

# Path Study on the Infiltrating and Integrating "Curriculum Politics" into Art Teaching in Primary and Secondary Schools

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**Abstract:** "Curriculum politics" refers to an educational and teaching concept that constructs a whole-person, whole-course and whole-course education of people. It leads students "thoughts with "politics" and cultivates students' skills with "art". They are carriers of each other, as well as they permeate each other and develop in the same direction. The ideological and political development of students is the primary objective of the curriculum. At the same time, the political orientation of art education is emphasized and patriotic education is reinforced when professional development education is integrated to form an effective teaching vehicle for the concretization and vividness of core socialist values. In this paper, from the perspective of curriculum politics, the disciplinary thinking of moral education is applied to delve into the relationship between curriculum politics and basic arts education, the path of infiltration and integration, as well as the cultural genes and value paradigms embedded in the arts curriculum are explored in order to produce concrete results.

**Keywords:** curriculum politics, art class in primary and secondary schools, infiltration and integration, path study

## 1. Introduction

The term "curriculum politics" refers to a concept of education and teaching that is based on the construction of an all-staff, all-round, all-curriculum education of people pattern. It basically means that all kinds of courses and ideological and political theory courses go in the same direction to create a synergy effect. "Building virtuous careers and nurturing talent" is taken as the fundamental task of education. "Politics" is used to guide students' thinking, and "art" is used to develop students' skills. They are carriers of each other, as well as they permeate each other and develop in the same direction. The ideological and political development of the person is made the primary objective of the curriculum. Professional development education is combined with the important role it plays in developing a correct world view, outlook on life and values for all students. At the National Education Conference held on 10 September 2018, highly summarized the important status of education in the new era with two major plans: "the Great Plan of the State and the Great Plan of the Party". It emphasizes adhering to the development path of socialist education with Chinese characteristics and cultivating socialist builders and successors who are well-rounded in moral, intellectual, physical, social and aesthetic development. This important speech reflects the farsightedness and foresight of the General Secretary on the fundamental question of "what kind of people to train, how to train and for whom to train" in education, which has far-reaching implications for accelerating the modernization of education, building a strong education country and running a satisfactory education for the people. According to the relevant research data, the current teaching of art curriculum politics in primary and secondary schools in China has the status quo of emphasizing skills over ideological education and entertainment over quality education, as well as the two cannot develop in the same direction and in synergy. Even in some backward areas, art classes are still appropriated and squeezed, with literature, singing, theory and film art classes "blossoming". What teachers teach is of no interest to students, what students like is out of syllabus, and there is a disconnect between what is taught and what students actually feel in society. On the other hand, the disconnect between primary, secondary and tertiary art classes has led to a "lack of substance" in art education in most schools in the region. The essence of this is that, from the five dimensions of schools, parents, teachers, students and society, schools emphasize culture over art education, parents emphasize marks over art training, and teachers emphasize skills over art thinking. Education administration assessments are also mostly formalistic. Not only are students deprived of an environment in which they can learn, enjoy, express and create art,

but there is also a proliferation of low-quality pop music, and art has lost its fundamental "art from the heart". In a sense, the need for curriculum politics in primary and secondary school arts education has become urgent.

In conclusion, the integration of art and politics in primary and secondary schools is in line with the national context, with art teaching and with reality. How can art teaching in primary and secondary schools "curriculum politics" be developed? How can it be applied and implemented? These are not only questions that art educators should ponder, but also questions that need to be changed.

## **2. Curriculum Politics and the Development of Art Education Theory**

As an important means of consolidating state rule, stabilizing social order and maintaining national stability and harmony, ideological and political education is valued by all countries in the world. The differences in the nature, systems, cultures and levels of economic development between the East and the West have led to major differences in the form of ideological and political education, the way they are taught and their values. This is also true of art education. Most of the people in developed capitalist countries pursue freedom and the beauty of life, and they know that art comes from life. So they have researched and developed art education and thought politics education earlier. The relevant theories and practices have also developed very greatly.

### ***2.1 Theories of Religiosity and Inheritance***

They transform students' minds through the form of religion and enhance their moral standards and artistic personality pursuits. The essence lies in the fact that all educational achievements are based on patriotic consciousness, national self-esteem as the starting point, as well as the maintenance of national and social stability and harmony as the purpose<sup>[1]</sup>. For example, the American government often uses religious thought as an art-oriented tool to educate students mainly in religious and ethnic art. Americans believe that God exists, which in a certain sense prompts American school art education to constantly pursue freedom, innovation, striving for progress and the pursuit of personality development, giving them an optimistic attitude to life as its main goal. Indeed, this is also the case in Germany, Japan and Korea.

