

# The Application of Yibin Bamboo Weaving in Junior High School Art Courses

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**Abstract:** *Yibin bamboo weaving is both a traditional culture and a traditional handicraft. It is necessary to introduce it into education and teaching in order to inherit and develop it. Yibin bamboo weaving is integrated into the junior high school art curriculum, analyzes and refines its factors suitable for junior high school curriculum teaching, and uses a variety of teaching forms to allow students to experience the beauty of life and technology to the greatest extent. This article analyzes the feasibility of introducing Yibin bamboo weaving into the teaching of junior high school art courses, and explores the characteristic courses that are beneficial to the development of Yibin folk culture.*

**Keywords:** *Yibin bamboo weaving, art courses, local education*

## 1. Yibin Bamboo weaving

Bamboo weaving art emerged earlier. Bamboo weaving in a broad sense refers to bamboo weaving craftsmanship; while bamboo weaving in a narrow sense refers to the combination of practicality and ornamental value. Since the Xia, Shang and Zhou dynasties, the art of bamboo weaving has gradually joined people's aesthetics and entered their lives [1]. Yibin has the title of "the first city on the Yangtze River in thousands of miles" and is located in the junction of Sichuan, Guizhou and Yunnan provinces[2]. Yibin is located in the convergence of Jinsha River and Minjiang River, and its resources are particularly good. The famous Shunan Bamboo Sea is located in Yibin, and its bamboo resources are particularly rich, which brings favorable conditions for the development of bamboo weaving in Yibin.

According to the practical type, Yibin bamboo weaving is divided into two categories, the first is agricultural tools. Bamboo woven farm tools used in rural areas mainly include sun mats, baskets, dustpans, sieves, vegetable baskets and other tools [3]. Since the invention of bamboo weaving, the people of Yibin have often used bamboo weaving tools in their daily production activities. The second category is household appliances. Bamboo weaving for daily utensils mainly includes various bamboo baskets, dustpans, brush handles, various back baskets, fire grapes, steaming bases, steaming trays, etc. [4].

Bamboo weaving is particularly particular about the selection of materials. Yibin bamboo weaving is also very careful in the selection of materials because of the particularity of its craftsmanship [5]. The material needs to be selected according to the different woven products. Different bamboo products require different bamboos. Bamboo can be divided into osmanthus, cizhu, moso bamboo, green bamboo and so on. The toughness of different bamboo species is very different, and the age of the bamboo will also have a great influence on its use. Generally, the age of the bamboo used is more than three years. Therefore, the requirements for bamboo in bamboo weaving materials are extremely high, which not only guarantees its quality, but also affects the product process. The second is the production of tools, mainly metal tools. With the development of science and technology, more and more power tools have also begun to be used in bamboo weaving processes, such as common knife, scraper, hacksaw and other tools. The materials and processing of Yibin bamboo weaving are very complicated, mainly including selecting materials, drying bamboo, removing bamboo knots, slicing bamboo, and dividing bamboo. The last is the method of bamboo weaving in Yibin. There are four weaving methods: printing weaving, random weaving, imitating form weaving, and coordinate weaving.

## **2. Analysis of the value of Yibin bamboo weaving introduced into junior high school art teaching**

### **2.1 Background**

In the current era of globalization and diversity, various cultures are intertwined, showing diversification and enrichment. Intangible cultural heritage is unique to a region, and some of the aesthetics, values and emotions that it shows unique to the region are a reinforcement for the protection of intangible cultural heritage [6]. Many scholars have conducted research on the introduction of regional handicraft resources into teaching, and believe that it is very necessary to introduce local culture into middle school teaching, and they have made bold attempts, which have attracted everyone's attention and attention. At present, some schools in my country are already practicing, which has pointed out the direction and provided experience for Yibin bamboo weaving as an intangible cultural heritage to enter the teaching of junior high school art courses.

Yibin bamboo weaving is an ancient craft, facing the problem of inheritance and protection. The government is also calling on everyone to protect the bamboo weaving culture. Many local cultures have been added to the education of the new curriculum reform. As a local culture, Yibin bamboo weaving is very suitable for introducing junior high school art courses. The introduction of Yibin bamboo weaving into the teaching of junior high school art courses has a strong regional character, which allows junior high school students in local schools in Yibin to understand bamboo weaving and voluntarily join the team of bamboo weaving art protection. This can not only inherit and carry forward the bamboo weaving culture in the teaching process, but also promote the local inheritance and protection of intangible cultural heritage.

