

# Investigation on the Teaching Path of Art Education in Primary and Secondary Schools from the Perspective of "Internet +"

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## ABSTRACT

The transformation of "Internet +" education model and the integration of intangible cultural heritage (hereinafter referred to as "intangible cultural heritage") into the fine arts education and teaching of non-professional primary and secondary schools have a history of many years, and have played an important role in fine arts education and teaching. It has been proved successful and feasible by long-term practice. Therefore, the integration of intangible cultural heritage and knowledge of things in fine arts education and teaching is crucial to a person's growth, especially the popularity of fine arts education in primary and secondary schools. Fine arts education is a key period for spiritual growth in primary and secondary schools, a golden period for learning all subjects, and an important period for brain formation and physical growth and development, with relatively mature thinking and the right and wrong of different things. This paper attempts to explore the art education and teaching of primary and secondary schools under the background of intangible cultural heritage to observe the healthy growth of a person, which is beneficial and scientific, and to find the advantages of primary and secondary schools in combination with the actual situation, which is conducive to cultivating and exploring the potential of the future, and also conducive to the healthy growth of primary and secondary schools, especially the healthy physical and mental growth. The healthy and orderly control of the world outlook, outlook on life and values is crucial to a person's life, which plays an important substantive significance in the art education and teaching in line with oneself and in promoting the growth of morality, intelligence, physical beauty and labor in primary and secondary schools.

**Keywords:** "Internet +" education model, Intangible cultural heritage, Primary and secondary school art, Education and teaching.

## 1. INTRODUCTION

Art education in primary and secondary schools should be carried out around the central task, which is not only high in political standing, but also high in consciousness, active action and implementation, highlighting the advanced nature and sensitivity of Communist Party members' consciousness. Education is the soul of human beings. We should not only pay attention to cultural differences with other countries and learn from each other, but also play a role in communication and bridge in people-to-people and cultural exchanges. It is of great significance to inculcate the idea of cultural power and cultural self-confidence in the art education and teaching of primary and secondary schools and

popularize the idea of aesthetic education. Looking forward to and reviewing China's 7,000 years of traditional culture (starting from Banpo culture), we will constantly establish the artistic concept of cultural confidence, communicate with ideological culture and artistic practice, strengthen the modeling of fine arts and discover the fun of it, promote the understanding of beauty and express our thoughts and emotions. We should be a good person, a useful person to society, a person who contributes to the aesthetics of life. Under the background of intangible cultural heritage, it is of great significance for primary and secondary schools to establish the concept of fine arts education and cultivate the awareness of academic innovation and social responsibility, which is what

we must do in today's life, and it is also our responsibility and obligation.

"Internet +" education model is the theme of The Times, online courses, distance education, into the tide of development of The Times, this is the reality, but also the future development orientation. What is intellectual property? The full name of intangible cultural heritage is "intangible cultural heritage". Intangible cultural heritage is the most dynamic component of cultural diversity, the crystallization of human civilization and the most valuable common wealth, carrying the wisdom of mankind and the civilization and glory of human history. This is the most authoritative interpretation by UNESCO. With regard to the interpretation of the Convention, intangible cultural heritage is transmitted from generation to generation, including the transmission of skills by groups and individuals.

## **2. CONTEMPORARY PRIMARY AND SECONDARY ART EDUCATION TEACHING OBSERVATION AND PROBLEM AWARENESS**

At present, the teaching quality of art education in primary and secondary schools is crucial, and it is the key period of aesthetic education training and the golden period of a person's growth. The understanding of things is in a relatively mature stage, but to consolidate, theory and practice must be combined. Primary and secondary school period is the impact of life is undeniable, is the outlook on life, the world view, the understanding of values, in the primary imitation, understanding and learning stage. "Fine Arts" as a non-fine arts major primary and secondary courses, the establishment of "fine arts" course, mainly to train primary and secondary school knowledge and understanding of fine arts, understanding of art, appreciation and appreciation of the level of association and artistic thinking. How do we look at this? You have to start with the basics. To introduce advanced knowledge from outside the region, it must be carried out through the "Internet +" model.

What is art? It's been debated in academia for years, and it's still being discussed.