### ***2.2 Social adaptation theory***

It is believed that man is a product of social development, that art originates from life, as well as that art education serves both individual and social development. It is believed that the nature and principles of art education remain unchanged. The aim is to train "rational" people to participate in the construction of future social life, with emphasis on the cultivation of students' moral qualities. It is believed that the social culture transmitted by art education is lagging behind. The art education is based on the "past", the "reality" and the "future", which is well connected to the cultural heritage created by mankind. It is an important goal of art education to pass on the cultural heritage created by mankind from generation to generation, to achieve self-development, the accumulation of individual artistic abilities and the perfection of future human life.<sup>[2]</sup>

### ***2.3 Theory of Personality Self-regulation***

Students' personality development is emphasized and valued, the self is manifested and the shaping of a healthy personality is focused on in order to give students the freedom to choose the art courses that interest them. The initiative, creativity and motivation of teachers are brought into play and a variety of viable educational measures are utilized to carry out the education of students in order to develop their artistic skills and appreciation as well as to achieve ideological and political leadership for personal development, which is based on personality development.

### ***2.4 Personality Improvement Theory***

It is believed that the teacher's personal charm, personality, motivation and behaviour can be used for comprehensive training. Art classes should focus both on thought politics as the main educational subject as well as on scientific methods and means of education. Students' good qualities of integrity, honesty, positivity, tolerance, humility, patience and strength are developed.

### **3. The Integration and Peer-to-Peer of Curriculum Politics and Arts Education**

As an important element of quality education, art education has a subtle influence on students' abstract thinking and aesthetic sensibilities. Art education includes art knowledge education, art skills education, art appreciation and art creation education, which play an irreplaceable and important role in the moral understanding, aesthetic cultivation and creative consciousness of primary and secondary school students. It is of practical significance to the practical solution of the fundamental question of "what to train, how to train and for whom to train".

#### ***3.1 The Return of the Thought Politics Curriculum to Curriculum Politics***

From the point of view of the function of art education, art education is about the all-round development of students, about innovation and creativity, about cultural heritage, which is an important force in enhancing national cultural confidence. Art education is by no means simply teaching students the basic skills of music, dance and art, but its disciplinary characteristics determine that it possesses a more important and crucial in-depth value. Art education in developed capitalist countries is mainly aimed at cultivating students' moral qualities, patriotism, national self-confidence, personal charm and personality development. At the National Conference on Thought and Politics of Colleges and Universities, General Secretary Xi stressed that "building virtuous careers and nurturing talent is an important part of the education system. The main channel of classroom teaching should be used. All kinds of courses should go in the same direction as the ideological and political theory course to form a synergistic effect." The general secretary's forward-looking speech spurred our national arts educators to build virtuous careers and nurturing talent as the fundamental of education of people. In education, teachers must follow the ideological and political education in the teaching of all subjects in order to achieve the transformation from a "thought politics curriculum" to a "curriculum politics".

"Arts education contains values that are consistent with thought politics education, which is in line with the fundamental aim of thought politics education of "building virtuous careers and nurturing talent". The function of moral education in arts education is to shape students' complete values, to enable them to learn and live based on the correct values, as well as to contribute to the cultivation of ideal and moral talents in the new era. The integration of the concept of thought politics in the teaching of the arts can promote the all-round development of students, which is an important guide to the implementation of the education of people approach in schools.

In recent years, the practice of curriculum politics in China is gradually moving towards normality and normality. The policy trajectory of curriculum politics in China shows that curriculum politics is not a completely new thing, it is in fact a return to the inner logic of education. The transformation of curriculum politics into the same direction is a return to rationality and common sense that is in line with the development needs and talent training goals of basic education in the new era.<sup>[3]</sup> The aim of "education of people as the foundation, moral education as the first" is to better weigh the dialectical relationship between "morality" and "talent". It is a Chinese solution to the question of what, how and for whom to cultivate people. It is a practical measure under the education of people system with Chinese characteristics, which takes "developing people" as the "medium-term goal" and ultimately promotes the ultimate concern of "liberating people". But we define curriculum politics more as an educational practice that aims at "developing people", which is essentially a political practice that aims at "liberating people".<sup>[4]</sup> In primary and secondary art education, teachers must use a variety of feasible educational measures to educate students, develop their artistic skills and appreciation, and realize that thought politics leads to personal development, with personality development as the main focus. Art classes should pay attention to both thought politics education subjects and scientific methods and means of education. Students will be trained in the fine qualities of integrity, honesty, positivity, tolerance, modesty, patience and strength. Understanding the relationship between curriculum politics and art education in this sense captures the mark and core of the issue.

