

The Influence of Elementary School Students' Art Courses on Academic Achievement

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Abstract: Although all sectors of society in China have paid attention to the positive impact of physical activity on academic performance, students are often accused of loving art sports because of the influence of intellectual education rather than art. In schools, the phenomenon that art class are occupied by other main teachers also occurs from time to time. Even with the continuous emphasis on quality education, there are many areas that teachers, parents and students need to improve in their ideas and actions. Therefore, if students can prove a positive relationship between art and academic performance in the way of scientific research, it is of great significance for students to form sports awareness, correct sports attitude and develop sports habits. This study explores the relationship between art literacy and academic performance through a combination of qualitative and quantitative surveys. The hypothesis of this study is that students' art participation, art movement attitude and art sports skills are positively associated with students' academic performance. The research methods include literature and data method, questionnaire survey method, mathematical statistics method and interview method. The eighth-grade students from two middle schools in Shanghai were questionnaires. In this study, the questionnaire data and academic performance were mainly analyzed by SPSS26.0 and AMOS24.0, and the data were analyzed by frequency analysis, reliability and validity test, paired sample T-test, correlation analysis and multiple linear regression analysis respectively. The results of the analysis are that the participation degree of art movement, learning attitude, art skills and art accomplishment of junior high school students are significantly related to students' academic performance. Based on the questionnaire survey, on the basis of 216 students, art class experiment, and at the beginning of this semester for academic test and questionnaire survey, the front test, after classroom experiment, near the final students' academic test and questionnaire survey, namely the back test, after two tests, analysis of the relationship between the students' art course and academic performance, through the art course experiment, whether can improve students' academic performance, and analyze the influencing factors of academic course performance, provide reasonable Suggestions for teaching. In view of these reasons, the following suggestions are put forward: appropriately increase students' art teaching time to cultivate students' art values, improve the learning evaluation method and pay attention to the cultivation of students' thinking.

Keywords: Art Accomplishment; Academic Performance; Thinking Ability.

1. Research Background

1.1. Globalization Trend of Quality Education

"2021 China Quality Education Industry Trend Insight Report" pointed out that under the enrollment expansion policy of the college entrance examination since 1999 and the influence of the education concept of the college entrance examination, the importance of the discipline performance and the development of the training industry, the discipline education has developed rapidly. With the increase of the supply of higher education talents, more excellent young talents joining the teachers, the transformation of China's economy to high-quality development, and the upgrading of the public consumption level, the new generation of parents' education concept is also changing, and quality-oriented education has ushered in a new stage of development in China.

Zou Shangzhi (2001) proposed that facing the 21st century, 22 should comprehensively improve the quality of primary and middle school students and cultivate a stronger new generation, which has become the core of almost every national education development strategy. The United States, Japan, France, Germany, Britain and other developed countries have seized the core of curriculum reform and constantly introduced new measures of quality-oriented education. UNESCO predicts that the 21st century is the century of creating education. In the 1980s, in the remarkable basic education reform, the United States incorporated the

cultivation of the creativity of primary and middle school students into the curriculum structure, and set up three courses, including thinking techniques, creative techniques and creative activities, to train students' thinking, stimulate their creative imagination and guide students to have the courage to create.

In 1989, the United States proposed in the Universal Science — America 2061 Plan that education reform should focus on improving the quality of the people, encourage students' curiosity and creativity, and carry out comprehensive reform (Sun Dafeng, 2004). As early as 1982, the Japanese government put forward that "creativity development is the guarantee for the 21st century", to cultivate global and pioneering creative talents, and take cultivating the creativity of students from childhood as the national policy of Japanese education (Wei Siming, Dai Yuying, 2013). Japanese institutions of higher learning offer courses such as thinking skills and creative techniques to train students' creative thinking and skills. Bai Mingmao (2014) stated that the Japanese government and all sectors of society attach great importance to the research and popularization of creative science. In some large and medium-sized cities, off-job and amateur creative and invention schools are opened, and many enterprises also run their own workshops or their own schools to train their employees. In addition to the establishment of a national invention association in Japan, there are also "association of Female Inventors association", "Teacher invention association", "young male and female

invention club", "humorous invention club", often holding exhibitions of various invention works, to constantly stimulate the people's enthusiasm and enthusiasm of the country for creation. Luo Jiayi (2018) concluded that with the comprehensive development of economy, politics and science and technology, the trend of globalization is constantly strengthening. The increasingly close ties between countries also promote the development of education globalization to some extent. The educational methods of various countries constantly show openness and adaptability to respond to the tide of globalization, focus on the cultivation of students' knowledge, and focus more on improving students' comprehensive literacy. Therefore, it has become a trend orientation to cultivate global talents who can contribute to the development. At the same time, quality education plays a positive role in the training of global talents.

1.2. Domestic Students' Aesthetic Ability and Humanistic Quality Need to be Improved

Zhou Haixia (2011) pointed out that primary school is the most plastic period for students, and also a period of profound impact on one's life. We know that learning, academic development is an important part of middle school students life content and events, they face heavy learning tasks and difficult to cope with the homework topic, teachers and parents expectations make them often in academic blame and criticism make them afraid of learning, anxious, nervous, struggling, escape, retreat, these negative learning experience, experience and behavior will affect their academic growth and happiness and the sound development of personality.

