

Comparative Analysis of High School Art Appreciation Textbooks of Renmei Edition and Xiangmei Edition

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Abstract:

Ordinary high school art appreciation of the American edition, the teaching edition, Hunan edition and other versions of the textbook, each version of the textbook in accordance with different curriculum standards, framework system, layout Settings are also different. This paper makes a comparative analysis of the high school art appreciation textbooks of the humanistic edition and the Xiangmei edition, from the macro and micro perspectives, to explore their respective advantages and disadvantages, and to think about how to better integrate the teaching materials with teachers' teaching, and strive to realize the full use of teaching materials resources in fine arts teaching.

Keywords:

Ordinary High School Art Appreciation, The American Version, Xiangmei Version; Textbook

1. Introduction

Art teaching materials are based on the educational objectives and objectives proposed by the outline of art, which select the existing art knowledge and art phenomenon and compile and organize them together through certain knowledge structure. Textbook research is the carrier of teacher education and teaching. In fine arts teaching, whether classroom activities are carried out smoothly is affected by many aspects. Among them, fine arts textbooks are the fulcrum between teachers and students, affecting teachers' teaching concepts and directly affecting the success or failure of teaching. The textbook "Xiangmei Edition of High School Art Appreciation" was published by Hunan Fine Arts Publishing House in July 2006, and the textbook "American Edition of High School Art Appreciation" was published by People's Fine Arts Publishing House in July 2019. Comparing the differences between the two editions, an in-depth analysis of the structure and characteristics of the textbooks is conducive to the current art teachers' in-depth understanding of the new requirements for cultivating students in the era of core literacy. Constantly

updating their own educational ideas is conducive to the implementation of the new curriculum reform.

2. Macro Comparison

2.1 Thematic integration of the writing structure

First of all, the compilation structure of the two editions is different. The high School Art Appreciation of the Renmei Version has “theme” under the “unit”, while the Xiangmei Version has “curriculum” under the “unit” without “theme”. In terms of the arrangement order, the textbooks of the Humanistic Edition write Chinese art theme first and then Western art theme under the unit control. For example, in the second unit “Painting Art”, traditional Chinese painting (theme 1), literati painting (theme 2), post-Western classical painting (theme 3) and Western modern art (theme 4) are written first. The textbooks of high school art appreciation of the Xiangmei Edition are compiled by comparing Chinese and foreign countries.

Secondly, in terms of the selection of course content, the textbook catalogue of the American Edition is divided into 6 units, with a total of 17 themes. The course content covers painting, sculpture, architecture, folk art and modern Chinese art, not limited to the simple art of painting. The textbook catalogue of Xiangmei Edition is divided into 3 units, with a total of 24 lessons, including art and eye, the course of art, and the world of art.

2.2 Cultural background type title writing

In the compilation of titles, the textbook uses titles full of cultural connotations, such as unit titles “The Way to see” and “The Beauty of Images”. The theme titles are ‘Formula and Implication’, “Lyricism and freehand”. It can be seen that the curriculum system is structured by units in the textbooks of the Humanistic edition and the Xiangmei edition, but there are great differences in the compilation of titles and the arrangement of teaching contents. The titles of the humanistic edition are more artistic and cultural, both of which are “five-character short sentences + dashes + teaching contents”, such as “Formula and implication -- traditional Chinese painting”, “Lyricism and freehand brushwork -- literati painting”. The first five words are often the characteristics of the content of the lecture, for example, the characteristics of literati painting is lyrical, freehand.

2.3 Colorful programming programs

From the perspective of column arrangement, the Human Beauty edition of high school art appreciation textbook has 11 columns such as “unit situation” and “unit overview”. The editor first constructed the unit situation, and then used the learning task to cooperate with thinking and exploration. Compared with the previous edition of human Beauty edition, the change in the arrangement reflects the change of the cultivation goal under the current core literacy. More and more tend to project learning, independent learning, meaningful learning. The human version of “Thinking · exploration” and the human version of “thinking and communication” have the same function. As for the differences in the arrangement structure, the author found that there are related links after each unit of high school art appreciation in Xiangmei Edition, and the column of “related links” is not in the textbooks of American Edition. The main content of “Related links” column is the explanation of related terms and terms of this unit, as well as the recommendation of expanded

bibliography. For example, in the “Related links” section of the second unit of Xiangmei Edition, the concept of ‘painted pottery’, “body” and other terms are explained, and the related bibliography of the Handbook of Art is recommended.

