

Integration of Red Resources in Middle School Art Teaching Practice Research

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Abstract: The integration of red resources is an important aspect of middle school art education, and incorporating the spirit and culture of the color red into middle school art classrooms holds significant significance. This paper, using art as a medium, explores the educational pathway of integrating red resources into middle school art education by examining and analyzing primary and secondary school curricula and teaching theories, core literacy teaching theories, new art curriculum standards, and subject textbooks. Through investigating teaching methods to enrich the forms of art curriculum content, this study aims to shape students' ideal beliefs, cultivate patriotic sentiments, and promote the development of the art discipline.

Keywords: Red Resources; Middle School Art; Teaching Practice.

1. Introduction

The 19th National Congress Report of the Communist Party of China highlights: "Uphold the spiritual lineage of Chinese Communists rooted in the great spirit of Party building, make good use of red resources, deeply promote education in socialist core values, deepen patriotism, collectivism, and socialism education, and focus on cultivating a new generation capable of shouldering the great responsibility of national rejuvenation." Art education is a curriculum that combines moral and aesthetic education, with its fundamental task being to cultivate moral character and educate through beauty. Red art education is a form of moral education that nurtures students' character from the perspective of historical culture and national spirit; it is also a form of aesthetic education that cultivates students' aesthetic judgment and innovative consciousness through the study and appreciation of excellent red art works. Moral and aesthetic education complement each other, promoting students' comprehensive and individualized development[1]. Under the guidance of the red spirit, red art education should permeate all aspects of teaching and non-teaching activities, mining red content from textbooks, consciously developing and utilizing social and cultural resources, employing a variety of teaching methods to integrate red culture throughout, transforming red spirit into an internal driving force, addressing difficulties in learning and life, and beautifying life and the environment.

2. The Concept and Connotation of Red Resources

The concept and connotation of 'red resources' encompass distinct ideological characteristics, symbolizing revolutionary spirit and ideal beliefs for the proletariat. Red resources refer to significant resources created by the Communist Party of China, closely related to its socialist system, leadership status, and the cause of socialism with Chinese characteristics. Red cultural resources mainly refer to a collective term for positive spiritual resources rich in patriotism and the spirit of hard work, spanning from the New Democratic Revolution

era to the current peaceful development period.

The educational value of red resources not only stems from their irreplaceability and hard-won nature but also lies in the guidance and education they provide to students in their formative years, particularly in cultivating patriotic sentiments. Protecting and utilizing red resources effectively, while bearing in mind the great sacrifices made by revolutionary martyrs, ensures the conscious inheritance of the red genes and the assumption of the responsibility to construct our country.

3. The Current Research Status of Ideological and Political Education in Middle School Art Education in China

As of September 2023, the author conducted a search for papers with "art resources" and "middle school art education" as the main topics, resulting in 144 papers. The overall research interest in this area has been on the rise. There are 13 related research papers on the integration of red resources into middle school art curriculum, with 10 of them being master's theses. In 2023, Muna from Hefei Normal University designed an art unit course around the red art resources of Shucheng County, focusing on the essence of the red spirit of Shucheng in the unit course design [2]. Also in 2023, Zhang Shenglin from Hebei Normal University integrated Hebei folk art into middle school art curriculum from the perspective of red education, exploring practical methods for regional red art courses and using Hebei woodcuts as a starting point for red art education [3]. In 2022, Yu Changjun from East China University of Science and Technology conveyed the idea of protecting traditional culture for sustainable development through the design of a creative course on Jinxi Ancient Village cultural innovation [4].

From this type of literature research, it can be seen that innovative designs for middle school art courses using local red material and cultural resources have been implemented in areas such as Shanghai, Hebei, and Anhui. Integrating red resources into middle school art curriculum is beneficial for cultivating high-quality comprehensive talents and instilling

in students a love for the excellent culture of the Chinese nation from an early age. However, there are still issues in the exploration and design of red resources in art courses: the content system of red resources is rich and extensive, making integration difficult; teaching modes are relatively rigid and monotonous, leading to insufficient student interest and failing to achieve the goal of spiritual transmission. At the same time, the author believes that in the process of integrating red culture with art teaching, it is important to select representative elements, integrate disciplines, fuse interdisciplinary knowledge, guide students in creative transformation based on the foundation of art subjects, and understand the spiritual essence of red culture.

