

Study on the Strategy of Creating Teaching Situations in High School Art Appreciation Classes

Xiaojiao Wei *

Art education, Christian University, Philippines

* Corresponding author Email: 329332026@QQ.com

Abstract: Art appreciation focuses on guiding students to use their perception, experience and knowledge to carry out learning activities such as appreciation, identification and commentary around the visual world of natural beauty and works of art, so as to obtain aesthetic enjoyment, form aesthetic interest, and cultivate aesthetic ability and artistic accomplishment. In art appreciation teaching, situation creation is an important teaching strategy that can help students better understand and apply learning knowledge. This paper first introduces the definition and characteristics of situation creation, and then discusses the importance of situation creation in middle school English classroom teaching, as well as how to create effective teaching situations, so as to build a better classroom for students that is more emotional, more interesting, more abundant, and can enhance their aesthetic ability, so that students can fall in love with art appreciation classes.

Keywords: High School Art; Appreciation Class; Situational Teaching; Implementation Strategy.

1. Introduction

Art appreciation courses in high school art courses are recommended to be compulsory, which shows the importance of art appreciation courses. Art appreciation teaching focuses on allowing students to understand different art works and art phenomena, and in the process of feeling, experiencing and appreciating art works, they can form art concepts, improve their aesthetic ability and humanistic qualities, love their own national culture, and respect and understand the world's diverse cultures. In art appreciation teaching, many students lack interest in classroom activities in appreciation classes. The biggest reason is that the teacher's classroom organization model is monotonous, boring, lacks interaction, and lacks innovation. In addition, students lack the necessary life experience and knowledge base support, lack the guidance of effective appreciation situations, do not know how to analyze and evaluate art works, and cannot understand the artist's creative ideas and the spiritual implications of the works.

2. Overview of Situation Creation

2.1. Definition of Context Creation

Situational teaching refers to a teaching method in which teachers purposefully introduce or create vivid and specific scenes with certain emotional colors and images as the main body in the teaching process to arouse students' certain attitude experiences, thereby helping students understand the teaching materials and optimizing and developing students' cognitive levels, intellectual conditions, emotional states, etc.

2.2. Main Features of Situation Creation

Situation creation is student-centered. Teachers need to fully consider students' actual conditions and learning needs, design learning situations suitable for them, and let them feel the meaning and fun of learning in the situation.

Situation creation is authentic. Teachers can simulate real-life situations or introduce real materials and resources to let students feel the connotation of the work in the situation, empathize with the work, and improve their appreciation

ability.

Situation creation is inspiring. Teachers can stimulate students' thinking and desire to explore by designing problems and challenges in the situation, guide them to learn and solve problems independently, and cultivate their innovation ability and spirit of cooperation.

3. The Importance of Context Creation in Art Appreciation Class Teaching

3.1. Situation Creation Can Stimulate Students' Interest in Learning.

By simulating or reproducing the creation background, historical environment or related situations of art works, students can more intuitively feel the charm and connotation of art works, thus generating a strong interest in learning and a desire to explore. This interest can drive students to participate more actively in the study of art appreciation and improve learning effects.

3.2. Scenarios Help Deepen Students' Understanding and Appreciation of Art Works.

In a specific situation, students can have a deeper understanding of the background of the creation of art works, the author's intention, and the emotions and thoughts expressed in the works. This in-depth understanding can enable students to appreciate art works more accurately and improve their art literacy and aesthetic ability.

3.3. Scenarios Can Also Cultivate Students' Innovative Thinking and Practical Ability

In the process of scenario creation, students need to use their imagination and creativity to simulate or reproduce the situation of art works. This process can train students' innovative thinking and make them better at thinking and solving problems from different angles and levels. At the same time, through practical operations, students can also improve their practical ability and apply the theoretical

knowledge they have learned to practice.