#### ***3.2 Curriculum Politics with a Focus on "Education of People" as a Starting Point***

Building virtuous careers and nurturing talent is a fundamental task of education, not just an educational proposition, but a profound political consideration. The issue of building virtuous careers and nurturing talent in primary and secondary schools, in particular the establishment of morality. It is not only an educational issue, but also an ideological one.<sup>[5]</sup> From the perspective of art education and teaching, "curriculum politics" is not about creating an additional course or activity, nor is it about changing the original nature of art courses, nor is it about transforming art courses into a model of

thought politics courses, but rather about integrating ideological and political education into all branches of art, giving full play to the moral education function of the curriculum. The disciplinary thinking of moral education is applied, as well as the cultural genes and value paradigms embedded in the arts curriculum are refined in order to transform them into effective teaching vehicles that concretize and bring to life the core socialist values. In recent years, with the joint efforts of educational administrations, educational research teams, schools, society and front-line teachers, arts education has also transformed from "education of people by commissioners" to "education of people by all", and from "thought politics curriculum" to "curriculum politics". The course is a good example of how to integrate the spiritual guidance of ideals and beliefs into the visual, auditory and kinesthetic training of the art curriculum, so that students can learn thought politics in an invisible way, and really realize effective learning in the teaching of the art subject in an all-round, all-process, all-staff, three-dimensional way.

The essence of arts education is aesthetic education. Its original intention is not to train all students to become musicians, dancers, painters and theatre performers. It is universal and widespread. We have to build a sound ideological and political consciousness of all students in the actual education and teaching process, cultivate a complete personality character of all students, use music, dance and art to educate and sensitize students, make all students learn to behave, learn to do and learn to be aesthetic, take ideological and political cultivation as the primary goal of teaching the basic arts curriculum, and acquire basic skills in musical instruments, vocal music, painting and calligraphy.

High-quality art education should always adhere to the perspective of aesthetic education, leading all students to build ideology and morality as well as art expertise infiltration and integration, cultivating good ideological and moral quality as well as artistic skills and techniques. According to the research results of the database of relevant papers, combined with the feelings of front-line teachers in education and teaching, at present, the phenomenon of art education in primary and secondary schools that emphasizes skills over thought politics is relatively common, and even serious. The pervasiveness of the aberrant thinking of students about foreign beauty and Western respect for the arts is terrifying. This is a reality that urgently needs to be addressed and changed. It is therefore particularly important and urgent to establish the correct concept of "curriculum politics" for all students in art classes, and we need to use the power of art to educate and sensitize students. In the last two years, the new global epidemic has been severe. According to the author's teaching experience, students have undergone profound changes in the cognitive-emotional sphere, and their perception of the "community of human destiny". From the perspective of "thought politics", it has still changed. This is an opportunity for us to better teach "curriculum politics" and the arts in the future.

#### **4. Paths for the Penetration of Curriculum Politics in Art Class in Primary and Secondary Schools**

The curriculum politics is not an additional course or an additional activity. The original attributes of the arts programme do not need to be altered, nor do the arts courses need to be transformed into the model of thought politics classes. But it is the infiltration and integration of the concept of curriculum politics in the art classroom, the full exploitation of the art subject for the comprehensive implementation of the Party's education policy, the implementation of the fundamental task of "building virtuous careers and nurturing talent", the development of quality education unique education of people value, the ideological and political cultivation as the primary goal of the teaching of art foundation courses.<sup>[6]</sup> In the intersection of art and thought politics, students acquire basic skills in musical instruments, vocal music, painting and calligraphy, as well as truly realize effective learning in the teaching of art subjects in an all-rounded, holistic, comprehensive and three-dimensional manner.