So, what is art? In the author's opinion, art is beauty first, followed by technical skills, art covers everything, everything belongs to the category of art; What is beauty? The use of simple words to death "good-looking" and "comfortable", this is the most intuitive. In fact, the "best" interpretation of

art refers to the beautiful art created artificially in a certain plane or space, it can be said that "what the eye sees is art", to a certain extent, "art" and "art" are the same, only the name is different. There are many kinds of art, and traditional art can be divided into painting and design. The main categories of painting include Chinese painting, oil painting, printmaking, sculpture, calligraphy, photography, arts and crafts, etc. Design mainly includes architectural, environmental, graphic, clothing, industrial design and other categories. In order to develop the socialist market economy, most colleges and universities adjust the discipline construction, will set up colleges and departments, integrated development, detailed points, cross-culture and cross-disciplinary development gradually become the new trend of discipline development.

"Fine Art", translated into English as "art", was first seen in the European Renaissance in the 17th century, and was freely translated from Japan at the beginning of the last century. It was introduced into China around the May 4th Movement in 1919, and gradually recognized and used today. In life, "fine art" is often confused with "art", and in the big art categories, "art" is often used to summarize. Art education emerged late in China, mainly concentrated in professional art schools and comprehensive art schools. Some key comprehensive primary and secondary schools have successively launched the construction of art and design disciplines, and design has been integrated into fine arts, forming a new pattern of cultural construction of "big art". Instead of traditional monopoly education, painting and design have integrated with each other. Training specialized talents in design (designers) and painting art (painters). In recent years, film and television animation and comprehensive material painting have been included in the teaching of fine arts, providing new blood and cognition for art education and teaching in primary and secondary schools. Advancing with The Times, the reform of the "Internet +" education model and the emergence of AI (artificial intelligence) have rearranged the new visual world, broken the new order, and are establishing a new order, and the construction of the fine arts discipline is giving new artistic vitality, laying a solid foundation for the development of the fourth Industrial revolution.

In the art education and teaching of primary and secondary schools, traditional painting, hand-made skills, clay sculpture, paper-cut and handicraft are mainly used as new teaching modes to

comprehensively improve and guide students' love for painting art and their desire and call for life. In order to ensure teaching safety, art courses mainly focus on painting pigments, brushes, pencils, and color pens. Small, lightweight, simple and interesting painting is the most common teaching method. In general, pencil, paper, canvas, paint, color pens, etc. are prepared in class teaching. Clay, stone, wood, safe cans, plastic bottles, cardboard boxes, etc. are prepared when doing handicraft. On-site production and hand-painting are carried out to give full play to the "unrestrained" artistic ideas of non-major primary and secondary school students, and they can complete their inner artistic works with existing materials without any restrictions or themes. This is to stimulate the inner thought world of primary and secondary school students to express the concept and emotion of an innocent artistic romantic flower presented in front of. As a professional college, primary and secondary school students have to promote theory and practice each other, the profession should be more solid, the ideology should be more frontier, and the creation of a grander narrative theme and profound cultural thought works. Education under the influence of the "Internet +" education model change, the integration of intangible cultural heritage and artistic creation has huge development potential, may wish to try to experiment, even if it fails, it will be successful, there will be no failure, in case of success! We continue to build our own artistic creation and spiritual paradise in failure, so the "Internet +" education model has changed our learning methods and paths to evolve more diversified.

Second, the path analysis of art education and teaching problems in primary and secondary schools

Under the background of the "Internet +" education model reform and the inheritance of intangible cultural heritage, how to complete the painting and arts and crafts courses in primary and secondary schools remains to be further discussed. The Fine Arts textbook is a subject that inspires the intellect, extends "beauty" and "aesthetic education", makes life better, makes people's soul beautiful, and is full of expectations for the future. In particular, the beautification of life is everywhere, as long as the eyes see things are beautiful. The process of clay sculpture, cloth art, paper cutting, and bottle paste and so on made in the class of "Art" is meaningful, and it is the picture and three-dimensional art works expressed by their own inner thoughts. The works expressed will have

a sense of achievement and harvest, and the purpose and significance of the teaching of "Art" will be obtained.

