

# Research on the Design of High School Art Appreciation Teaching from an Interdisciplinary Perspective—Taking the Unit Course of "*The Spring Outing of the Court Ladies of the Tang*" as an Example

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**Abstract:** Under the background of new curriculum standards, the concept of interdisciplinary education is gradually emerging. Interdisciplinary learning holds significant importance in education as it enhances students' comprehensive abilities and innovative thinking, promotes intersubject communication and cooperation, and facilitates a more thorough and profound understanding of learned content through the integration of knowledge and methods from different disciplines. Incorporating interdisciplinary concepts into high school art appreciation teaching activities requires teachers to make scientific and reasonable teaching designs. This paper aims to explore the application of interdisciplinary teaching concepts in high school art appreciation courses, propose corresponding teaching design strategies, and provide a teaching example of the unit course "*The Spring Outing of the Court Ladies of the Tang*" for reference.

**Keywords:** *Interdisciplinary, High School Art Appreciation, Teaching Design*

## 1. Introduction

The "2022 Edition of the Arts Curriculum Standards" puts forward the curriculum concept of "highlighting curriculum integration," emphasizing the need to strengthen the integration of various arts disciplines and the connection between arts and other subjects, fully utilizing the function of collaborative education. [1] As a deep learning method integrating comprehensiveness and inquiry, interdisciplinary learning can help students consolidate subject knowledge, cultivate their ability to use comprehensive knowledge to solve problems, and promote the improvement of overall quality. In high school art courses, art appreciation is one of the compulsory courses. Its significance lies not only in cultivating students' personal aesthetic abilities but also in enhancing their artistic literacy, significantly impacting the overall improvement of the educated. High school art appreciation teaching enables students to have emotional experiences and rational analysis when appreciating works, thereby improving their aesthetic literacy and noble sentiments. Therefore, it is necessary to integrate interdisciplinary knowledge into the design of art appreciation teaching to stimulate students' innovative thinking, enhance their aesthetic literacy, and help them develop a diversified artistic perception. This approach aims to cultivate high school students into individuals with aesthetic ability and holistic development.

## 2. Interdisciplinary Teaching

### 2.1. Definition of Interdisciplinarity

Interdisciplinary learning is not a new concept. Its origins can be traced back to the educational thoughts of pre-Qin China and ancient Greek philosophy in the West. Mill and Gardner believe that "interdisciplinarity" means consciously using ideas and thinking methods from different disciplines to solve problems that cannot be thoroughly addressed with knowledge from a single discipline. In "How to Conduct Interdisciplinary Research," Allen Repko suggests that interdisciplinary research is based on disciplines, aiming to integrate insights and build a more comprehensive understanding to address, solve, and handle complex problems that a single discipline cannot adequately address.

The concept of "interdisciplinarity" was introduced to China in the 1980s. In 1985, Liu Zhonglin published an article titled "Interdisciplinarity" in the magazine "Future and Development," clearly explaining the background of the creation and main application research fields of interdisciplinarity for the first time. Liu Zhonglin's definition emphasizes the characteristic of crossing disciplinary boundaries. He believes that interdisciplinarity is a learning and research method that integrates different disciplines, fields, and knowledge forms. By transcending the singularity of disciplines, it organically combines various disciplines, fields, and knowledge resources to achieve knowledge crossover, fusion, and integrated innovation. As interdisciplinarity has developed, Chinese scholars have gained more understanding of its connotation. Among them, Hu Qingfang and others believe that interdisciplinarity is a process and result of breaking down disciplinary barriers, transcending the boundaries of a single discipline, and organically integrating educational practices and courses involving two or more disciplines. Professor Zhang Hua believes that interdisciplinary learning aims to cultivate students' free personalities, interdisciplinary awareness, and ability to creatively solve problems by integrating concepts, methods, and thinking from two or more disciplines to solve real problems and generate interdisciplinary understanding. [2] Therefore, interdisciplinary learning is a comprehensive learning method that covers multiple disciplines. Its core is consciously linking knowledge, concepts, and skills from different disciplines to make them interpenetrate and influence each other in the learning process. This interdisciplinary learning method aims to achieve comprehensive integration of knowledge and thinking, thereby promoting students' comprehensive understanding and problem-solving abilities for complex issues.

## ***2.2. The Necessity of Integrating Interdisciplinary Teaching into High School Art Appreciation Classes***

In today's increasingly complex world, being able to fully utilize multiple types of knowledge to solve real, practical, and complex problems has become a new proposition for modern education. Emphasizing cross-cultural and interdisciplinary learning helps students acquire and produce knowledge while cultivating their critical thinking and knowledge application abilities. Such education can respond to this new proposition and better prepare students for future challenges. Therefore, the cultivation of future talents must be comprehensive. Interdisciplinary learning is precisely an important measure to cultivate students' ability to comprehensively use knowledge from multiple disciplines to solve problems. In the art discipline, students are required to "think like artists," which essentially means cultivating students' comprehensive thinking skills to solve problems using the diverse knowledge they have learned. Therefore, interdisciplinary learning is also a crucial initiative in talent cultivation.