Although the field of educational psychology has always paid great attention to the academic development of middle school students, most of the research has focused on external factors such as teaching content and teaching techniques. Yang Lizhu, Huang Xiting and Zhang Jinfu (1988), studied the needs of primary and secondary school students and college students from an internal perspective, and the results showed that the need for knowledge, achievements, cultural and sports activities and art appreciation and other extracurricular activities are their greatest needs. Therefore, it is necessary for us to pay more attention to the internal factors of students, especially how students' self-perception of their learning ability and their cognition and experience affect their learning.

1.3. The Standard of Artistic Quality Education is Not High

Hao Shuang (2015) pointed out that the cultivation of children's specialties is a concern of many families, and children's learning specialties are "tired or not tired" is also debated among parents. In this context, the introduction of the new policy has brought a series of chain reactions: does this mean that children should learn art in the future? What does the artistic quality evaluation evaluate? Will it be linked to the admission? Parents, teachers and students have many questions and worries in their minds. Strengthening art education is an important part of improving students' comprehensive quality, but engaging in art evaluation involves specific operation methods, so it is necessary to further improve policies, strengthen management, and standardize the art training market.

The "threshold" of art evaluation is not high, and students can basically reach the excellent level, which will not increase the burden of students. In addition, the art grade test scores do

not "replace" the test scores, so it will not set off a test boom again. Zhang Feiran, Gao Salary Ru (2015) explained that at present, the Ministry of Education requires each experimental area to formulate specific implementation plans, further improve the artistic quality evaluation indicators, content and related supporting policies, and effectively play a demonstration and driving role. According to the Measures for Artistic Quality Assessment of Primary and Secondary School Students of the Ministry of Education (2015), the artistic quality evaluation index system consists of three parts: basic, academic and development indicators: the basic indicators are the courses and extracurricular activities that students should attend in school; the academic indicators are the basic qualities and goals that students should achieve through school learning; the development index aims to guide students to independent learning and personality development.

1.4. National Requirements for the Development of Art Education in Primary and Secondary Schools

Zhang Jian (2015) pointed out that primary school art education includes fine arts, music and other education courses, aiming to comprehensively cultivate and improve the artistic aesthetic ability of primary and middle school students, optimize the knowledge and quality structure of primary and middle school students themselves, and drive the improvement of the overall curriculum teaching level in the compulsory education stage. Since the new period, as an important content of quality-oriented education, China's art education policy has also been greatly adjusted, which reflects the new requirements of the Party and the government for the development of art education in primary and secondary schools. Red (2001) in September 1949, the Chinese people's political consultative conference through the common program, the education of the People's Republic of China is "national, scientific, public culture education", advocate "love the motherland, love the people, love labor, love science, love public property for the nation of the People's Republic of China". Madada (1999) elaborated on the first National Secondary Education Conference in March 1951 that "the purpose and training goal of ordinary middle schools is to make the young generation achieve all-round development in moral education, intellectual education, physical education and aesthetic education". The Ministry of Education (1952) issued the "interim provisions on primary and secondary schools" also reiterated this principle. Although the education policies in this period did not put forward specific requirements for art education, these policies not only affected the development of primary and secondary school education work, but also had a profound impact on the art education work.

Through the above elaboration of the researchers, we can understand that the country attaches great importance to the development of art education.

2. Study Motivation

2.1. Theory of Multiple Intelligence Serves as the Guiding Direction of Art Education Theory

With the reform of China's new curriculum, the education mode of basic knowledge is also changing step by step. Ma Yuanyuan (2015) expressed traditional art education with

skills for a single teaching way has been gradually replaced by diversified education concept educators began to pay more attention to the students' all-round development, personality, strengthening cultivation, to enhance the classroom pleasure, cultivate students learning initiative of art and other disciplines, set up the correct art accomplishment, conducive to social emotional attitude and values. All these aspects are consistent with the views advocated by the theory of multiple intelligence, which provide a strong theoretical basis for the borrowing of multiple intelligence theory as the guiding theoretical basis.

2.2. The Importance of Early Personality Cultivation for Primary School Students

Peng Jinhui (2014) pointed out that the art course has a humanistic nature, which is the main way for schools to conduct aesthetic education. It is a compulsory art course for all students in the nine-year compulsory education stage, and plays an irreplaceable role in the process of implementing quality-oriented education. Zhang Yue'e (2011) put forward that school art education is an important part of quality-oriented education, and art classroom is the main channel of art education for students. Art is of great value to students' personality growth, emotional cultivation and the improvement of intelligence.