4. The Cognitive Development Characteristics of Middle School Students

4.1. Cognitive Characteristics of Secondary School Students

The cognitive development of middle school students is influenced by psychological, cognitive, and aesthetic factors. According to Piaget's theory of cognitive development, middle school students (aged 12-15) are in the formal operational stage of cognitive development. During this period, students' thinking abilities have developed abstract reasoning skills, enabling them to understand cultural significance intellectually. Their cognitive abilities continue to improve during this stage, with increased absorption, induction, and transformation of knowledge. At this stage, students' thinking development shows a certain level of independence and judgment, but there may be some one-sidedness in their objective cognition of the external world. Therefore, it is important to focus on psychological, cognitive, and aesthetic aspects to enhance students' concentration and creativity within the framework of Red Education, fostering a healthy aesthetic sense.

The psychological development of middle school students is influenced by genetic factors, social environment, school education, and individual subjective factors, with school education playing a predominant role in shaping students' psychological development. Providing positive psychological encouragement and suggestions to students, along with individualized educational guidance based on each student's psychological development, is crucial. Tailoring curriculum instruction by selectively integrating Red Education content based on students' thinking patterns and their ability to grasp knowledge, focusing on Red themes that students are more receptive to and can practically engage with, helps develop students' abstract thinking and innovative abilities. In today's rapidly advancing digital age, art is deeply integrated into society, and education involves the selective creation of significant meanings. Middle school students' thoughts are still in the process of formation, and their perception of "beauty" may have subjective biases and be easily influenced by external factors. Teachers should guide students to cultivate basic aesthetic literacy and exhibit healthy aesthetic interests.

4.2. Establishing Values in Secondary School Students

During the middle school years, students are in a period where their values are forming, and education should play a

guiding role in helping them develop the right values. Integrating traditional art and revolutionary culture into art education curricula enables students to learn historical and cultural knowledge while enhancing their aesthetic abilities. Taking Red Culture as a new perspective in art education, using Red resources as a carrier, starting from appreciation, and linking the social background, historical culture, and creative emotions in artworks, combines art knowledge with cultural background. Through subtle cultural influence, students are nurtured to form correct values and to cultivate a sense of national identity and belonging.

5. Designing Art Education for Junior High School by Incorporating Red Resources

5.1. Incorporating Red Resources to Supplement Textbook Content

Teachers can incorporate red materials related to the teaching curriculum into their lesson planning process, weaving cultural backgrounds and extended knowledge content throughout the classroom. Following the requirements of the art education curriculum standards, integrating knowledge from other subjects enhances artistic creativity and appreciation comprehensively. When selecting supplementary content, it's important to align with the course objectives, educational goals, and fostering objectives, creating a scientifically effective knowledge structure that meets both individual student development and societal needs. On one hand, centering around "Red Art Education," expand and extend knowledge in art subjects and other disciplines, stimulating learning motivation, facilitating knowledge transfer, and designing relevant content that extends from art to history, language, and other subjects. On the other hand, incorporate "Red Education" and revolutionary ideological education, encouraging students to cultivate a sense of patriotism and party loyalty and practice these values in their daily lives.

In a classroom teaching session focused on figure sketching, using Wang Shikuo's sketch work "Blood-stained Clothing" (Figure 1) as an exemplary sketch can help students better understand the composition, subject matter, and visual layout of sketching. Introducing the content of the artwork, which primarily criticizes the landlord class during the land revolution period, can serve as an effective way to introduce a new lesson. Guiding students to analyze and discuss the artwork, the teacher can then summarize the balanced composition and the strong contrast of black, white, and gray tones in "Blood-stained Clothing." After covering the basic elements of sketching, explaining and extending the historical background and expressive content of the artwork helps connect it to Red Culture. "Blood-stained Clothing" is a figure sketch created based on the historical theme of the land revolution, depicting the climax of the movement where the vast peasant masses, amidst hardship, see hope and consciously oppose the landlord class. It exposes the suffering and hatred of peasants under feudal oppression, foretelling the imminent victory in the struggle under the Party's leadership. By supplementing this historical background, teachers facilitate a deeper interpretation of the artwork for students, helping them understand the historical value depicted in the artwork and the Party's and people's resistance struggles.



Figure 1. Wang Shikuo's sketch work 'Blood-stained Clothing'

5.2. Creating a Red Education Teaching Context Based on the Red Gene Pool

The diverse and abundant characteristics of red resources can be flexibly and creatively utilized in educational media, adopting a variety of teaching methods to create a learning environment immersed in red culture [5]. This approach aims to improve the software and hardware environment for junior high school art education.