## **3. Strategies for Designing High School Art Appreciation Teaching from an Interdisciplinary Perspective**

Effective high school art appreciation teaching design should adopt an interdisciplinary approach. Teachers should not simply convey their feelings and understanding to students but should incorporate knowledge and skills from other disciplines into art appreciation classes, immersing students in real-life scenarios. It is important to actively enhance the content connections between disciplines and establish associations of disciplinary thoughts and methods from the perspective of students' learning and development, transforming them into real-life, engaging learning experiences for students. This teaching strategy, from the perspective of comprehensive education, strengthens interdisciplinary collaboration to provide students with opportunities to use multi-disciplinary skills to solve real problems, helping them develop a holistic understanding of things and the world, fostering an awareness and ability to solve problems comprehensively, thereby deepening their understanding of the subject. [3] In summary, the author believes that the following three points are effective strategies for designing high school art appreciation teaching under the interdisciplinary concept:

### ***3.1. Design Strategy for Teaching Objectives: Focus on Students, Emphasize Aesthetic Experience***

The design of teaching objectives should be close to the actual lives and learning needs of students, allowing them to feel their growth and progress in learning, thereby stimulating their interest and motivation to learn. It should also focus on cultivating students' aesthetic awareness and abilities, enhancing their aesthetic level. In designing teaching objectives, diverse teaching methods and means can be employed, such as art appreciation, creative practice, and cultural experience, to promote the

overall development of students.

### ***3.2. Design Strategy for Teaching Content: Study Textbook Structure, Highlight Interdisciplinary Concepts***

Teachers need to conduct a comprehensive and systematic analysis of the textbooks to understand their internal logic and organizational structure, enabling them to effectively tap into their interdisciplinary potential. By borrowing theories and methods from other disciplines, teachers can expand students' thinking space and promote their comprehensive learning and innovative abilities.

### ***3.3. Design Strategy for the Teaching Process: Provide Realistic Appreciation Activities and Tasks***

Providing realistic appreciation activities and tasks is an effective design strategy during the teaching process. This means allowing students to directly participate in the appreciation, evaluation, and creation of real art works, rather than merely staying in the realm of book knowledge. Through activities such as visiting exhibitions, observing performances, and reading original works, students can personally experience the charm of art, enhancing their aesthetic abilities and artistic literacy. Additionally, designing challenging and inspiring tasks, such as group discussions, creative practices, and art critiques, can stimulate students' initiative and creativity, helping them continuously improve and refine their artistic qualities in practice.

## **4. Case Analysis of Teaching Design - Taking the Unit Course of "The Spring Outing of the Court Ladies of the Tang" as an Example**

To respond to the needs of the times and cultivate new talents, interdisciplinary concepts have been integrated into high school art appreciation classes. This case study will incorporate knowledge, skills, and abilities from mathematics, history, and Chinese into the teaching design to help students better appreciate the artwork "The Spring Outing of the Court Ladies of the Tang." The main learning tasks of this case include: researching the historical background of "The Spring Outing of the Court Ladies of the Tang," exploring the main content of the painting in groups, and experiencing the charm of the painting by combining interdisciplinary knowledge and skills. Such a teaching design conforms to the basic principles of the teaching process, meets the needs of different students, helps students understand and master knowledge, and promotes the development of innovative consciousness.

### ***4.1. Preparation before Class***

Teachers should prepare relevant teaching aids in advance, including pictures, videos, textual materials, teaching PPTs, task sheets, evaluation forms, etc. Additionally, the students should be grouped in a way that balances the abilities within each group. To assess students' preparedness and their understanding of knowledge from other disciplines, teachers can conduct diagnostic evaluations. This helps to understand students' mastery of interdisciplinary knowledge in advance, clarifies the focus of subsequent teaching, and lays a solid foundation for interdisciplinary learning[4].

### ***4.2. Classroom Implementation Stage***

#### ***4.2.1. Create Scenarios to Introduce, Generate Scenario-driven Questions***

In the implementation stage of the art appreciation course, the design of the introduction should attract students' attention and arouse their interest. Therefore, using multimedia, the teacher can play the first episode of the CCTV animation "Stories in Paintings," specifically the five-minute short film on "The Spring Outing of the Court Ladies of the Tang." Based on the expectations for art appreciation teaching activities under the interdisciplinary concept, the teacher should pose a scenario-driven question: If you were also at the spring outing scene, which person do you think is the real Court Lady of the Tang?

#### ***4.2.2. Group Cooperative Learning to Understand the Characters in the Painting***

To solve the question posed by the teacher, students first need to understand the historical background of the creation of "The Spring Outing of the Court Ladies of the Tang" to clarify the subsequent appreciation tasks. Therefore, the teacher needs to organize students into groups for cooperative learning, helping them understand the relationships between the characters in the painting

and develop autonomous learning abilities. Students should first try to guess which one is the real Court Lady of the Tang, then use the internet or relevant historical books to look up information, compare it with their initial guesses, and revise their answers. Based on this, the students can jointly formulate the subsequent learning plan.

After researching "The Spring Outing of the Court Ladies of the Tang," students will clarify the tasks and division of labor for subsequent stages, recording them in the "Research Archive Form," and then reporting back to the class. The teacher supplements the stage requirements before the report, encouraging each group to use text and images to explain the collected materials.