Mo Jianing (2010) pointed out that modern psychological research shows that personality is the expression of a person's whole mental outlook, including psychological characteristics and personality tendency. The famous British educator Herberide proposed that the so-called complete personality refers to the comprehensive and coordinated development of all potentials. The essence of art education is to educate people, cultivate heart and cultivate character, and this "case" refers to personality. Sun Yiliang (2016) pointed out that throughout the development of art education at home and abroad, the first pursuit of the function of character education: focus on the natural perfection of human character, pay attention to the influence of spirit, and make it acquire noble character. A person's growth often starts with the correct early education, and childhood is the germ period of healthy psychology and good behavior. With the continuous development and improvement of art education, modern aesthetic education is not only the training of skills, but also pays more attention to the comprehensive cultivation of students' personality, thoughts, mood and other aspects. Therefore, it is very important for the growth of students to pay attention to the early personality cultivation in art activities (Zhang Fengling, 2013)

2.3. Upgrading of Quality Education Concept under the Intergenerational Change of Parents

Li Daoshun (2005) pointed out that contemporary parents pay more attention to the shaping of their children's underlying thinking and character, and parents at different stages have different directions of attention to their children's quality courses. As a new generation of parents, the post-80s and post-90s have more advanced and forward-looking educational concepts. They have invested more money in their children's education and are full of expectations for the improvement of their children's core qualities. Hu Yong (2019) pointed out that from the perspective of educational concepts, they hope that their children will become all-round players with sound personality, rational thinking ability, self-

management ability and problem-solving ability. According to the results of the 2020 Chinese survey on children's education in Chinese urban families, parents whose children are in different academic stages have invested in quality education courses to varying degrees. Parents are constantly shifting from excessive attention to their children's intelligence / skills to the direction of personalized and humanized quality improvement.

3. Meaning and Theory of Academic Performance

3.1. Academic Performance- -Intelligence Factor

(A) The concept of intellectual factors

In daily life, people's interpretation and attitude towards intelligence factors are often used to refer to the level of intelligence, usually called IQ. However, scientific research has summarized and defined IQ from multiple perspectives.

Chen Kaiji (2019) mentioned that intelligence is a kind of biological ability, consisting of observation, memory, thinking, imagination, creativity and abstract generalization ability. At its core is the ability to think and the ability to imagine. Each ability has a variety of qualities, such as observation with objectivity, comprehensiveness, accuracy, agility, creative five qualities: memory agility, persistence, accuracy and preliminary four qualities: thinking is extensive and profound, originality and critical, purpose, agility and flexibility, such as order quality. School teaching is considered as a way of developing five cognitive abilities or five mental functions to develop intelligence.

(B) Factors affecting intelligence

Intelligence influencing factors are divided into innate and acquired factors, but innate factors are the decisive factors. Tomorrow factors can only have limited influence on them, but the influence can be amplified or even cover the innate function through appropriate methods. Li Dawei (2005) explained that brain science research shows that the human brain has great potential brain usually due to lack of stimulation, about 80% of the brain nerve cells in a dormant state failed to play their due function. Students 'intelligence mainly includes five dimensions: observation, memory, thinking ability, imagination and creative ability. The relevant influencing factors of these five dimensions will affect students' intelligence level to different degrees. The specificity of the stimuli and the emotional state of the students can affect their ability to observe. Jiang Jianbao and Lei Ying (2018) believe that the cognition of the purpose, the number and nature of the objects, as well as the emotional arousing of the subject brain nervous system will all affect the memory ability. Thinking ability, as the core element of intelligence, is a process of reprocessing knowledge, which is influenced by students' observation ability and memory ability. The presence and maintenance of appropriate stress can also promote the intellectual development of students.

It can be seen that intelligence factors usually refer to memory, observation ability, thinking ability, attention, imagination and so on. It is an important factor affecting academic performance. Due to the low complexity of the curriculum in primary education, the influence of intelligence factors on academic performance is often magnified.

3.2. Factors Affecting Academic Performance-Non-Intellectual Factors

(A) The concept of non-intellectual factors

At present, there is no academic consensus on the definition of non-intellectual factors. In general, the use of non-intellectual factors is both broad and narrow. There are three clear statements:

(1) Professor Yan Guoma (2005) proposed that "non-intellectual factors are the general term of all psychological factors except intellectual factors; a series of stable psychological characteristics formed in the process of transforming the objective world are called non-intellectual factors", and he divided the extension of non-intellectual factors into three levels: the first level is the macro level, and all psychological factors other than intellectual factors can be collectively called non-intellectual factors. The second level is the middle level, non-intellectual factors mainly include 12 psychological factors, namely achievement motivation, desire for knowledge, learning enthusiasm, self-esteem, self-confidence, competitive heart, sense of responsibility, sense of obligation, sense of honor, self-control, persistence, independence

(2) Professor Lin Chongde (2005) put forward: "Non-intellectual factors refer to the psychological factors that interact with the benefits of activities besides intelligence and ability."

(3) Professor Shen Deli (2009) proposed that non-intellectual factors can be divided into two levels: "The broad non-intellectual factors include all psychological factors except the intellectual or ability factors; the narrow non-intellectual factors refer to the psychological factors that are closely related to intellectual activities and jointly affect the efficiency of intellectual activities."

In addition to the definition of non-intellectual factors by the above three professors, the non-intellectual factors generally accepted by the public are mainly composed of various psychological factors such as interest, motivation, emotion, will, character, ideology and moral character, and behavior habits (Xiong Shaogao, 2009).

(B) Factors affecting non-intellectual factors

In order to let students actively participate in learning activities in good condition, it is crucial to stimulate their interest in learning. Only an interest in learning will have a strong thirst for knowledge and a strong desire to learn, generate motivation, so as to study actively. In general, your motivation is directly proportional to your academic performance. Good study habits also have a positive role in promoting students' learning. In general, positive learning motivation can make students regard learning as a kind of pleasure, and developing good learning habits can lay a solid foundation for good academic performance. If students can give full play to the maximum potential of non-intellectual factors, it will play a great role in promoting their academic performance.