##### **4.1 Creation of a "Musical" Classroom**

Art classes in primary and secondary schools are conducted through practical art activities, art appreciation and basic art skills. The first is to enhance students' expression and creativity. The second is to develop a healthy aesthetic sensibility and enhance humanism. The integration of the "curriculum politics" element in the teaching of art is conducive to the cultivation of a healthy and positive aesthetic sensibility in students, and through the guidance of students to learn more about Chinese culture as well as enhance their humanistic and patriotic sensibilities. The secondary school art curriculum is based on the coordinated development of the auditory (appreciation of works), visual (images of music scores) and kinesthetic (technical skills) trinity. The curriculum is integrated with ideological and political

guidance, focusing on developing students' understanding of artworks at the level of sound, form and image, expanding their knowledge structure and enhancing their aesthetic willpower; building students' visual appreciation at the level of real-life music scores, calligraphy and painting; as well as training students' technical skills in the arts in specific ways such as singing and playing, dance and movement, soft and hard brushwork.

The first step is to take a holistic approach to building the skeleton of the art appreciation curriculum from a macro perspective. Specifically, we can consider the current situation and needs of students, their learning styles and psychological characteristics, their existing knowledge, skills and emotional attitudes in art appreciation, as well as their preferred learning styles and learning environments, in order to break the shackles of a large body of knowledge in art appreciation, remove the dogmatic approach to teaching art appreciation, and design the primary and secondary school curriculum as a whole. This will break the shackles of a large body of art appreciation knowledge, remove the dogmatic approach to teaching art appreciation, as well as design a holistic curriculum for primary and secondary schools. The course can be positioned as a new type of aesthetic education course, revealing the essence of art with "Yuexian Happiness", touching the temperature of innovation, strengthening the thickness of art and tasting the heat of life as the main lines of teaching.

Teaching activities in the "musical" classroom: the "red" art thought politics educational element is refined and teaching activities are closely linked to pedagogical ideas, modal approaches and media methods. They are chosen on the basis of sound teaching content, advanced teaching concepts, the cognitive and physical as well as mental development of students, and so on. Ultimately, students will learn, be able to learn and enjoy learning. In the classroom activities of the Art Appreciation course "musical", the author carefully sets up classroom activities based on the different characteristics of different categories of art, and extracts the outstanding spiritual core of the towering figures or their works from a large number of red works (i.e. the curriculum politics education concept). Students use the classroom activities as the main line to gradually complete art appreciation and curriculum politics in the process of art experience and simulation practice, as well as to improve their ideological and moral qualities.

The "musical" classroom is a place where the concept of "curriculum politics" can be used to refine identity and enhance literacy. In Chinese music appreciation, the appreciation of a work is only superficial, but the use of "curriculum politics" enables students to appreciate the quality and inner weight of a work in a certain way, as well as gradually form their own "art appreciation curriculum politics". In this way, the classroom exploration is as enjoyable as possible, allowing students to understand esoteric concepts. By the end of the course, when the students have refined their own "curriculum politics", the ideological and political education function has been clearly and invisibly reflected.

#### ***4.2 The Infiltration and Integration of Chinese Folk Instrumental Music Teaching***

The integration of the concept of "curriculum politics" in the teaching of Chinese folk instrumental music will arouse students' interest in learning, which will help to deepen the ideology of the profoundness of Chinese culture in their minds.

- (1) The integration of curriculum politics with the study of Chinese folk instrumental repertoire.
- (2) Why we need to integrate curriculum politics with the high school music classroom.
- (3) How to infuse curriculum politics into the design of teaching and learning as well as how to infuse curriculum politics into the classroom.

#### ***4.3 Infiltration and Integration in the Red Songs Section***

"The integration of the concept of "curriculum politics" in the red songs section of the secondary singing course is a necessary requirement for the development of patriotic feelings in students.

- (1) The red classic songs are rich in content and far-reaching, showcasing our great national spirit and revolutionary culture, which are of great significance to the people of the country. The status and role of culture is elevated to a whole new level in the report of the 19th National Congress, which also shows that entering the new era of socialism with Chinese characteristics, culture will shoulder an even more arduous and great burden, helping to rejuvenate the country from cultural revival.

- (2) The integration of red classical choral repertoire with the concept of "curriculum politics".

#### ***4.4 The Integration of Chinese Folk Dance and the Concept of "Curriculum Politics"***

It is important to closely integrate Chinese folk dance with the shaping of students' values, the structure of their dance knowledge and the development of their dance skills and abilities, as well as to establish the correct literary and artistic values, aesthetic values and spirit of aesthetic education for all students.

- (1) Infiltration and integration of Han Chinese dance and "curriculum politics".
- (2) Chinese minority dance and the infiltration and integration of "curriculum politics".