### **2.2 Value analysis**

#### **2.2.1 Broaden the teaching content of textbooks**

As an intangible cultural heritage, Yibin bamboo weaving has entered the junior high school art teaching curriculum, which can broaden the teaching content of art teaching materials. There are many versions of teaching materials for junior high school art courses in my country, such as Renmei version, Renjiao version, Sujiao version, Xiangjiao version, etc. These versions of teaching materials involve less intangible cultural heritage knowledge. Yibin bamboo weaving art is a regional characteristic art, not an intangible cultural heritage familiar to people in our country, and it is almost impossible to incorporate it into these editions of teaching materials. Such teaching materials cannot reflect the regional characteristics, and do not give full play to the role of intangible cultural heritage. Therefore, teachers choose Yibin bamboo weaving to enter the local junior high school art courses according to local conditions, which can enrich the subject content and improve the students' cultural knowledge system.

#### **2.2.2 Enhance cultural heritage awareness**

With the rapid development of science and technology and culture, the younger generation has little awareness of the inheritance of traditional handicrafts, and has no will to protect them. Intangible cultural heritage such as Yibin bamboo weaving is facing problems such as demise. Since the inheritance, protection and development of intangible cultural heritage has relatively high requirements on people, it is necessary to cultivate compound talents who understand both theory and practice, and enhance the awareness of cultural inheritance and protection.

The material, shape characteristics and aesthetics of Yibin bamboo weaving are all conducive to promoting bamboo weaving culture, and have an important influence on the exploration of cultural concepts, aesthetic concepts and folk customs concepts, and can also provide reference for contemporary artistic innovation. By observing the style of Yibin bamboo weaving, we can understand people's living conditions and see people's aesthetics. While learning and making bamboo weaving, students can comprehend the history of bamboo weaving and the connotation of Yibin bamboo weaving culture. These can improve the core literacy of art disciplines in junior high school students in terms of cultural understanding, aesthetic judgment, and art performance. The introduction of Yibin bamboo weaving into junior high school art teaching is conducive to the development and inheritance of local culture [7].

#### **2.2.3 Improve artistic appreciation**

As a traditional handicraft, Yibin bamboo weaving contains strong local characteristics and

shoulders the mission of conveying the local culture. The materials and techniques of Yibin bamboo weaving are diverse, and innovation is constantly required to make bamboo weaving works more practical and beautiful. This creative mentality is conducive to improving students' ability to appreciate. In the process of junior high school art education, local schools in Yibin should be able to inherit and carry forward the local characteristic culture in teaching, guide students to learn to explore the excellent culture around them, understand the artistic characteristics and value of intangible cultural heritage, and improve own appreciation.

### ***2.2.4 Cultivate artistic creativity***

In the implementation process of junior high school art teaching, we should not only pay attention to the cultivation of students' personality, but also pay attention to the guidance of students' innovation. If these traditional handicrafts are to be passed down for a long time, people must be interested in it. In the teaching design link of junior high school art classroom, it is necessary to give full play to the creative ability of students. Bamboo weaving is comprehensively explained in the class, and students are encouraged to use their brains and imagination, fully mobilize their initiative, and allow students to devote themselves to creation while learning. This can not only inherit the Yibin bamboo weaving craftsmanship, but also arouse students' awareness of protection and promote the innovation and development of Yibin bamboo weaving.

## **3. Teaching implementation conditions**

### ***3.1 Infrastructure***

For the teaching of junior high school art courses, the biggest resource advantage is that materials can be obtained locally. Yibin has the famous Shunan Bamboo Sea, which can be said to be inexhaustible and very convenient for the collection of bamboo materials. Introducing Yibin bamboo weaving into the teaching of junior middle school art courses, the most basic materials can be guaranteed. Many props used in bamboo weaving can be solved by local masters. School classrooms, playgrounds, etc. can be used as places to learn bamboo weaving.