(1) The attitude towards learning

Students' learning attitude includes not only the understanding and purpose of learning, but also includes students' learning behavior and emotion. Students' understanding, emotion and behavior determine the overall performance and learning effect of students' learning. In this sense, learning attitude is the basic factor affecting students' learning (Wang Lijuan, 2013).

(2) Will in learning

Learning activities are a relatively long, gradual and continuous process. The realization of this process is bound to experience many subjective and objective difficulties, and whether the process can be realized smoothly, but also depends inevitably on the situation of students' willpower. Some students have a good intellectual foundation, and they can also have a temporary interest in learning, but in the end, they did not achieve the desired effect, because of the lack of willpower. The so-called "three days fishing, two days drying net", no long sex, is this kind of performance. The lack of willpower is a common obstacle for students in learning. Many students with "difficulties" in learning are often caused by the lack of willpower. And students with good will quality, in order to achieve their predetermined learning purpose, in the face of difficulties, can consciously and actively adjust their actions, so that their actions do not deviate from the purpose of learning

(3) Interest in learning

(Wu Youhua, 2014) In the article, Confucius once said: "Those who know are better than those who are good, and those who are good are better than those who are happy." That is to do a thing, know and understand the process as like the process, like to do this thing is not as happy to do this thing. Interest is the best teacher, hobby is generated on the basis of interest, interest and hobby will improve the initiative and enthusiasm of learning, so as to subjectively willing to spend more time and invest more experience to learn the subject they are interested in, and learn the better, become their own advantage. Interest is not innate, it is produced in the process of learning, life and practice, that is to say, interest can be cultivated.

(4) The formation of learning habits

Xu Chengyun (2011) believes that habits need to be practiced repeatedly, developed for a long time, and are relatively stable, manifested in language, thinking, behavior and other aspects. There are good and bad habits, but both good and bad will have an impact on students' learning. Good learning habits make students learn consciously and thus achieve good results; bad habits make students detour in learning, constantly encounter trouble, and can affect their learning effect.

In conclusion, the factors affecting non-intellectual factors include attitude towards learning, will, interest, and formation of habits. "Stupid birds fly first" to fly higher, naturally good at running rabbits are always lagging behind the tortoise. Non-intellectual factors sometimes have a greater impact on academic performance than intellectual factors. Just like Da Vinci, after a lot of repeated practice of painting eggs, honed his learning attitude, will, interest and habits, coupled with its own excellent IQ factors, and finally became a great Italian scientist, inventor and painter.

3.3. Influencing Factors of Academic Performance- Its Own Factors

Students' own conditions will affect their academic performance. The family background and growth environment are also important factors affecting students' learning, the influence of the parents, the parents' education and the importance of learning in a certain environment, the learning habits will affect the learning motivation and enthusiasm for students' learning.

Through the above introduction of intelligence factors, non-intelligence factors and students' own conditions and other factors, we find that the factors affecting students'

academic performance are diverse, but also complex, so it is necessary to pay attention to and cultivate many factors in teaching, in order to better promote students' academic performance.

3.4. Meaning of Primary School Students' Academic Performance

Generally speaking, in school education, academic achievement is for the academic achievement that is different from music, physical education and art learning. Primary school students in school learning including Chinese, mathematics, English, education, culture courses, in the process of school education, the teacher in accordance with the teaching objectives, around the specific teaching content, follow a certain teaching method to professional influence on students, to test the students' learning effect, each semester in accordance with the national, local or school evaluation standards to final appraisal of students, students assessment in the number, we call the academic performance. The academic performance mentioned in this paper is mainly for the final examination results of Chinese and mathematics for primary school students in school.

4. Research on the Connotation and Theory of Art Course

4.1. Art

There are great differences between China and the West in the concept of art. First of all, we should make clear the definition of art and art education in China. What is Chinese art? This reflection is often regarded as a key issue in the field of aesthetic education and philosophy of art. Because without this answer, our study makes no sense. We will discuss this issue from two aspects: the definition of art and the development of art.

(A) Definition of art

Primitive art exists around the world, especially in countries on the Mediterranean coast. Around ancient Greece in the 6th century, the concept of art that we understand emerged. The definition and meaning of art have always been revised and changed. Although many ancient and modern artists and theorists have extensively sought for the definition of art. To this day, there is no authoritative definition, and even theories about the impossible to define art. With the development of society, the definition of art is becoming broader and broader. With the development of aesthetics and ideology, art gradually merged with different fields of thought.

The origin and development of art education are closely related to human life and production; it can be said that art is born with human nature. Over time, the art form is passed down from generation to generation as a living habit and social custom. Although this transmission is unconscious, the embryonic forms of art education arise naturally and function in step with the development of society. This is also the reason why art education research always lags behind the reality. With the progress of human cognitive ability in daily life, art occupies an increasingly important role in human daily life. Gradually, man began to use the function of art in education; art education was born in history.

1) Why does art develop by itself?

If art can develop at the same time of human development, it is because people need it. It is clear that humans have multiple needs in their life. Psychologist Abraham Maslow (1943) developed the motivation theory based on the

observations in the 1940s and proposed the hierarchy of human needs. He divided human needs into eight levels: basic physiological needs, protection and safety needs, social needs, cognitive needs, and self-esteem needs. Aesthetic needs, self-realization needs and beyond the needs. Abraham Maslow Believe that human motivation is always dominated by unmet lower needs. The higher demand attracts human attention only when the lower demand is met.

