

On the Elements of Chinese Lacquer into E-learning Art Course of Primary School

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Abstract:

Due to the changes in the learning environment caused by the pandemic, primary school art courses can only be given via E-learning mode. This Study carries out research over this teaching practice. Firstly, the writer divided research objects into two groups with different reference teaching materials respectively, then made a contrast on overall works effects between the two groups. Comprehensive evaluation was performed on E-learning education in the end with corresponding research feed backs and suggestions, affirming the positive significance for bringing the elements of Chinese traditional lacquer into class and providing effective reference for future E-learning art teaching of primary school stage.

Keywords:

Primary Education, E-Learning, Chinese Lacquer

1. Introduction

1.1. Research Background & Motivation

The COVID-19 pandemic has wreaked havoc recently, and schools in many regions of the world have been forced to suspend classes. Teachers have to arrange the art education via E-learning instead of face-to-face class under such objective environment. In order to promote the learning effects of E-learning art courses and enhance students' enthusiasm in creativeness creativities of students, the writer attempts to select materials out of Chinese arts and crafts culture with those relatively inaccessible elements to students being preferential and integrates such materials into art teaching class as reference data. Give guidance to students in watching lacquer-related videos and images to present further more particular knowledge of the historical development and connotation of Chinese lacquer culture.

1.2. Research Purpose

The main purpose of this Study is to promote the E-learning of diversified art teaching and carry forward the Chinese traditional lacquer culture.

2. Literature Review

2.1. *About Art Teaching in Primary Education*

The purpose of primary school art education is to cultivate students' abilities in aesthetics appreciation [12] and hence to further improve the elegant taste and happiness of life [5]. Upon diversified stimulations resulted from various art types and teaching forms, students' interests in learning arts could be stimulated effectively, unique thinking could be cultivated, and students' innovation abilities could be developed to the maximum extent [3].

The value of bringing the elements of traditional arts and crafts into art course of primary school is quite obvious. In addition to the above-mentioned values, strengthening the influence of culture on students' thinking is exactly the key element amongst them [14,15], Wu Zengsen has once mentioned, "The permeation of traditional culture in primary school art teaching can have traditional cultural thoughts be penetrated from various aspects to students, to guide students to have a new understanding on painting creations, promote the formation of students' correct aesthetic consciousness, stimulate the better divergence of students' imaginations in painting creations, thus to increase teaching effects and promote the common development of art teaching and traditional culture" [13].

2.2. *About E-learning Teaching Mode*

E-learning features the full name as Electronic Learning, which is a new model proposed under the current development trend of network globalization for the digital technology [2,9]. As defined by the American Association for Training and Development (ASTD), E-learning indicates the teaching contents and learning experiences supported by or implemented under the guidance of network electronic technologies [6], which is of great importance to both teachers and students. E-learning cannot be separated from a brand-new network environment composed of multimedia network learning resources, online learning communities and network technology platforms, of which including all teachings assisted by electronic medias, such as internet, local area networks (LAN), extension networks, satellite signals, video medias and the like [4], and it is a new mode of realizing distance education [1].

The utilization of E-learning mode in contemporary education boasts prominent promoting effect to the development of educational business [1,4,7,9,11].

3. Research Structure & Details

3.1. *Research Structure*

The framework of this Study can be mainly divided into two parts: Firstly, divide the experiment subjects into two groups with consistent themes of creation and E-learning online mode; secondly, adopt different reference materials for teaching respectively. The first group has been taught with integrated videos and images of lacquer art, and lacquer-related electronic data being forwarded over the online platform. Students of this group are suggested to integrate lacquer ornamentation into their creations. The second group is educated with pictures of real flowers in nature as reference, emphasized composition layouts and delicate pattern depictions, and afterwards students are arranged to perform creations.

3.2. Research Details (Table 1)

Table 1. Research Details of Teaching Practices.

Group	Research Details
Group One	Duration: Two classes (40 minutes/class); Location: E-learning online teaching; Teacher's teaching tool: Wi-Fi, electric device, lacquer materials; Students' materials: Wi-Fi, electric device, black liner pen, red liner pen, gold liner pen, and kraft paper; Research subjects: Grade three students in primary schools in Guangzhou region of China, who have basic painting skills, and 20 persons in total.
Group Two	Duration: Two classes (40 minutes/class); Location: E-learning online teaching; Teacher's teaching tool: Wi-Fi, electric device, videos and images of flowers; Students' materials: Wi-Fi, electric device, black liner pen, red liner pen, gold liner pen, and kraft paper; Research subjects: Grade three students in primary schools in Guangzhou region of China, who have basic painting skills, and 19 persons in total.

Source: Authors Analysis, 2022

4. Teaching Steps and Results

4.1. Teaching Steps

On account of the impact due to the pandemic, both groups are receiving e-learning mode teaching themed by the Flowers.