In the process of appreciating Chinese painting, teachers can introduce the Chinese painting work "Refugees" (Figure 2) with a theme centered around the history of resistance against Japan during the introductory phase. By explaining the content of the artwork, students can experience the profound calamities brought upon the Chinese nation by the Japanese invaders and the lives of the displaced under the

chaos of war, depicted through the portrayal of over a hundred refugees in the painting. Using "Refugees" as the core, students can genuinely feel the intertwining of personal destiny and national identity. Additionally, during classroom breaks or interactive sessions, it would be appropriate to incorporate video clips from the wartime period, enriching the content presentation and strengthening the teaching context. This allows students to immerse themselves in the sense of national mission and patriotic sentiments, experiencing the importance placed on national affairs during that era.

In addition to the flexible use of multimedia tools, props, models, and classroom environment can be utilized to reinforce the relationship between red aesthetic education and real-life contexts. This effectively develops and utilizes various red resources, expanding the space of the art curriculum.



Figure 2. The Chinese painting artwork "Refugees" by Jiang Zhao

5.3. Organizing Red-Themed Painting Activities Related to Comprehensive Practice

By effectively utilizing red resources, not only can they be integrated into classroom content, but they can also be consciously developed and utilized through various school-based comprehensive practice activities. Engage in practical exploration activities with red art as the theme, incorporating red-themed art learning through study tours. Organize students to visit local revolutionary memorial halls and museums, creating artistic maps during the journey of exploring red culture, documenting elements such as aesthetically designed architecture, patterns, colors, and more. After the visits, summarize and organize the collected material patterns, and encourage students to present and exchange their findings in groups. Provide specific

requirements for self-evaluation forms, guiding students to reflect and summarize continuously, and improve their own works. Establish learning portfolios to store research reports, activity records, artwork creations, group presentations, self-evaluations, reflections, and more, in the form of texts, tables, images, and other formats. This helps document students' cognitive processes and learning outcomes, while also providing generative materials for future curriculum development. Constantly refine the instructional design of red aesthetic education, forming a closed loop of learning.

6. Considerations for Integrating Red Resources into Classroom Teaching Practice

6.1. To Clarify the Objectives of Red Aesthetic Education

Integrating red culture into middle school art exploration requires adherence to specific teaching requirements. Based on the objectives of middle school art education, teaching goals should be formulated from four aspects: curriculum standards, textbooks, student needs, and characteristics of art education. In the process of red aesthetic education, the textbook should be the core, and the structural characteristics of the content should be systematically analyzed. By clarifying the logical connections between art knowledge and red culture vertically and horizontally, the content should be connected and supplemented. Creative application should be conducted while grasping the essence of the textbook, to avoid neglecting the teaching goals of art education itself in the pursuit of integrating red culture.

Students, as the subjects of education, require teaching goals that revolve around their cognitive level and comprehensive literacy standards. Starting from the four core competencies of aesthetic appreciation, creative practice, artistic expression, and cultural understanding in art education, the art curriculum should fully leverage its educational characteristics to design specific teaching based on students' learning styles, learning abilities, and knowledge reserves.

6.2. To Enhance Teachers' Professional Competence and Red Cultural Literacy

The teachers, as the leaders of the curriculum, directly influence the effectiveness of the curriculum and its impact on students through their own professional competence and red cultural literacy. To enhance teachers' red cultural literacy, it is beneficial to regularly organize courses on the history of red ideology and the Party, as well as engage in social practices related to red culture. Organizing classroom observations of exemplary teachers and learning from their experiences, facilitating experience-sharing sessions on red-themed classrooms among teachers from various subjects, can strengthen disciplinary integration and promote mutual learning and development. Schools need to recognize the importance of red culture in student education, while teachers should consciously enhance their cultural identity and actively explore practical approaches to integrating red culture into the classroom.

7. Conclusion

In the context of inheriting the revolutionary spirit and promoting red culture, there is an increasing emphasis on strengthening the education of Chinese excellent traditional culture and socialist culture among middle school students. Against this backdrop, integrating red resources into art curriculum education holds practical significance. As a compulsory course in the field of arts, the integration of red content into the general middle school art curriculum can effectively respond to the nation's call for ideological education among the new generation of students. It also embodies the educational requirements of art courses, which should be timely, foundational, selective, and interconnected, while fully leveraging the unique educational function of art curriculum. By telling compelling red stories and engaging in red practices, students can gain insights through learning and apply them in their lives. This process enables them to internalize the excellent revolutionary spirit as an internal driving force for personal growth, regulate their own behavior, and promote comprehensive development.

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