According to Marx's historical materialism, art is the highest property of man; it can develop only if human physiological and security needs are met.

In addition, the History of Art also confirms Abraham Maslow's theory. For example, in the early years of human development, "art" such as cave painting and small sculptures were not created for aesthetic needs, but for the need of survival. Because our ancestors must look for food. In that era, "art" was more of a ritual activity closely related to primitive religion and witchcraft. Therefore, higher art will only occur when some people's basic needs (warm, nutritious and safe) are met.

With the development of society, human needs are becoming more and more diverse. In this case, several art forms have emerged. All art, including those destined to appreciate (painting, music). Dance, drama, film, and television), and those of actual material life (architectural design and everyday products) are linked to the needs of the human spirit. On the one hand, artists who are satisfied with their basic needs regard art as a way of expressing their emotions, leading to the "utopian world". In particular, the literati of the Yuan Dynasty used the literati book to express their feelings. That is why in China, we often call this painting "the art of the mind".

2) There is a balance between the art and the economy

As we all know, economy often influences and restricts the development of art through intermediary means such as political means, moral means and legal means. Although the economic change is inherently related to the change of art, it is not strictly a causal relationship, because their respective speeds do not always keep pace. Art develops sometimes early, sometimes late. At the beginning of the 19th century, the German economist Friedrich List (1961), a representative figure of the historical school, put forward a series of views on the relationship between economy and culture. He opposed separating the economy and the culture. It criticized the popular school of that time as "rigid materialism", that is, "it only considers the simple exchange value of things, not taking into account the spiritual and political interests of the country, immediate and long-term interests and the productive forces of the country" (quoted from Tang Xianghong, 2012).

The development of art and economy is not balanced. For example, the level of modern economic development is certainly higher than the economic level of ancient Greece, but the level of modern art is not necessarily higher than the level of ancient Greek art. Second, by making a horizontal comparison of different regions and different countries of the same era, the development of art and economy is unbalanced. For example, in the 19th century, Russia fell far behind the western capitalist countries economically, but the art field showed an unprecedented prosperity situation. Third, to compare the different types of art within art, the development of art and economy is unbalanced. That is to say, on the same economic basis, some art types developed, while others did not develop at all. Therefore, the view that "economic prosperity, art must prosper; economic decline, art will

decline" is unfounded. However, this cannot deny the decisive role of economy on the development of art.

There are several reasons for the imbalance of art development: political views, geographical environment, social and historical situation, and economic level. Finally, we can see that the level of productivity of a society basically determines the development and evolution of art. Art has always been based on material things. Human beings begin to pursue spiritual satisfaction when they dress warm and eat well. Art serves people's life and also represents political power.

4.2. Art Education

The formation of the concept of "art education" is generally believed to originate from the pre-Qin period and the ancient Greek period of China. At that time, "art education" had three characteristics: first, to maintain the rule and meet the needs of political and religious affairs. For example, in the book *Xunzi*. "Music, the sage is happy, but can be good to the people, its moving, and its customs and customs, so the first king of the rites and music and the people harmonious. "It reflects that art teaching plays a certain role in making the village and public opinion more conducive to the rulers. The second is to cultivate the ruler's elegant aesthetic taste, to create a noble, upright personality. Just as describing the aesthetic style of ancient Greece such as "noble quiet" Chinese aesthetic ideal such as "joy but not prostitution, sorrow but not hurt" and "gentle and sincere" "neutralization of beauty", it reflects a rule of rulers for art education. Third, light technology and heavy art (Zhang Zhen, 2016).

China's modern art education originated from the early 20th century, when many educators have made relevant descriptions of art education. For example, Cai Yuanpei put forward that "aesthetic education should replace religion, believing that art education can" improve people's aesthetic ability, cultivate beautiful sentiment, enrich spiritual life, so as to seek good moral fashion and enlightened political situation. Liu Haisu put forward: " Art education is to cultivate the spirit of art through education to cultivate the instinct and feelings of human beauty; at the same time, to promote the instinct of beauty and the feelings of beauty to appear outward, and to generally cultivate sound human beings (Ding Tao, 1989). This kind of aesthetic education is the core, and the art education thought has laid the foundation of various art education at all levels in China (Yang Li, Song Duxian 2002).

4.3. The Characteristics of Art Education

(A) Art education is humanistic education

The purpose of art education is to shape people. On the one hand, by improving artistic ability, art education can better manage personal emotions and help to realize personal value; on the other hand, it can improve knowledge and awaken creativity. This has accelerated the development of social material and spiritual civilization.

(B) Education through the art

People can directly feel the spirit and influence of art education, which is very different from intellectual and moral education. Intellectual education is based on theories, rules, and definitions; all interpretations are considered as a means to a reasonable purpose. Moral education can be achieved through the understanding and practice of moral norms and rules of behavior. In contrast, art education will be able to pass all rational rules to the student in a sensitive way, through

what the ears and eyes perceive, rather than understanding ethical concepts and behavioral standards by understanding definitions.

