible Cultural Heritage

Shanghai Marine Intangible Cultural Heritage is an important part of Shanghai's local traditional culture, carrying profound historical heritage and rich cultural connotations. As a regional folk art, Rolling Lantern Art not only reflects Shanghai's historical changes but also showcases the diligent and wise spirit of its people. It originated in Fengxian District of Shanghai and has long been closely connected with the city's maritime and fishing culture. The forms, techniques, and performance styles of Rolling Lantern Art are derived from Shanghai's local customs and festive traditions. It is deeply intertwined with local folk beliefs, holiday celebrations, and temple fairs, becoming an integral part of the spiritual life of Shanghai residents.

In the aspect of cultural value, Rolling Lantern Art not only displays unique skills but also conveys reverence for nature, society, and history, embodying the essence of Shanghai's local culture. Socially, its inheritance strengthens local cultural identity and confidence, fosters Shanghai's cultural cohesion, and promotes the construction of social culture.

(2) The Characteristics and Charm of Rolling Lantern Art

Rolling Lantern Art captivates with its dynamic expressions and visual effects, showcasing the rhythmic and kinetic beauty of lanterns and ropes through exquisite techniques and coordinated movements. The lanterns dance in the air, creating beautiful light and shadow effects that convey brightness and hope, reflecting the vibrancy and celebration of Shanghai's traditional festivals.

While preserving traditional performance techniques, Rolling Lantern Art continues to integrate with modern elements in its inheritance. Through the integration of modern art forms, it has been enriched and innovated on the basis of traditional performances, combining contemporary performance techniques and stage technology to make it more diverse. With the help of technology, its forms of expression have been expanded, incorporating more modern elements, allowing this ancient art form to rejuvenate in contemporary times. Through innovation and inheritance, the rolling lantern not only retains its traditional charm but also adapts to the needs of modern society, providing new pathways for the protection and inheritance of intangible cultural heritage.

4. Analysis of the Current Status of Promotion and Teaching of Shanghai Marine Intangible Cultural Heritage Rolling Lantern

In recent years, Shanghai has continuously advanced policy measures in the inheritance of intangible cultural heritage, with the promotion of rolling lantern art gradually incorporated into educational practices in schools and communities. However, there is still a certain gap in the aspect of the breadth and depth of promotion. According to relevant research data and community feedback, the coverage of

rolling lanterns in primary and secondary school classrooms is limited, mainly concentrated in some exemplary schools and community activities, and the popularity still needs to be improved.

Table 1. Current Status of Rolling Lantern Art Promotion in Shanghai Schools

Promotion Channels	Promotion Channels	Promotion Channels	Promotion Channels	Promotion Channels
School Aesthetic Education Courses	15 schools	1-2 times per semester	Approximately 20%	Insufficient teacher resources, relatively high course difficulty
Community Cultural Activities	12 communities	Irregular	Approximately 15%	Participants are mostly older
Intangible Cultural Heritage Experience Camps	5 times/year	Centralized	Approximately 8%	Limited coverage
Performances and exhibitions	3 sessions/year	Large-scale events	Irregular	Lack of sustainability

As shown in Table 1, the promotion of Rolling Lantern art in schools and communities is reflected in frequency, but the overall coverage is low, especially with limited participation among youth groups.

5. Resources Related to Shanghai Intangible Cultural Heritage Inheritance

The Shanghai Intangible Cultural Heritage Protection Center, in collaboration with the education department, promotes the "Intangible Cultural Heritage in Schools" program, covering projects such as Rolling Lanterns, shadow puppetry, and Jinshan peasant paintings. Statistics from 2023 show that the number of primary and secondary schools participating in intangible cultural heritage courses reached 35, but Rolling Lantern courses accounted for only about 40% of them. Meanwhile, the inheritance of intangible cultural heritage relies on professional teachers, and some schools report a lack of teachers skilled in Rolling Lanterns, resulting in insufficient teaching capacity.

Table 2. Distribution of Some Intangible Cultural Heritage Resources in Shanghai Schools (2023)

Intangible Cultural Heritage Project	Number of Schools Involved	Teacher Allocation Status	Teaching Frequency
Rolling Lanterns	14	Insufficient professional teachers, requiring external hires	Occasional
Shadow Puppetry	10	Local teachers are relatively sufficient	Regular
Jinshan Peasant Paintings	6	External artist guidance	Regular
Handwoven cloth dyeing	5	Part-time school teachers	Irregular

This shows that the inheritance of rolling lanterns holds a certain position in the intangible cultural heritage education system, but still requires policy support and teacher training.

6. Case Analysis

As a representative case of rolling lantern art practice, Yangjing Community has launched courses involving both elderly and young students. The following analysis is based on questionnaire data.

Table 3. Feedback Data from Rolling Lantern Course Participants in Yangjing Community

Survey Item	Satisfaction Rate	Neutral Rate	Dissatisfaction Rate
Overall satisfaction with course content	70%	25%	5%
Adaptability to course depth and difficulty	66.7%	25%	8.3%
Vividness of teacher explanations	50%	33.3%	16.7%
Classroom interaction and hands-on opportunities	45.8%	33.3%	20.8%
Degree of understanding and skill improvement in rolling lanterns	41.7%	29.2%	8.3%

The table above shows that participants have high overall satisfaction with the course content (70%), but some find it too difficult. There are differences in the vividness and interactivity of teacher explanations, with about 16.7% finding the class dull. Practical sessions are insufficient, with 20.8% feeling limited hands-on opportunities, especially elderly participants struggling with lantern frame assembly.

7. Optimization Strategies for Intangible Cultural Heritage Rolling Lantern Courses

(1) Adjusting Course Depth and Difficulty

The difficulty and depth of course content should be reasonably adjusted based on students' foundational knowledge and learning needs. Tailor course difficulty according to participants' skill levels, especially in craft-making sections. Beginners can focus on basic skills with simplified tasks. For more experienced participants, appropriately increase challenging tasks to help them

progressively improve their skills. By setting phased learning objectives, students can gradually master rolling lantern techniques at different stages. The first stage can focus on teaching basic movements of rolling lanterns and lantern-making techniques; the second stage can incorporate more creative design elements, allowing students to innovatively apply rolling lantern techniques based on their own understanding and feelings.

(2) Enhancing Classroom Interaction and Practical Sessions

To increase interactivity and hands-on opportunities in the classroom, teachers should involve students more in practical operations. Group collaboration, role-playing, and other methods can be used to increase students' interactive opportunities in class. For example, students can work in groups to collaboratively complete a rolling lantern performance task or engage in collective practice to share their techniques and insights. Additionally, practical sessions in class should be more diverse. Beyond traditional lantern-making and rolling lantern performances, creative design sessions can be introduced, allowing students to design and create new lantern styles based on their understanding or innovate performances using modern technological methods.

(3) Improving the Vividness and Interactivity of Teacher Explanations

To enhance the vividness of teacher explanations, multimedia tools can be used to improve the visualization of classroom content, helping students better understand the techniques and expressions of rolling lantern art. Moreover, teachers should focus on students' interests and adopt flexible, varied teaching methods to avoid monotonous lectures. Storytelling and scenario-based teaching methods can make the course content livelier and engaging, thereby increasing student participation. Teachers can also add more interactive elements in class, such as questions, discussions, and presentations, to motivate students. During teaching, teachers can interact with students appropriately to understand their comprehension and difficulties, making timely adjustments and offering help, which can also deepen their emotional connection to rolling lantern art.

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