4. Situational Creation Teaching Approach

4.1. Create Story-Based Situations to Stimulate Appreciation

Story-based teaching situations refer to some moving and interesting story plots that are appropriately inserted into classroom teaching, which serve as a classroom environment to guide students to smoothly enter specific learning scenarios. High school students also have a natural love of listening to stories. We must connect students' actual lives, experiences and existing knowledge bases to create vivid story situations for them, so as to mobilize their enthusiasm for participating in appreciation activities, let them feel and recognize the uniqueness and diversity of beauty in appropriate story plots, and cultivate healthy aesthetic interests. In high school art appreciation classes, teachers should tell "stories" well, have knowledge of art majors, art history and theory, social culture, literature, history, geography, etc., and skillfully insert story situations in teaching to create an interesting appreciation class for students.

4.2. Use Questions to Design Situations and Stimulate Students' Curiosity

Curiosity is the nature of students and a valuable psychological quality. Because of curiosity, students will pay attention to the teaching content, have questions, and then take the initiative to explore. In the process of professional teaching, teachers should focus on guiding students to have a sense of problem, so that students can gradually learn to find and raise questions, and at the same time give students the necessary guidance and help to enhance students' understanding of the language of Chinese painting and their ability to use the expression techniques of Chinese painting.

4.3. Use Interests to Design Situations and Stimulate Students' Initiative in Learning.

Confucius said: "Those who know are not as good as those who like it, and those who like it are not as good as those who enjoy it." In the appreciation course teaching, the long cultural history and unique artistic charm of Chinese painting are fully displayed to students, and the teaching objectives are achieved by presenting rich and diverse course content forms and teaching methods, from interest to hobby, from hobby to professional development, from professional development to career creation. Psychology believes that students often have an innate ability to learn and explore, and they are eager to have fun in learning. When students have the need and desire to learn, they will have the psychological power to promote their own learning, so that they will actively participate in learning activities, and the students' thinking process will often be affected by the environment at the time. In the classroom, teachers should create situations in a timely manner, guide students to discover beauty and appreciate beauty from life, try to appreciate the aesthetic ideals of masters of all ages, guide students to understand and appreciate the state of mind of masters when creating through classic works, and cultivate students' autonomous learning ability.

4.4. Creation of Experiential Situations.

In the art appreciation class, we try to provide students with opportunities to participate and let them experience it personally. In such a situation, the feelings they get are the most real and can inspire and infect students the most. For example, in "The Last Supper", students can play the roles in it and experience the emotions of the characters in the situation. For example, when appreciating sculptures, students can touch the works and experience the beauty of the materials and textures of the works. When appreciating Chinese paintings, students can be asked to draw by hand, experience the special tools and materials of Chinese paintings, and experience the unique charm of Chinese paintings. This method is very useful for students, especially role-playing is very attractive, but it is generally difficult to master the time. Teachers should allocate time for each teaching link to ensure the completion of teaching tasks and teaching goals.

4.5. Create Situations with the Help of Real Scenes

For situation creation, the best situation is a real scene. For example, when we appreciate garden art, there is no better way to let students experience the artistic charm of gardens than to visit the gardens in person. When appreciating paintings, no matter how clear the pictures in the courseware are, they are not as appealing as the real works. For the same works, we take them to the classroom to appreciate and put them in the exhibition hall of the art gallery. Our feelings about the works are different. This is the role of the environment. Of course, due to the limitations of school conditions, it is difficult for us to go to the art gallery to take art appreciation classes. However, on the one hand, we can make use of the environment around us as much as possible, such as the sculptures on our campus and the surrounding buildings. On the other hand, we should encourage students to use their rest time to visit art galleries, etc.

In short, art appreciation is an important course in high school art education and one of the main ways to provide aesthetic education for students. Teachers must accurately grasp the goals of art appreciation teaching, optimize and create flexible and diverse classroom situations, guide students to appreciate the classroom in depth, inspire students' wisdom, enable them to carefully discover the beauty of art, feel the beauty of life, and cultivate students' good aesthetic ability and literacy.

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