(C) a standard and free education

On the one hand, as a teaching activity. Art education should systematically put its teaching objectives into practice, and all its teaching activities should comply with the education law: in order to best achieve its goals, the art must choose the best way to practice the various arts; it must also choose the best solution for the students concerned. On the other hand, art education requires emotional input to realize its function. Emotional and personal life is always special, and it is based on everyday personal experiences. So this investment is also the exchange and integration of personal knowledge and art. In this sense, art education is free and independent.

4.4. Functions of Art Education

The function of art education largely depends on the function of art; in order to study the value and function of art education, we will carefully study the value and function of art. In the eyes of most people, art is related to cognitive function, educational function, entertainment function, intellectual development function, psychological function and certain social function. According to the Soviet Union trend in the 1950s, art also has 14 communicative functions and other social functions, and awakening functions. Despite the diversity of these functions, in this study we emphasize the importance of the aesthetic functions of art, because it is through this function that art is independent of other social forms and distinguishes itself from other social forms. That is to say, the essence of art is to meet people's aesthetic needs through creation and realization.

Therefore, art, as the final representative form of human aesthetic consciousness, and its various social functions can only exist if it respects its basic aesthetic value. For example, a clear and logical essay on morality, with no aesthetic value, is just a good academic study; it will never be a work of art. In contrast, it is well known that besides its numerous commercial functions, the Sydney Opera House is known for its architectural beauty; it is considered one of the best architectural artworks in the world. For recent historical reasons, in the mid-20th century, China was long afraid of talking about the aesthetic value of art, which has become a tool for politics; the Soviet aesthetic view was introduced into China and the study of its functions was gained.

4.5. Concept of the Art Course

Zhou Limei (2014) pointed out in the New Curriculum Standard of Art: " By learning art, enrich students 'vision and touch; develop students' spatial thinking and practical ability; stimulate students 'creative spirit and practical ability of art, so as to express their feelings and thoughts with art, so as to improve students' aesthetic ability and perfect personality."

Art education has a unique internalization function in cultivating people's innovative spirit. Its image, pleasure and infectious performance effectively adjust students' psychology, students will transfer the spiritual pursuit and innovative experience in art activities to their learning and creative activities, can effectively improve the learning state, dilute the weariness, stimulate the desire to create. Students' interest in artistic activities and artistic performances can stimulate their upward motivation, which can be guided to other aspects to promote the "motivation transfer", which is

conducive to the development of their potential intelligence and the overall improvement of their quality.

Wu Bin Wu (2010) Express art education can effectively develop individual potential, sublimate the spiritual realm, stimulate creative impulse, and cultivate innovative talents. Art education plays a unique role in developing individual intuition, reasoning, imagination, expression and communication; art is the concentration of human culture and the crystallization of human civilization. Art education injects passion into the study of other disciplines, which is conducive to its intellectual development and innovative quality; art education can cultivate complete people, without art education is incomplete education. The value of art education lies in: art education is not about cultivating artists, but first all about cultivating people.

Wang Shixia (2012) expression art education concept art education is under the guidance of quality education thought, according to certain social requirements and development of body and mind, through a planned, purposeful art education activities, cultivate and improve the art creation ability and aesthetic consciousness, to promote the all-round development of an important part of a school education. Its purpose is not only to cultivate professional painters, but also to cultivate modeling and aesthetic ability, but also to improve people's imagination and willpower, and to cultivate excellent quality and personality through appreciation, painting and handwork.

Zhang Lei (2013) stated that art education has the strongest penetration in the education of moral, intellectual, physical, aesthetic and labor, and directly or indirectly influence and interact with the other four education. Art education can be divided into broad sense and narrow sense. Fine arts education, refers to promote the comprehensive development of art education, through appreciation and skill training, it includes school education and social propaganda. In the narrow sense, fine arts education is professional art education, that is, through systematic professional training, cultivate trained and creative talents, which includes school education and personal education.

To sum up, the art course is very important. Under the system of quality education, it is a compulsory art course for all students in primary school. Art is a kind of artistic activity that uses certain material materials to express their thoughts and feelings.

5. Research on the Relationship between Fine Arts Courses and Academic Performance

At present, there are many studies on the influencing factors of academic performance in China, and more and more attention are paid to the primary school art curriculum. However, there are few results in analyzing the influencing factors of art curriculum on academic performance. "Impact factors of academic performance" and "art course" were searched in "CNKI Chinese Journal Full-text Database", and 0 relevant documents were found.

5.1. Relationship between Aesthetic Education and Intelligence Factors

Lv Qingxin (2015) believes that the relationship between aesthetic education and intellectual education- -with beauty. Intellectual education is mainly the education of teaching knowledge and skills, whose purpose is to improve people's

ability to understand and grasp the objective laws of the world and to solve a real problem. Intellectual education is the basic link of educational activities. A well-developed person must have rich scientific knowledge and certain labor skills.

Chen Lidi, Yang jing (2013) think aesthetic education for the implementation of the intellectual education, also has a role, through aesthetic education, can with true beauty, this is the people for the natural beauty, social beauty, artistic appreciation, can in the happy spirit at the same time, understand history, understand nature, understand society, get all kinds of natural science and social science knowledge.

