

Analysis of the Practical Methods of Middle School Art Teaching Reform under the Concept of "Curriculum Ideology and Politics"

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Abstract: In today's social background, it has become particularly important to cultivate students' comprehensive quality and ideological character. As a discipline with unique artistic characteristics, the integration of ideological and political education into the art course can help students better understand social phenomena and shape good values. In order to overcome the current challenges of ideological and political education in secondary school art courses, this paper puts forward some strategies and effective paths to better integrate the concept of "curriculum ideology and politics" into the middle school art classroom, through these efforts, the ideological and political education of secondary art courses will better cultivate students' critical thinking ability and sense of social responsibility, and make positive contributions to their personal development and social progress.

Keywords: Curriculum ideology and politics, Middle School Fine Arts, Pedagogical reform, Hands-on approach

1. Introduction

With the progress of society and the development of education, middle school art teaching plays an important role in cultivating students' aesthetic ability, creativity and comprehensive quality. Fine arts is a discipline that expresses art, pays attention to aesthetics, emotions and creativity, and the integration of ideological and political education into middle school art can promote the comprehensive development of students' ideological morality, aesthetic literacy and cultural literacy. However, in the current educational environment, the cultivation of artistic skills alone can no longer meet the needs of society. More and more people are beginning to realize that while cultivating students' artistic accomplishment, ideological and political education should also be integrated into the art curriculum so that it has the function of ideological and political education. This paper aims to explore the practical methods of secondary school art teaching reform under the concept of "curriculum ideology and politics", in order to provide useful thoughts and suggestions for the development of middle school art curriculum ideological and political education [1-2].

2. Problems and Causes in Ideological and Political Education in the Current Middle School Art Curriculum

2.1. The Current Situation of Integrating Ideological and Political Education into Middle School Art Courses

At present, there are some problems in the practice of integrating ideological and political education into middle school art courses. Due to the influence of the education system and evaluation system, some schools do not attach enough importance to ideological and political education in art courses. Under the pressure of Teaching to the test, the school pays more attention to students' exam results, marginalizes ideological and political education, and simply regards art courses as a part of skill training, ignoring its intrinsic ideological and social nature. There are also shortcomings in the understanding of the concepts and methods of ideological and political education among art teachers. Some art teachers lack a deep understanding of the concept and connotation of ideological and political education, making it difficult to integrate ideological and political elements into art courses. They pay more attention to teaching artistic skills and knowledge, while neglecting to guide students to think and comprehend the ideological connotations behind artistic works. Some teachers lack sufficient understanding of the methods and

strategies of ideological and political education, and lack effective teaching methods and resource support, making it difficult to create a good atmosphere of ideological and political education in the classroom.

2.2. Analysis of the Reasons that Affect the Ideological and Political Development of the Curriculum of Middle School Art

2.2.1. Teachers' ideological and Political Skills are Insufficient

Art teachers have relatively weak theoretical knowledge and practical experience in ideological and political education, and lack systematic ideological and political education training and professional development opportunities. They may be more focused on teaching art skills and confused about how to organically integrate ideological and political elements into art courses. Therefore, teachers need to continuously improve their ideological and political literacy and strengthen the learning of ideological and political education concepts and methods, so as to better carry out ideological and political education in art courses.

2.2.2. The School Management System and Support Mechanism are not Perfect

Schools have different degrees of attention and support for ideological and political education in art courses, resulting in differences in implementation. Some schools lack a sound teaching guidance and evaluation system, and lack support and incentives for art teachers. This makes it difficult for teachers to carry out ideological and political education in art courses, and lacks continuous support and encouragement.

2.2.3. Preparation and Selection of Art Course Materials

The existing art teaching materials have deficiencies in the integration of ideological and political elements, and lack systematic and in-depth ideological and political education content. Some textbooks focus too much on technical training and neglect ideological and social guidance[3].

