

Article

Construction and Practice of High School Art Education Mode Based on Project Learning

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Abstract: The in-depth implementation of education reform, the high school art teaching gradually received more attention, to better carry out quality education, play a high school positive role of art education in aesthetic education, the actual teaching process, strengthen the exploration and research of diversified teaching methods, project learning in improving the students' learning interest, cultivate students' ability to explore advantages gradually highlighted. Based on this, this paper starts with the role of project learning in high school art teaching, and further analyzes the key points of constructing high school art education model under project learning, including determining the project theme, designing the project framework, etc. Finally, the practical strategy of high school art teaching under project-based learning, including the change of teachers' roles and the integration and utilization of teaching resources, in order to effectively improve the level of art education.

Keywords: project learning; high school art; education model construction

1. Introduction

With the continuous updating of the current educational concept, the role of teachers in classroom teaching has gradually changed, emphasizing the exchange of classroom to students to fully reflect the main position of students and better meet the needs of students' comprehensive development. In this case, the project-oriented learning mode, as a student-based teaching method, has gradually been widely implemented and been recognized by the majority of students and teachers, which has a positive effect in improving the classroom richness and stimulating students' interest in learning. Therefore, it is very necessary to strengthen the research on the application of project-based learning in high school art education, and explore the discussion on the construction of art teaching mode.

2. The Role of Project-Based Learning in High School Art Teaching

Under the background of quality-oriented education in recent years, project learning has been gradually promoted and applied in primary and secondary school teaching. Due to its novel mode and advantages in students' comprehensive quality training, it has been welcomed by the majority of students and educators. Will project learning application in high school art education, can not only to stimulate students' interest in art learning and enthusiasm, and with the aid of project learning, guide students to participate in art creation practice, more to strengthen the students' experience, and in the process of completing the project, encourage students to discover new skills, implementation for students' innovative thinking, cooperation consciousness, etc. In addition, in the process of project implementation, it also helps to improve students' operational ability and the ability to solve practical problems, and also helps to improve students' artistic aesthetic ability, teamwork consciousness and communication expression and other abilities.

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3. Key Points of High School Art Education Model Construction Based on Project Learning

3.1. To Determine the Project Theme

In the actual process of project-based learning, the determination of project theme has a direct impact on the design of subsequent teaching activities and the stimulation of students' interest in learning. To this, in the process of actual selection project theme, teachers should fully combine the characteristics of high school students and interests, priority to choose the theme closely related to students' real life, to stimulate students' interest in participating in classroom activities, improve the enthusiasm of students to participate in teaching activities, ensure the participation of middle school students in the classroom teaching process. For example, we can choose the theme related to the local culture based on the content of the textbook, and start with the life topics that students are familiar with, allowing students to interact more actively, fully feel the relationship between art learning and real life in the creation process, and clarify the meaning and value of art learning.

3.2. Design of the Project Framework

In the actual process of project-based learning, in order to ensure the feasibility and effectiveness of teaching activities, teachers need to design the project implementation framework according to the content of the teaching materials and the requirements of the new curriculum standards. In this process, it is necessary to clarify in detail the main objectives of the project activity, the expected results of the project development, the specific time arrangement and the resource requirements of the activity development. In this process, the project objectives should be specific, measurable, for the subsequent teaching evaluation work to lay a good foundation, at the same time the project results should be clear, has strong operability, time arrangement should be fully considering the classroom situation, to ensure reasonable time, with strong flexibility, finally, teaching resources requirements should be detailed, accessible, avoid access to difficult, affect the enthusiasm of students to participate in, to ensure that the project can be in an orderly way, not only can help students to better understand the overall structure and requirements of the project and, but also can achieve effective guidance for the project process.