Lv Qingxin (2015) elaborated the influence of aesthetic education on intellectual education, which can penetrate into the intellectual enlightenment of life in the beginning of life and the most important school education period of life, and also have a great influence on scientists' exploration of the mystery of truth. Modern science has proved that children who have received fetal education, whether from temperament or intelligence, are much better than those who have not received fetal education. As the earliest education, it can make life obtain the best basis for development. Early childhood is a critical period for a person's intellectual development, this period the family environment is particularly important for children. A family environment with aesthetic atmosphere is a golden key to open the door of its children's mind.

In daily school education, the use of the principle of beauty will also be greatly conducive to mobilizing students' interest in learning, more convenient for students to understand and master the internal laws of things. It also attracts scientists to explore the mystery of truth, which can greatly broaden their horizons and mobilize their enthusiasm for study and study (Fang Nianen, Jin Xianghua, 2004).

According to the research of experts, the relationship between art and IQ is not significantly described, but good art education can create a positive environment for intellectual development, which indirectly affects the intellectual factors.

5.2. Study on the Influence of Non-Intellectual Factors in Art Curriculum

(A) The theoretical basis of the art course in influencing the non-intellectual factors

Wang Shixia (2012) believes that art education has the development function of the potential of the right brain and promotes intellectual improvement. Scientific research has proved that the right brain and the left brain have great development potential, the left brain controls the movement and feeling of the right body, governs the abstract thinking of human time concept, speaking and writing; the right brain controls the movement and feeling of the left body, and governs the image thinking of people's mood, memory, appreciation and imagination.

Due to the influence of exam-oriented education and traditional teaching concepts, people attach great importance to the left function of the left brain, because the left brain is generally used in cultural courses, while the development and use of the right brain is ignored. Art education can stimulate the vitality of the "right brain", develop students' ability of observation, memory and creation, and comprehensively develop the potential of the human brain. Art education is to develop and improve students' various cognitive abilities in the process of learning, which is the primary course of human intelligence development. When drawing, I constantly practice the coordination of eyes, hands and brain, and deeply

observe the performance, so as to exercise the potential of the right brain and inspire the mind, and form a complete intelligence (Guan Leiyan, 2005).

Zhou Qingmei (2008) proposed that the development of human intelligence is closely related to the level of its sensibility. Because of the lack of sufficient perceptual materials, abstract thinking activities cannot be carried out, unable to understand the essential laws of things, and even more difficult to carry out scientific invention and creation. Develop and improve students' observation ability.

Xie Fengchun (2012) pointed out that it is through good observation for students to acquire knowledge, develop skills and develop intelligence, and aesthetic education is an important way to cultivate, develop and improve students' observation. The development of students' observation through aesthetic education itself also promotes the further development of their intelligence.

Developing and improving students' memory is a psychological process of accumulating and preserving individual experience in people's minds by means of memorization, keeping, reproduction or re-recognition. Guo Zhenqi and Wang Dong (2006) believe that developing and improving the imagination of students is a process of processing and transforming the existing images in their minds to create new images. Imagination refers to the ability to process and transform several images formed in the human brain to establish new images. It has the role of accelerator and catalyst in creative activities.

Yu Lili (2014) believes that not only natural beauty can induce people's imagination, but also social beauty and artistic beauty can stimulate people's imagination. Thinking is a psychological process of exploring and discovering new things. It reveals the essential characteristics and internal connections of things, anticipates and deduces the development direction and trend of things, and is an advanced form of knowledge.

First of all, I consciously help students to set up clear learning goals. In the work, the author often let students make clear the days and tasks of each activity, as well as the requirements achieved after learning, and encourage students to set up their own learning goals. Secondly, create the problem situation to stimulate the students' thirst for knowledge. In teaching, a problem situation of students who understand, half and know, is formed to arouse students' curiosity and thinking, so as to stimulate their interest in learning and thirst for knowledge, of course, teachers need to be familiar with the teaching material in the experiment, master the structure of the teaching material and the internal connection of knowledge, and understand students. Third, often assign learning tasks to students, let students know their progress, understand the learning results. And use praise and criticism to motivate students' learning motivation.

Cultivate students' willpower. In the point, line and surface experiment, those students who encounter difficulties in action, often manifested as fear of difficulties, lack of confidence to overcome difficulties, and even have mistaken and confused motivation, often lack of ideals, and are indifferent to their own learning. In the teaching process, the author often permeates ideal education, so that students make clear why they study and why people live, and guide them to closely link their personal ideals with the country's socialist modernization, and study hard for it. The completion of an art practice needs to be meticulous and the spirit of not afraid of difficulties and setbacks. In the practice, teachers often guide

students to exercise self-awareness, correctly evaluate each exercise of their own, and gradually develop good habits such as self-examination, self-supervision and self-motivation.

To sum up, the influence of art curriculum on non-intellectual factors mainly has the following three points: First, to stimulate students' active participation in all psychological activities. The second is to stimulate and maintain students' learning motivation. Students' initiative and enthusiasm are the internal factors for them to learn all kinds of academic knowledge well. Students' positive learning emotions are manifested as strong interest in learning, while negative learning emotions are manifested as learning burnout. Third, to cultivate students' willpower. People with weak will retreat, and only strong qualities can encourage them to study hard and have confidence in the future.

5.3. Art Courses Affect Students Themselves

Art activities in education can help students bring happy emotional experience, form a positive self-awareness, improve students' self-confidence and self-esteem, art class extracurricular activities need parents closely, to promote the parents and students' emotional communication and communication can also play a good role in promoting, in the process of participating in activities, parents can through participation to help students to establish and form a good unity activities and learning habits.