With regard to the teaching in the first group, firstly, checked whether the network system is in normal function, debugged and adjusted video and audio signals. With the explanation of the creation theme in the beginning, the teacher gradually ushered in the historical knowledge of Chinese lacquer culture, briefly analyzed the design patterns of ancient Chinese lacquer art and played real-time lacquer-related videos and images via online platform. During the demonstration, the teacher analyzed the aesthetic characteristics of lacquer art. After the teaching, a specific duration was arranged for students to ask questions. This course required students to present their imagination with red-black two colors on kraft paper, gold-thread pen for detail processing and bold attempt of integration with lacquer art elements (Table 2).

Table 2. Teaching Steps of the First Group.

Class	Time Arrangement	Process-flow Setting
The first class	2 minutes	Stabilize classroom discipline and test audio & video system.
	2 minutes	Propose the <i>Flowers</i> as the theme of imaginative creations.
	10 minutes	Demonstrate samples of ancient lacquer patterns, emphasis the classic two colors match of red and black, and briefly describe the Chinese lacquer cultural knowledge.
	5 minutes	Time for students to ask questions.
	20 minutes	Use A3 (38cm x 26cm) kraft paper and ask students to perform their creations using black liner pens, red liner pens, and gold liner pens.
	1 minute	Review the key contents taught on that day and ask students to properly preserve their unfinished works, which are to be continued in the next class.
The second	2 minutes	Stabilize classroom discipline and test audio & video system.
	2 minutes	Review the creation theme and contents of the previous class.

class	5 minutes	Online play videos and images related to lacquer art, and ask students to watch it carefully.
	20 minutes	Ask students to continue their creations from the previous class, if students have questions regarding contents, teacher should then answer their specific questions.
	1 minute	Ask students to take photographs on their finished works and upload them online.
	10 minutes	Comment on works submitted by students.

Source: Authors Analysis, 2022

As for teaching in the second group, firstly, checked whether the network system is in normal function, debugged and adjusted video and audio signals. The teacher proposed the creation theme of the Flowers, and then displayed the data directly related to the creation theme, such as pictures of various kinds of flowers in nature, as well as online-played videos and images of real flowers and herbs, encouraged students to function better of their imaginations to create, and at last a special duration was arranged for students to ask questions (Table 3).

Table 3. Teaching Steps of the Second Group.

Class	Time Arrangement	Process-flow Setting
The first class	2 minutes	Stabilize orders of class, and test audio & video system.
	2 minutes	Propose the <i>Flowers</i> as the theme of imaginative creations.
	10 minutes	Display various pictures of fresh flowers in nature to students, including some flower patterns that have been patterning processed.
	5 minutes	Time for students to ask questions.
	20 minutes	Use A3 (38cm x 26cm) kraft paper ask students to perform their creations using black liner pens, red liner pens, and gold liner pens.
	1 minute	Review the key contents taught on that day, ask students to properly preserve their unfinished works, which are to be continued in the next class.
The second class	2 minutes	Stabilize orders of class, and test audio & video system.
	2 minutes	Review the creation theme and contents of the previous class.
	5 minutes	Online play videos and images related to the theme of the <i>Flowers</i> , and ask students to watch it carefully.
	20 minutes	Ask students to continue their creations from the previous class, if students have questions regarding contents, teacher should then answer their specific questions.
	1 minute	Ask students to take photographs on their finished works and upload them online.
	10 minutes	Comment on works submitted by students.

Source: Authors Analysis, 2022

4.2. Teaching Effects

First of all, the writer makes a contrast on overall works effects between the two groups with relatively completed picture effects from each group: the works of students from the first group feature well-structured picture frame, abundant pattern

organization and sufficient expression of large blocks of red and black; the works of students from the second group are greater in the picture fineness but with incomplete processing of red and black blocks of color and lack of innovation in picture composition.

Secondly, the writer has recorded classes of students from the two groups in terms of three aspects, such as the in-class concentration, works characteristics and learning effects and made contrast on the comprehensive teaching effects of this course (Table 4).

Table 4. *Class Records of Teaching Practice.*

Contents	Teaching Records of the First Group	Teaching Records of the Second Group
In-class Concentration	Students have a high online attendance rate, carefully study lacquer culture knowledge and are of great interest in Chinese traditional lacquer art patterns, and being positive during the questioning process.	Students feature a high online attendance rate, show their interests in the study mode of E-learning and achieve great satisfaction in the interaction of appreciating pictures of real flowers.
Works Characteristics	The works of students from the first group works are significantly improved in decoration performance with bold and unrestrained expression of red and black color blocks in large areas and regular expression of patterns.	The works of students from the second group present interesting shapes of flowers and herbs. Students tend to spend more time in depicting the main subjects but briefly processed the color blocks.
Learning Effects	Through E-learning study, students are fully enthusiastic, understand the development origin of lacquer culture in a very short period of time, appreciate lacquer art patterns, and create pictures with strong color blocks shaping effect, with clear black and white colors, and rich pattern shapes.	Through online image presentation of exotic flowers and rare herbs, students are intoxicated with various shapes and postures of flowers and herbs, the works have higher expression fineness over flowers, a sense of occlusion relations, and fine lines, however the overall composition treatment are somewhat slightly fragmentary.