### **3. THE CONCERN AND PATH ANALYSIS OF CURRENT PRIMARY AND SECONDARY EDUCATION AND TEACHING**

At present, access to images is more convenient and inseparable from the network, so the "Internet +" education model has become the main theme of The Times. Smart phones, tablets, laptops, digital cameras, wireless network transmission, etc., are the tools to harvest image information, these tools are the product of high-tech, is the fourth industrial revolution symbolic progress real embodiment. It is of great significance to carefully analyze and demonstrate the current art education and teaching in primary and secondary schools, design every step of the way, and plan the teaching and path research of art education. For example, primary and secondary school students are also the most favorite is handmade, there are clay figurines, like children's childlike interest, shape their favorite animals, dogs, cats, chickens, ducks and geese, etc., and even pinch the natural environment to show what they see and think, and express the "whimsical" thought world of primary and secondary school students, with mud houses, cars, airplanes, cannons and other media. As well as their favorite anecdotes trigger their own mind of the art world, hands-on practice to convey the theoretical transformation, to the primary and secondary school students to bring happiness, joy and a sense of achievement, depending on whether it is still childlike. These all contribute to the seasoning of interest in professional learning.

According to the "primary and secondary school students' Teaching syllabus plan" formulated by each school: "Fine art is one of the basic disciplines for primary and secondary school students. With the advancement of teaching reform, how to promote the development of art education in primary schools has become an important issue of concern to all sectors of society, especially the education sector." [1] The purpose is to cultivate comprehensive talents with all-round development such as moral, intellectual, physical, American and labor from an early age, make up for shortcomings in a timely manner, serve for national construction, step up the deployment and addition of talents in short supply and applied talents in the country, and make big direction and long-term planning for the

future. Art education and teaching are indispensable, especially the basic art education in primary and secondary schools needs to be strengthened. As a "secondary course", the barriers between disciplines should be broken. The application of art and aesthetic education in life is particularly important, and what the eyes see is beautiful and animistic.

Art education in primary and secondary schools helps students to receive artistic enjoyment of aesthetic education in the early stage and cultivate their sentiment, improve their aesthetic ability, and build a new path planning for the future beauty of science fiction and artistic imagination. Fine arts at least in the primary and secondary school stage to cultivate good physical and mental health quality to serve the socialist modernization.

### **3.1 Paper-cutting Teaching**

What is paper cutting? The author believes that paper-cutting is a kind of creative method and artistic language of "writing with knife". Folk paper-cutting is widely spread in the land of China and has been passed down from generation to generation and is listed as a national intangible cultural heritage. There are subjective paper-cut, exhibition paper-cut, a large appearance to break the style of small paper-cut. Some scholars believe that the combination of attaching importance to the development of art curriculum resources in primary and secondary schools with in-depth exploration of art interdisciplinary teaching research and classroom teaching practice is conducive to the promotion and absorption of knowledge. [2] Adding paper-cut art into the subject teaching in the art education and teaching of primary and secondary schools will more stimulate the hearts of children and stimulate new artistic flowers. Paper cutting is also called paper art, paper cutting between scissors and paper control, through the author's labor and aesthetic creation, the formation of an interesting form and style, is a handicraft art. Paper-cut art is widely spread in the folk, has been included in the national intangible cultural heritage protection sequence, different folk customs in each region, the art works shown are not the same, can be described as "a hundred flowers bloom, a hundred schools of thought contend" artistic situation.

There are different voices in the academic community, some believe that paper-cutting art has been evolving and changing since its emergence, forming a variety of shapes and novel forms of paper art techniques and art works, providing an

important driving force for promoting the innovation and development of paper-cutting art activities. The art form of paper-cutting and the new form of traditional paper art not only retain the cultural charm of traditional paper art, but also integrate the modern paper-cutting art modeling techniques, which has the characteristics of The Times and the personality of artists. It is especially integrated into the art education and teaching of primary and secondary schools, which can effectively improve the level of students' paper art production and promote the sustainable development of students' creativity and aesthetic ability. [3] It is conducive to the trend of new development of new business forms and the continuous construction of aesthetic culture to improve, which is an indispensable part.

### **3.2 Chinese Ink Painting Teaching**

What is ink painting? Simply speaking, it is the blending of "water and ink", combining the unique Chinese "rice paper and the author's personal cultural and artistic accomplishment and cognition of the world" in creation, forming an art world with its own understanding. Chinese ink painting is freehand, it is the understanding of the world, the understanding of life. Ink painting is also called "Chinese painting". Chinese painting, like Chinese culture, can accommodate the world and has a history of more than 1,000 years, which has an important role and academic research significance for art education and teaching in primary and secondary schools.