In view of the few studies on the correlation between learning environment and family factors and art courses, this paper assumes that there is no significant difference in their own factors.

6. Suggestions on Cultivating Students' Fine Art Literacy

6.1. Students' Observation Ability Should be Cultivated at Any Time

Observation is the basis of painting and production. Due to the age characteristics of students, they tend to be simple and incomplete when observing things. They are often attracted by offices with unique shapes, bright colors, light and sound, and mostly "see" things with general shape and dark color. Therefore, teachers should try to meet the students' preferences in the setting of teaching AIDS, and choose the teaching AIDS with more visual impact.

6.2. A Free Creative Atmosphere Should be Created

Psychologist Rogers believes that "psychological safety and psychological freedom are two important conditions to promote creativity". In painting, teachers should not limit too many students, children cannot be alike, should be as much as possible to give children more free space to play, do not use adults' understanding of the world to restrain children, to explore children's own language itself is the process of cultivating creativity. Teachers should create a free and relaxed environment in the student garden, appreciate students' humble creation every time, encourage them to draw their own ideas and speak their own opinions. For students' whim, teachers should give attention to and guidance, encourage children to boldly draw what they want to draw, so as to stimulate students' interest in creating and form students' inner creative tendency. In addition, each piece of work is a kind of expression, so after the painting, students' self-statement is the best evaluation of the painting works, so

teachers should try to create more opportunities for students to tell the work,

At the same time, try to organize students to create their willing painting.

6.3. Various Teaching Methods should be Adopted

Rich and colorful teaching content and a variety of teaching methods will make students keep high interest in art activities, so that the art activity has vitality, so the teacher should put the creative first, guides the student to bold performance, free creation, encourage students to express their unique thoughts and emotions, liberate the students from passive imitation example. At the same time, teachers should use open questions and statements in the organization of teaching language, so that students can express their ideas and wishes as much as possible, rather than frame the answers through closed questions and closing students' thinking and imagination space.

6.4. Multi-level Art Materials Should be Placed

The formation of creative thinking is based on the fulfillment of various possibilities for students to solve problems. As a way of emotional expression, art itself does not have strict restrictions in form, color and other techniques. The inherent requirement of art is interlinked with the nature of children, that is, the open attitude of art to possibilities is highly consistent with children's exploration of various possibilities. In order to turn this possibility into reality, teachers need to provide students with rich art creation materials and provide appropriate places. When placing materials, they should be targeted according to the theme. To this end, teachers can according to the students' characteristics, interest, ability targeted, purpose to put materials, so that students' hands and brain more directional, for students to express emotions through art, develop creative thinking to provide more possibilities.

6.5. The Relationship between Skill Practice and Creativity Training Should be Grasped

Without certain painting skills as the basis of creation, the development of empty talk about creativity is not feasible. Students' life experience, and way of thinking is mainly given priority to with specific image thinking, which determines the need to teachers teach some basic skills, but teachers at the same time to realize cannot excessively teaching process, and to teach no trace, in the painting skills training, also must pay attention to the diversification of activities, give students is support and guidance, rather than alternative or arranged.

7. Conclusion

This study found that in the association between intellectual and non-intellectual factors and academic performance, There is a moderate intensity positive correlation between learning ability, learning responsibility, cognitive interest, learning perseverance, achievement motivation, competitive heart, learning enthusiasm and academic performance, The great scientist Albert Einstein once said, "Interest is the best teacher." exactly, In the course of a student, Heavy learning tasks are always unavoidable, If a student wants to go further and wider in the academic path, As a teacher, we must strive to guide and cultivate students

with a wide range of interests and hobbies, In this process, students to actively explore their shining spots is crucial, Because students only develop their own wide range of interests in study and life, To have a strong motivation to learn, At the same time, but also to cultivate students' noble feelings and learning attitude, In order to better stimulate the students' achievement motivation. In this way, students can cultivate their positive learning efficiency and learning strategies, and research shows that the positive learning efficiency and achievement motivation are directly proportional to students' academic performance. The first is the learning attitude, which reflects the objective understanding level of learners towards learning, and also includes the learning behavior and the emotion towards learning. Students' cognition, emotion and behavior determine their academic performance and learning effect. From this point of view, learning attitude is the basic factor affecting students' academic performance. Followed by learning perseverance, students in the long road, always encounter such difficulties, such as students without good learning methods and make learning, it is bound to cause a certain degree of students' learning enthusiasm, blow, may lead to the exam failure, this time requires students have a strong will, give full play to the individual subjective initiative, found the problem, analyze and solve the problem. On the contrary, if students lack strong perseverance, they will retreat in the face of difficulties, give up, affect their academic performance, and appear a vicious circle of losing hope for learning.

Again, is the interest in learning. Confucius said: "He who knows is better than good, and those who are good than happy." Indeed, interest is the best teacher, full of interest and hobby will improve the initiative and enthusiasm of learning, students will feel the pleasant experience of learning, but will not feel that it is a hard job. On this basis, students will then have a strong motivation for achievement, which will indirectly promote the improvement of academic performance and achieve learning goals, so that students will form a virtuous circle of learning.

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