Source: Authors Analysis, 2022

Significant differences can be reached from observing the effects of works by students from two groups. The works taking the lacquer art elements as the reference features relatively stronger overall consciousness of black and white color blocks, while the works taking natural flowers and herbs data as the reference features better fineness shaping performance. Due to the fact that both groups of students have similar basic painting skills, the courses have all been taught via E-learning mode and the most influential factor on the effects of works is the difference of reference material.

5. Discussion

5.1. Research Findings

This Study was performed under the raging global pandemic and adopts E-learning mode for art teaching due to the travel restriction for both teachers and students. The writer has summarized findings of this Study through observing the effects of class-works by students from two groups.

Different reference materials have been selected for two groups of students in this practical course respectively. The first group: traditional Chinese art and craft elements have been introduced during the primary school stage, just like the historical origin of lacquer art has been brought into classroom, the artistic freshness brought by lacquer patterns could stimulate students' creative enthusiasm and shorten the distance between students and arts [8], which has played a significant role especially in promoting the consciousness of composition layout of the picture. However, due to the fact that students have few opportunities to be accessible to lacquer culture in their daily life, as well as the strong professionalism and huge amount of information contained in the lacquer art knowledge, some students have failed to quickly understand the rules and connotation of lacquer patterns in a short time. The second group: the painting creation theme of this Study is the Flowers. The images of natural flowers and herbs with various shapes and postures are commonly used as the course introduction materials. For students, these are all common reference elements, and there will be no incomprehensible phenomenon. Thereby, the works of students mostly show the pursuit of unique herbs shapes and the delicate effect of shaping over the main subjects of the picture, while, leading to insufficient richness of patterns shaping and relatively weak matching effect of color blocks in the background, which causing plain overall impression of the picture.

5.2. Analysis & Discussion

Under normal circumstances, direct face-to-face teaching accounts for a large proportion in art practice education. However, after experiencing the global public health crisis in recent several years, schools have been forced to suspend classes for a very long time, and both teachers and students have to rely on digital platforms to maintain their learning status, which have made the writer deeply realized the great importance of using E-learning mode in implementation of art teaching.

Through the teaching practice of this E-learning mode, on one hand, its high efficiency and convenience have been verified, but on the other hand, there are also limitations in art teaching via this teaching mode. Students in primary schools students are liable to lose their focus. Though remote communication can be achieved but students' emotions cannot be soothed at close range. Therefore, accompanying from parents is necessary for students to achieve good learning effects. In addition, from the perspective of hardware configurations, two conditions shall be met, that is, the smooth flow of intelligent electronic device and network signals. Due to the objective differences in network configurations across the country, this teaching mode could only be applied in urban regions where such conditions are met.

Two groups of students in this Study are respectively given Chinese traditional lacquer patterns and exotic flowers and rare herbs in nature as reference materials. The former one is of patterns that primary school students relatively inaccessible in their daily life and has relatively profound cultural connotations, while the latter one are materials directly related to the painting theme with intuitive visual effect and easily to be understood by students. As shown in the effects of students' works, students from first group are in a polarization tendency. Some of the works have

absorbed the aesthetics of lacquer culture and had very high integrity level, yet some other works have failed to integrate the lacquer elements with the creation concept in time and lead to rigid picture expression. In consideration of the same age group, similar art foundation and consistent teaching time and course arrangement, the differences in works expression is mainly attributed to the discrepancy of reference data.

6. Conclusions

As indicated in the study, effective E-learning mode is feasible for the art practice course in primary school as long as the achievements of parents' accompanying, complete device and smooth network. This mode is different to the usual "face-to-face" teaching, which can bring freshness to students, thus to enhance their enthusiasm for knowledge [10] and stimulate their enthusiasm for creativity. E-learning mode can quickly transmit various abundant image resources via mobile phones and other devices. Once students have finished their works within a limited time, they can also watch the playback of the course via the teaching software based upon personal needs, which can be considered as the establishment of an all-day learning platform available for knowledge accumulation.

What's more, the study results also reflect that the selection of classroom reference materials directly influences the effects of students' works. In this Study, the writer has integrated elements of Chinese traditional lacquer culture, aiming to observe the acceptance degree and understanding ability of primary school students towards the traditional art and craft ornaments. After collecting students' positive feed backs, the writer will be devoted to bringing more knowledge with rich cultural connotation and interest into future courses, which can not only enhance students' aesthetics appreciation levels, but also can enable their artistic creations to achieve more rich and colorful effects.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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