Ink painting in the classroom is very popular with primary and middle school students. Because ink painting has a long history and a long history, it is a cultural treasure of the Chinese nation. [4] Looking at the art education and teaching throughout the country, especially the most active art subjects in primary and secondary schools, children's innocence can be expressed incisively and vividly, releasing the trend of "unrestrained", "whimsical" and "careless graffiti". Children's hearts are naive, and graffiti romantic paintings are particularly interesting, showing innocent and boring and full of thoughts and artistic emotions. What you see and think with your eyes, as well as what you see and think, is the integration and understanding of painting, which can be described as "unrestrained and unrestrained". We may wish to combine the integration and development of local public art galleries and museums, the development of "cultural and creative" is the development trend

of art galleries and museums, and create a new art place. [5] To show their due talent, Chinese painting is broad and profound, profound charm, has a long history and brilliant civilization.

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Chinese painting teaching in primary and secondary schools pays attention to the use of ink, lines, dots, cun, trees, stones, water and other structures, explaining the composition of the picture, the formation of the "three far" method, and flowers, birds, fish, insects, grass and so on into the painting, to play the role and significance of charm and interest. Inspire children's awareness of the fun of painting and traditional Chinese painting. Chinese

painting is inheriting, protecting and carrying forward. Chinese painting is a blend of water and ink, and the interaction between rice paper and brush is unpredictable and unexpected. Perhaps this is the charm of art. The dance on rice paper, the various painting disciplines under his pen, such as the shrimp by the modern and contemporary famous Qi Baishi, the Lotus by Zhang Daqian, and the landscape by Huang Binhong, are all recognized as the hottest artists, with far-reaching influence and setting a model for the painting world.

Art is elegant, is the spice of life. Chinese painting materials are convenient to use, economical and affordable, and have the most cultural and artistic appeal. Because Chinese painting art has a long history and has been passed down in an orderly manner, it is deeply loved by people and has an important spiritual inspiring effect on people's production and life, making people happy and full of hope for life. It is of great significance for the future growth of life and art to contribute to the continuation of idealization.

### ***3.4 Clay Sculpture Teaching***

The interest of art is infinite, and so is its potential. Primary and secondary schools are the period of developing potential. Only with correct guidance and ideological combing can we have an important role in understanding the world and judging aesthetic culture. Clay sculpture teaching is undoubtedly the most fun, especially the most popular courses for primary and secondary school children, hands-on operation.

Practice is the sole criterion for testing truth. Clay sculpture teaching is not only beneficial to the physical and mental health of primary and secondary school children and interesting, but also beneficial to the healthy growth of children's minds, cultivating children's observation and shaping ability. Clay sculpture is a four-dimensional structure, cultivating children's observation ability and object shaping ability. Because clay sculpture is intuitive and easy to observe, the shape of clay sculpture is shaped by hand carving and sculpting, and the method of handicraft and coloring is combined with nature and dialogue with nature, which has diversified artistic expression for students' processing in the picture, and comprehensively cultivates students' practical ability and artistic creation, inheritance and innovation consciousness. Three-dimensional modeling has the characteristics of random, free and simple for primary and secondary school

students, which arouses students' interest in artistic creation.

Clay modeling, pottery and handicraft teaching belong to the same process of art teaching, which is a kind of media. Through clay strip, kneading and pressing molding, it is conducive to stimulating students' interest and bringing their enthusiasm for learning art in life, and constructing new teaching modes. Aesthetic education teaching, art modeling, calligraphy and painting appreciation, clay sculpture appreciation and analysis have important value and significance for the all-round development of students' morality, intelligence, body, beauty and labor.

#### **4. THE SOLUTION OF INTANGIBLE CULTURAL HERITAGE AND FINE ARTS EDUCATION AND TEACHING IN PRIMARY AND SECONDARY SCHOOLS**

Intangible cultural heritage is the weight and regulator of education, especially in the period of primary and secondary school, the excessive pressure of learning leads to the tendency of "weariness of learning" and "depression". Intangible cultural heritage is the best adjustment aid. Art is a secondary course in primary and secondary school teaching. Often not taken seriously, even if there are often occupied by other classes is the norm. In order to mitigate this situation, it is important for art education to act as a learning regulator by actively coordinating with schools and incorporating precious time outside of language courses into art classes. Fine arts can improve people's aesthetic taste, beautify people's mind, and improve people's artistic level. In primary and secondary education, the art lesson is not to be reduced, let alone ignored. Similarly, the primary and secondary art education under the reform of "Internet +" education mode is inseparable from the collection and retrieval of network information, the expansion of the high unity of information and originality, and the communication of external publicity and culture and art.