#### ***4.5 The Integration of Chinese Painting and Calligraphy with the Concept of "Curriculum Politics"***

The integration of Chinese painting and calligraphy into the curriculum politics programme is of great importance in improving the overall quality of students' abilities.

The education of Chinese calligraphy and painting is an important way to inherit and promote the excellent Chinese traditional culture, especially with the red theme of painting and calligraphy of modern Chinese calligraphy and painting. Through the appreciation and education of such paintings and calligraphy, students will be able to experience the charm and beauty of Chinese painting and calligraphy in a more intuitive way. Through copying and creating paintings and drawings of Chinese calligraphy and painting, students express their feelings and deepen their understanding of Chinese painting, thus inspiring them to love their country, love Chinese culture and have a sense of national pride.

### **5. Curriculum Politics with the Cultivation of People as the Anchor and Observation Point, a Chinese Solution to "What to Cultivate, How to Cultivate People and for whom to Cultivate People"**

The fundamental question of "what people to train, how to train them and for whom to train them" is a matter of the overall situation, and its anchor point is "people". "Resolution of the Central Committee of the Communist Party of China on Major Achievements and Historical Experience of the Party's Hundred Years of Struggle" points out that the development of the Party and the people requires the successive struggles of generations of Chinese Communists, and that the fundamental plan is to have a good following. Curriculum politics is essentially a kind of education, aimed at building virtuous careers and nurturing talent. Further, curriculum politics is formally an education, but essentially building virtuous careers and nurturing talent. It is the education of building virtuous careers and nurturing talent. In the report of the 19th Party Congress, it is proposed in "cultivating and practising the core values of socialism" that the focus should be on cultivating the new generation of the times to take up the great responsibility of national rejuvenation. Then, it is proposed that "if the young generation has ideals, skills and responsibilities, the country will have a future and the nation will have hope. This is a very important point. The two are interlinked, and the connotations and characteristics of the new generation are gradually becoming clearer, especially in terms of understanding and grasping the connotations of the new generation in terms of its mission and role. This dimension is of great relevance. It is not only the person who will take on the task of national rejuvenation, but also the builder and successor of the socialist cause.<sup>[7]</sup>

With the exchange of Chinese and Western ideas and cultures, our society has become more diversified in terms of ideas and cultures, which on the one hand has contributed to the emancipation of people's minds and broadened their horizons. On the other hand, it has also exposed students in their "nurturing period" to some unhealthy ideas and cultures from abroad. The double cycle of domestic and international education has also raised the requirements for higher education, with universalization, internationalization, informatization and marketization being the characteristics of higher education in the new era. It is the responsibility of higher education to improve the quality of education in all aspects and to train new generations capable of taking up the historical responsibility of socialist modernization and the great rejuvenation of the Chinese nation. The "curriculum politics" is a strategic initiative that affects even the issue of succession, the long term governance of the country, the rejuvenation of the nation and the rise of the country.<sup>[8]</sup> This is an apt expression of the value of the times of curriculum politics.

The main objective of the course is to make the teachers become the "main force" of curriculum politics, to make the curriculum construction become the "main battlefield" of curriculum politics, and

to make the classroom teaching become the "main channel" of curriculum politics". The main channel of curriculum politics is the classroom teaching. The main reason for this is that it is not just a collection of knowledge, but also perception, emotion and responsibility, with thought value and temperature. The course is a great way to create synergy and to build a "three-wide education" pattern.

The policy trajectory of curriculum politics in China shows that curriculum politics is not a completely new thing. It is actually a return to the inner logic of education, a return to rationality and common sense that adapts to the development needs and talent training goals of Chinese higher education in the new era. In the process of furthering the implementation of the "double reduction" education policy, the functions, values and significance of arts education have become more prominent. Based on the three-dimensional networked education of people in schools and society, it is timely to implement "curriculum politics" in the teaching of art education in secondary schools, which is very open and has a wealth of resources available. The scope is wide and the resources available are abundant.

## 6. Conclusion

To sum up, "Curriculum Politics", as an educational and teaching concept to build a pattern of all staff, whole process, and full curriculum education, has been infiltrated and integrated in art education and teaching in primary and secondary schools, and is in line with the fundamental goal of ideological and political education of "building morality and cultivating people" and the training task of art education, both of which contain consistent values. It guides students' thoughts with "politics" and cultivates students' skills with "art". They are carriers of each other, infiltrate and integrate. It emphasizes the political orientation of art education, strengthens patriotism education, and plays an important role in forming sound socialist core values for primary and secondary school students.

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