3. The Practical Method of Middle School Art Teaching Reform under the Concept of "Curriculum Ideology and Politics"

3.1. Enhancing the Ability of Art Teachers to Carry out Ideological and Political Courses

It is crucial to build a high-quality teaching team with excellent political quality, professional ability, and educational level for carrying out ideological and political courses. Middle school art teachers must have extensive professional knowledge and certain ideological and political theoretical basis and ability, and have the idea of keeping pace with the times and Lifelong learning. First of all, middle school art teachers need to have rich professional knowledge, including in-depth understanding of Art history, aesthetic theory, art creation skills and other aspects. Secondly, middle school art teachers should have strong teaching abilities. They need to be able to clearly teach the skills and knowledge of how to draw, as well as demonstrate and practice the content taught. Middle school art classrooms are student-centered, and teachers should be able to control the classroom, organize learning activities reasonably, and stimulate students' interest and creativity in learning. Teachers can integrate ideological and political education into all aspects of art teaching through classroom discussions, case studies, and ideological guidance. Schools can take a series of measures to promote the improvement of ideological and political abilities of middle school art teachers. For example, regularly organize professional training on ideological and political education courses, invite experts and scholars to give lectures and guidance, and provide opportunities for teachers to participate in academic research. At the same time, organize experience exchange and learning activities among teachers, encourage teachers to learn from each other and learn from each other's experiences, and work together to improve.

3.2. Deeply Exploring the Ideological and Political Elements in Art Courses

Middle school art courses contain rich ideological and political elements, and teachers can guide students to observe, think, and interpret different types of art works, exploring the ideological, emotional, and social backgrounds contained in the works. Through interactive discussions with students, promote their in-depth understanding of the content of the work and guide them to connect the triggered thinking with the real society.

Art courses provide students with a platform to express themselves and convey ideas. Teachers can encourage students to incorporate ideological and political elements into their creations, allowing them to express their thoughts and attitudes towards social issues and values through artistic works. At the same time, teachers should provide guidance and feedback to help students better understand and express ideological and political content, while guiding them to pay attention to social hotspots and current affairs.

3.3. Cultivating Students' aesthetic Literacy

The integration of ideological and political education into middle school art can cultivate students' aesthetic quality through a series of teaching methods and practical activities. Art works are the most distinctive and intuitive language in cultural and artistic heritage. Through appreciation of famous paintings, appreciation of famous people's quotes, and questioning, students can be guided into the Seoul Arts Center to broaden their horizons, improve their art appreciation ability, and cultivate their aesthetic taste. Art creation is an organic whole that not only includes techniques and forms, but also involves factors such as thought, personality, and emotions. Through independent thinking, combining with reality, discovering problems, and solving problems, students are encouraged to appreciate, experience, and understand the essence of beauty in art creation, and cultivate a sense of beauty and aesthetic ability. Students should recognize that aesthetics is not only an individual ability, but also an integration of social culture. They are required to actively participate in social and cultural activities, such as paying attention to current events, participating in various artistic activities such as literary and artistic volunteer services, art exhibitions, and expos, gradually cultivating their awareness and appreciation of cultural heritage, ethnic traditions, and contemporary culture, and improving their overall aesthetic literacy. Everyone has differences in their perception of the external world, which reflects differences in personality. Art education needs to focus on guiding students to explore their own personality, cultivate innovative spirit and humanistic literacy. By cultivating students' creative thinking and independent judgment abilities, students can become more confident, independent, and autonomous in artistic aesthetics, and form a continuous aesthetic experience and emotions[4-5].

3.4. Developing a Task-based Teaching Model

Task based teaching is an important method in art teaching, which achieves teaching objectives by arranging students to participate in activities, that is, learning through practice. In task-based teaching, common forms of activities include individual projects and group projects. Teachers can guide students to complete art teaching tasks while using activities as a carrier for ideological and political education.