#### ***4.2.3. Skillfully Use Interdisciplinary Knowledge for In-depth Exploratory Learning***

In the previous stage, students have gained a deep understanding of the historical background of "The Spring Outing of the Court Ladies of the Tang," thanks to the support of historical knowledge. The primary task for each group in this stage is to appreciate, identify, and evaluate the artwork. Therefore, the teacher uses questioning to guide in-depth exploratory learning.

What is the historical background of this painting? Students need to look up relevant historical information to understand the background of the author's creation. Through this question, students can learn that spring outings were a social custom in the Tang Dynasty, peaking every March 3rd. The Tang Dynasty's stable political power and economic prosperity fostered a flourishing period for painting, which paid significant attention to social functions.

What is depicted in the painting? Students need to find the answer through research. This question helps students understand that the painting depicts a scene of Lady Guoguo, sister of Yang Guifei, and her entourage of nine people on a spring outing. The characters are portrayed with serene expressions and relaxed postures, wearing light and bright attire. Lady Guoguo rides a three-flower horse, exuding elegance and grace with a plump face and well-proportioned figure. The other attendants, whether pulling the reins, raising a whip, or gazing ahead, reflect the confident and optimistic spirit of people during the prosperous Tang period.

How does Tang Dynasty aesthetics manifest? This question requires students to explore the author's creative intent, artistic style, theme, and ability to objectively evaluate the work's strengths, weaknesses, and artistic value. Students can understand that the painting uses scattered perspective to vividly depict the leisurely lives of upper-class women. The artist arranges the composition densely and sparsely, placing the leading figure prominently to emphasize her status and personality, showcasing Lady Guoguo's assertiveness. In terms of brushwork and coloring, the figure riding the largest three-flower horse, dressed in a crab-green long robe with gold-thread phoenix embroidery on the chest, and sporting a hairstyle suggesting female characteristics, is likely Lady Guoguo. The face of this figure is also meticulously depicted, indicating that details determine the protagonist[5].

During this exploratory learning stage, the teacher guides students to appreciate the painting's charm through questions about character layout, composition, brushwork, and coloring. At this point, the teacher can organize students to supplement and organize the content recorded in the "Research Archive Form."

#### ***4.2.4. Display Group Archives, Share and Exchange Group Achievements***

After organizing their "Research Archive Form," the teacher facilitates an activity where students display their archive forms, encouraging group exchanges and sharing. Each group needs to select a manuscript writer, spokesperson, text recorder, and video recorder for their group's presentation. The manuscript's main content revolves around how the research was conducted, how the appreciation was done, and the division of labor within the group. This phase utilizes Chinese language skills, such as language expression, text writing, and communication abilities, aligning with the requirements of interdisciplinary concepts.

#### ***4.2.5. Conduct Learning Evaluation to Assess Student Learning Outcomes***

After each group's presentation, the teacher organizes a review of the appreciation process, discusses appreciation experiences, and completes the evaluation form. Students evaluate their performance based on three specific criteria: whether they could fully utilize art and interdisciplinary knowledge to analyze and appreciate the artwork, whether they could integrate other subject knowledge such as history and Chinese during the appreciation process, and whether they could deeply understand the cultural connotations and spirit of the times embodied in the work. Finally, the teacher evaluates students based on the submitted group assignments and the aforementioned evaluation forms,

synthesizing students' specific performance during the activities, and encourages students to complete self-evaluations and peer evaluations based on their performance in the project activities, thus motivating them to strive for higher goals.

#### **4.2.6. Teaching Review Stage**

This course starts with scenario-driven questions to create learning scenarios and transforms them into engaging driving questions for students. The teaching content emphasizes solving problems through "interdisciplinary" means, whether it is statistical data analysis (mathematics), exploring cultural connotations (history), writing speeches (Chinese), or the overarching art appreciation and artistic expression (art). It is evident that the mutual complementarity and cooperation among various disciplines provide concrete responses throughout the course, enhancing students' core literacy and abilities. In discovering and solving problems, students actively participate in researching, appreciating, identifying, and evaluating artistic activities, improving their aesthetic abilities, developing innovative thinking, and promoting comprehensive growth.

### **5. Conclusion**

Interdisciplinary teaching, as a bridge connecting knowledge and concepts from different disciplines, promotes the development of interdisciplinary thinking and comprehensive learning. It is not only a bridge for mutual penetration between disciplines but also an effective way to cultivate students' ability to comprehensively use knowledge from various disciplines to solve problems. Interdisciplinary teaching breaks down traditional disciplinary barriers, allowing students to understand problems more comprehensively through multi-disciplinary cross-exploration. It also promotes the cultivation of students' comprehensive literacy and lifelong learning abilities, laying a solid foundation for their future learning and work. The application of interdisciplinary education in art classroom teaching helps students better grasp the essence of art creation, achieve more comprehensive, multi-faceted, and in-depth understanding, and enhances their art creation abilities, interdisciplinary thinking, and innovation skills, thereby laying a solid foundation for their future development.

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