### ***3.2 Teacher preparation***

Introducing Yibin bamboo weaving into junior high school art courses, the most important thing is to solve the problem of teachers. Teaching and learning are the two main factors of teaching. Teachers are the main body of teaching and play an important leading role in the teaching process. Teaching bamboo weaving requires teachers not only to understand the theoretical knowledge of bamboo weaving but also to master practical skills. In order to meet the requirements of this kind of teaching, it is possible to send junior high school art teachers to conduct bamboo weaving training, watch videos related to the actual operation procedures of bamboo weaving inheritors, or let junior high school art teachers participate in some seminars on bamboo weaving. Art teachers can integrate Yibin bamboo weaving into art courses after they have completed their studies, which can effectively guide students to learn.

In the process of teaching Yibin bamboo weaving, many tools will be used, including some more dangerous tools, such as knives. Students are urged to use these tools with care to ensure their safety. After the bamboo weaving is completed, the tools should be properly kept to prevent students from being accidentally injured by the tools.

## **4. Teaching exploration**

For the teaching process of Yibin bamboo weaving, a detailed plan needs to be formulated, and the teaching process of Yibin bamboo weaving is divided into several steps. The first step is to appreciate the bamboo weaving in Yibin and understand some basic knowledge and development history of bamboo weaving by viewing the pictures, videos and real objects of bamboo weaving works. The second step is to learn the operating procedures of bamboo weaving and the basic skills of bamboo weaving. The third step is to master the processing technology of bamboo weaving, and the most important thing is to learn different weaving methods. The last is to publicize Yibin bamboo weaving, know the purpose and value of learning bamboo weaving, and advocate students to exert their own initiative to inherit and protect Yibin bamboo weaving skills and culture. According to the teaching

standards of junior high school art courses, a certain educational situation can be created, and Yibin bamboo weaving can be introduced into junior high school art courses teaching through teaching methods, demonstration methods, demonstration methods, practice methods and discussions.

#### **4.1 Exploration of appreciation teaching of "Yibin Bamboo Weaving"**

The first step is for art teachers to play pictures, videos and related materials or place real objects to guide students to learn and appreciate Yibin bamboo weaving in an intuitive way, so as to ignite students' interest in learning. Appreciation can enable students to quickly understand the origin of the development of Yibin bamboo weaving, recognize its historical value, and master its artistic characteristics.

The second step is to discuss in groups under the leadership of art teachers, to comment on the appreciation of Yibin bamboo weaving, and to talk about their own feelings. The teacher summarizes the characteristics of Yibin bamboo weaving and the artistic beauty it contains.

The third step is to further expand the relevant knowledge and skills of Yibin bamboo weaving according to the above content, so that students can have a clearer understanding of the bamboo weaving process.

In the teaching process of junior high school art courses, teachers can tell the history of Yibin bamboo weaving while appreciating with their classmates, and even suggest that students feel it with their hands. Using the intuitive image, guide students to immerse themselves in learning bamboo weaving, and consciously inherit and develop Yibin bamboo weaving. This will help to improve students' awareness of traditional culture protection, and let them know that protecting traditional culture is their responsibility [8].

#### **4.2 Teaching exploration of "Yibin Bamboo Weaving" production program**

The production process of Yibin bamboo weaving is very complicated, and it is impossible to weave successfully without good technology. As an art teacher, although he has studied and trained Yibin bamboo weaving, he is not necessarily an expert in this field. If conditions permit, you can invite Yibin non-genetic inheritors of bamboo weaving into the classroom and let them demonstrate in person. Not only can the development history and production methods of bamboo weaving be taught more comprehensively, but also the problems encountered by students in the process of bamboo weaving can be taught. Provide timely answers. Through these ways, intangible culture can be inherited, and at the same time, students' interest in learning can be ignited, and they can actively cooperate with the teaching of intangible inheritance, improve students' aesthetic ability, and enhance their awareness of the protection of traditional culture.

### **5. Conclusion**

As a local characteristic handicraft, Yibin bamboo weaving is introduced into the education and teaching of junior high school art courses, which can not only enrich the teaching content, but also improve the inheritance of traditional handicrafts, and also develop students' brain and hands-on ability. The integration of Yibin bamboo weaving into the junior high school art curriculum can effectively promote the spread of folk culture. Students not only learn about traditional handicrafts, but also improve their awareness of the inheritance and protection of traditional culture. This is beneficial for Yibin bamboo weaving to go out of the local and to the world, and promote the better development of Yibin bamboo weaving.

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