The change of "Internet +" education model and the introduction of intangible cultural heritage into the classroom is to reduce students' homework pressure, return happiness to childhood, improve aesthetic cognition, and be a successor to the comprehensive development of socialist modernization construction of morality, intelligence,

physical, American and labor. May wish to combine art with red culture, historical culture and folk culture to promote the art of beauty perspective to play a positive role in learning to feel the happiness of learning, learning can bring the enjoyment of beauty. [6] Therefore, intangible cultural heritage is also a concentrated reflection of the ideas of reform and innovation in art education. Under the decision of the high-level think tank of the education department, art teachers in schools should fully study the teaching plan stipulated by the content of textbooks, try to guide by interest, grasp the psychological state of elementary and middle school students, and combine innocence and naivety to impress people most. And through the spirit of "reading, thinking and practicing", strengthen the integration of fine arts and other disciplines, improve students' cultural literacy and aesthetic ability, actively realize the sustainable development of fine arts education, improve the enthusiasm and artistry of aesthetic and aesthetic education, students have feelings, harvest, and move the heart in the heart is the purpose and significance of fine arts courses. [7]

In addition, the method of combining theoretical guidance and practice may be adopted to integrate traditional and modern paper-cut art and traditional Chinese ink painting art theory and techniques with art teaching in primary and secondary schools, so as to explore a teaching strategy that can inspire and cultivate students' creative thinking and have both artistic and interactive features. Exploring the unknown arouses students' curiosity. Curiosity is the best way to guide students to study the unknown field, which has its deep significance. It is also the purpose of art teaching to carry forward the excellent traditional Chinese culture and cultivate students' cultural consciousness, self-improvement and self-confidence. [8] In the fine arts discipline literacy of primary and secondary schools, practice is the most important, and theoretical understanding is equally important. It is always stable to walk on the two legs of "theory and practice". [9] In order to integrate fine arts, art history, art theory, art frontier, world art view, methodology, folk art and other intangible cultural heritage image language and physical plastic arts, etc., under the vision of the Belt and Road, Under the background of intangible cultural heritage, it is the best way and reference material to tell the "Chinese story" well, and it is of great significance to exert the intellectual development of primary and secondary schools. [10]

Art is the art of perspective, practice and theory, and theory and practice are closely related. Art is

created again in the way of exhibition to show the eyes of the public, create again, convey ideas, and convey cultural and artistic language to the audience. In particular, it focuses on the self-confidence of cultural people, establishes a new research path and points out the direction. Especially among primary and secondary school students, there is an important influence, which determines the future road and direction, helps to correctly establish a good outlook on life, world outlook and values, and the correct "three views" will never go wrong. Therefore, it is urgent to improve art education and teaching in primary and secondary schools, and to do a good job in basic education is the merit of the current government and educators. These can solve the modern primary and secondary school students' love for fine arts and promote the level of aesthetic culture has an important role.

## 5. CONCLUSION

To sum up, primary and secondary school students are the future and flowers of the motherland and the successors of the modernization of the socialist cause. Especially under the background of intangible cultural heritage, the development of art education and teaching in primary and secondary schools has important theoretical interpretation. Our generation must strive to run education well, run education that the people are satisfied with, through long-term educational practice and theoretical demonstration, find problems in reality, solve problems, and expectations for the future are all faced in the present. The reform of "Internet +" education mode and the cultivation of students' understanding and cognition of beauty by art education in primary and secondary schools; the research and analysis of the current art education in primary and secondary schools and the cognition of cultivation of students' cultural self-confidence and self-strengthening consciousness in primary and secondary schools; the possibility of thinking about the future; the cultivation and practice path of primary and secondary school students' cultural self-confidence and self-strengthening consciousness; And specific theoretical and practical guidance has important value and significance.

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