3.3. Cooperation in Groups

Group cooperation is an important link in the process of project learning. In the process of grouping, it is necessary to make reasonable groups according to the actual situation of the project, and students are encouraged to divide the work and cooperate to jointly solve the project tasks, so as to ensure the smooth completion of the project. In the actual grouping process, teachers should give full consideration to the enthusiasm, interests, and personal strengths of different students, to ensure the balanced division of group members, so that each student can give play to their own advantages and characteristics in the project. After completing the grouping, teachers need to organize and guide students to carry out inquiry learning, design open tasks or problems, and guide students to think and explore gradually, so as to realize the effective training [2] of students' independent learning ability.

3.4. Results of Display and Reflection

After the completion of the project, art teachers need to organize students to show their achievements in class, and the group cooperation, in the process, through the exhibition, report, results show, let the students in the process, experience the joy of success, cultivate students confidence in learning art, and guide the student through report, discussion, reflection and summary, draw lessons in the process of project implementation experience, lay a good foundation for subsequent creation and cooperative learning.

4. Practice Strategy of High School Art Teaching Under Project-Based Learning

4.1. Change the Role Positioning of Teachers

In project learning mode, the role of students and teachers have a certain degree of change, to better highlight the students' principal position, teachers need to move from the past pure knowledge disseminator, into the classroom guide and organizers, to assist students in cooperation and communication, to complete the task together, and in the process to stimulate students' interest in learning and exploration spirit, encourage students to in the process of project practice, take the initiative to find and solve the problem. In the actual process of art teaching, teachers can guide students to analyze by asking questions, organize students to discuss and communicate, complete the project tasks in cooperation, and promote students to gradually grow up and make progress together in the process of project practice.

4.2. Integration and Utilization of Teaching Resources

For project-based learning, Due to its own integration and utilization of certain open teaching resources, It has a direct impact on project-based learning, therefore, In the actual teaching activities, Teachers need to combine the teaching content and objectives, And project topics, Actively collect and integrate all kinds of resources, both inside and outside the school, Through resource integration across disciplines, Provide students with more colorful teaching content, And a variety of learning experiences, Promote students to be able to practice during the project, Innovation and integrated utilization of existing resources, Not only does it help to improve students' art skills, It can also realize the comprehensive cultivation of students' history and culture and other qualities, It has a positive role in the implementation of quality education.

4.3. Organization and Implementation of Practical Activities

Practice is an important link in project learning, for teaching quality effect has direct influence, in the process of organizing activities, art teachers should pay attention to the process and the combination of stents, not only to pay attention to the completion of the project, also need to pay attention to the students in the process of completing the project, and experience, constantly sum up experience, according to the student activity performance, constantly optimize the project activities. At the same time, in order to ensure the students' participation, teachers need to combine project theme and teaching objectives, provide students with more open, free creative environment, let the students' imagination, innovation consciousness can be fully stimulated, but also should encourage and guide students actively in the practice of try and explore, to cultivate the students' innovation consciousness and practice ability. In addition, in the process of organizing activities, teachers should also cultivate students' cooperation ability and communication ability, so that students to complete practical projects together in the process of communication and cooperation, so that students can not only improve their art skills, but also realize the comprehensive development of comprehensive quality and effective training.

5. Conclusion

Based on the construction and practice of high school art education mode, this paper analyzes the role of project-based learning, construction key points and teaching practice strategies in high school art teaching, and makes clear the effectiveness of project-based learning in improving students' comprehensive quality, innovative thinking, cooperative consciousness and other aspects. At the same time, put forward the project art teaching mode theme setting, project framework design, cooperation and communication and evaluation reflection points, and summarizes the change teachers role positioning, teaching resources integration utilization, scientific organization practice specific implementation Suggestions, not only can improve the richness of high school art teaching, but also can stimulate students' interest in learning, improve students' art skills and comprehensive

accomplishment, prompting project type learning value get full play in high school art education, also can improve the quality of high school art teaching effect. To sum up, this paper has obtained a deep understanding of the mode of high school art education under project-based learning, which has the significance of guiding the practice of high school art education.

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