Taking the teaching of "Let's Make a Dragon" in Lesson 7 of Grade 7 of "Fine Arts" for example, teachers can introduce the history and shape characteristics of dragons to students according to the curriculum requirements, and arrange students to create in groups. Students made a "Chinese dragon" according to the groups, and showed the competition. Such class group activities stimulate students' desire for collective creation, effectively cultivate students' solidarity and cooperation ability, collectivism spirit and love for excellent traditional Chinese culture, and also improve students' learning interest and creative ability.

Through task-based teaching, students can not only experience the process of art creation through practice, but also cultivate social emotions and ideological qualities through activities. At the same time, teachers can also guide students to think and ask questions through activities, allowing students to engage in critical thinking and ideological and political education through creative practice.

3.5. The Specific Practice of Curriculum Ideology and Politics in Middle School Art Teaching

Firstly, bringing in and going out are important strategies for ideological and political education in high school art courses. By introducing experts, scholars, and folk artists into the classroom and stepping out of the classroom into actual scenarios, the teaching content of the course can be enriched and the effectiveness of ideological and political education can be enhanced. Schools can invite highly skilled and experienced folk Artisan to the second art class to teach middle school students the creative skills of traditional handicrafts. Such activities can not only provide students with face-to-face interaction opportunities with artists, learn practical skills and experiences, but also deepen students' understanding of the excellent traditional Chinese culture. In addition, lectures and guidance from experts and scholars can also enrich classroom content, broaden students' knowledge horizons, and promote students' understanding of art and culture. Secondly, the ideological and political education of high school art courses should go out, allowing students to personally visit the scene and experience the local customs, historical sites, and cultural connotations. Teachers can make use of local characteristic Cultural resource

management, such as historical and cultural heritage, natural landscape, cultural relics, etc., to organize students to visit and experience on the spot. Such activities can help students gain a deeper understanding and experience of the integration of art and culture, and cultivate their love and pride in traditional culture and art. Such activities not only improve students' aesthetic level, but also cultivate their love and understanding of art.

Secondly, hold regular art exhibitions. Through art exhibitions, students can express their thoughts and emotions in unique artistic forms, bringing visual impact and spiritual shock to the audience. Especially through the display of red classic art exhibitions, it can convey the message of patriotism education to students, guiding them to think and appreciate excellent traditional culture and art. The preparation and creative process of participating in art exhibitions also have a positive impact on students' ability development. Students need to independently set goals, develop plans, learn to self-monitor and solve problems. This practical process can exercise students' independent work ability and professional spirit, cultivate their problem-solving ability and creativity. Regularly holding art exhibitions is a good educational practice based on these advantages. During this process, students not only enjoy the excitement and emotion of research and creation, but also gain great rewards from it, and enhance their artistic skills and appreciation abilities. At the same time, seeing others' artistic creations at art exhibitions can also help students have a deeper and broader understanding of artistic works.

Thirdly, develop the second classroom of art. It can provide a cultural space and artistic carrier for displaying students' works, showcasing campus culture, and conveying information on ideological and political education. Schools should fully utilize existing resources, integrate educational resources into the natural environment and cultural landscape of the campus, and create exhibition spaces such as art corridors and art works gardens with ideological and political education significance. These places can showcase positive energy slogans, famous quotes, exquisite images and texts, and excellent calligraphy and painting, guiding students to form good behavioral norms and values. In addition, the hosting of campus cultural and artistic festivals is also an important activity, which can showcase students' artistic talents, stimulate their imagination and creativity. The advantage of the second art classroom is that it is not limited by age or teaching teachers, and all students can participate in it, achieving the effect of educating everyone. By participating in the activities of the second art classroom, students can subtly improve their ideological and political level, enhance their artistic cultivation and aesthetic education literacy in a strong campus cultural atmosphere.

4. Conclusions

Through these strategies and effective paths, the integration of middle school art courses into ideological and political education will be more in-depth and effective, laying a solid foundation for the cultivation of students' comprehensive qualities and ideological character. This not only helps students' personal development, but also has a positive promoting effect on the progress and development of society.

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