On the whole, the textbooks of the humanistic edition put more emphasis on the subject of students, but there is no column of “recommended bibliography” in the textbooks of the humanistic edition. The high school students have good independent reading ability. The lack of recommended books is not conducive to the expansion of students’ knowledge of art appreciation and the improvement of students’ artistic quality. The Xiangmei edition of the art textbook is rich in content. The author suggests adding sections such as “assessment” and “learning evaluation” so as to promote students to better construct their own knowledge.

2.4 Course content selection and page arrangement

Among the 17 themes of high school art appreciation in the Human Beauty Edition, the number of pages of each theme ranges from 5 to 21. The author has made statistics on the number of pages arranged in the textbooks of each theme (Table 2). For example, the lesson “Quality and Sentiment -- the Meaning of Art Appreciation” in Unit 1 of the Human Beauty Edition contains 5 pages, which can be completed by teachers in one class. In the second unit, the theme “Formula and Implication -- Traditional Chinese Painting” has 21 pages of content. Obviously, teachers cannot complete the teaching content in one class, so they need to split the teaching content and carry out unit teaching, which requires teachers to flexibly arrange the course teaching process according to the teaching content. Xiangmei version of high school art appreciation textbook is arranged in 2 to 4 pages, most teachers can finish in one class.

3. Microcosmic Comparison of Arrangement - Taking the Teaching Content of “Chinese Traditional Painting” As An Example

3.1. “Thinking and Exploring” in the Teaching Content of “Traditional Chinese Painting”

Through comparison can be found, in the name, the beauty version of high school art appreciation name is “thinking · exploration”, Xiangmei version is “thinking and communication”, the beauty version is more problem driven, highlighting the characteristics of “exploration”, biased to project-style learning, such as “reference books or online information, to understand the artistic achievements of Song Dynasty flower and bird painting, combined with the works of Song Dynasty painters, Analyze the aesthetic features of its art and write a 300-word review.” Students are required to find relevant materials, then analyze and write comments, and the component of students’ independent learning has increased. And Xiangmei bar is more comparative way. The new curriculum reform emphasizes the shift from learning to student-centered learning. Therefore, the author believes that the “thinking and exploration” section arrangement mode, taking the teaching content of traditional Chinese painting as an example, can better cultivate students’ comprehensive ability and stimulate students’ ability of independent learning. Of course, the Xiang-American edition also has its own advantages, which can better combine the two.

3.2. Layout comparison

High quality layout design can enhance the readability of the book, make the published content clear, uniform style. The unit title is printed on the upper left corner of each unit, which can help learners find the unit they need at any time. It has an eye-catching role. Secondly, in the typesetting process of the two textbooks, there are certain gaps between titles and contents, annotations and texts, learning tasks and feedback, and other different items. In the page-turning design, the phenomenon of page separation is avoided in tables and learning tasks.

In “Humane Version of High School Art Appreciation”, multiple pictures and text are arranged in a cross arrangement, with one picture accompanied by a paragraph of explanatory text, while in “Xiangmei version of high School Art Appreciation”, the pictures are arranged neatly around using the surround arrangement method. Among them, the American version of the textbook selected pictures have rectangular, circular and other graphics. The Xiang version of the layout is “neat” as the biggest feature, the pictures are rectangular, neat and uniform. Layout design should faithfully reflect the concept of textbook compilation. Careless layout design may bring problems and obstacles to learners’ self-study. Good layout design can sublimate the value of the textbook itself silently.

4. Textbook Compilation Suggestions

At present, the teaching materials of art in our country are constantly developing and innovating. Based on training people who adapt to social development, but have not yet reached the mature stage, we need to further improve. Teachers' reference books are the auxiliary materials of teaching materials uniformly provided by the Ministry of Education, but in actual teaching, teachers only have reference books is far from enough. The author believes that the current information technology can be utilized to increase the auxiliary teaching resources of the textbook, such as the establishment of a picture database to complement the use of the textbook. Secondly, photography, calligraphy and other arts are less involved in the teaching materials of the American Edition and the Hunan Edition. Inheriting excellent traditional culture is one of the tasks of fine arts courses, and calligraphy and other sections can be added appropriately.

Art has a long history in Chinese culture. Some traditional arts have been retained by us to this day, such as paper cutting, sculpture, calligraphy, arts and crafts and architectural arts, etc. These can become part of our art textbooks. Of course, the most art knowledge taught to students is painting, and painting is divided Chinese painting, oil painting, printmaking, watercolor painting, sketch, sketch and so on, all provide materials for us to develop school-based textbooks, and add the origin and inheritance of these works of art into our teaching, it is difficult for students not to be interested in, which is of great help for middle school students to learn fine arts. Based on the theory of the new curriculum standard, this paper analyzes the Xiangmei edition and the American Edition of high school art appreciation textbooks, and finds out their differences in arrangement structure, column arrangement, title naming and so on. I know that the textbooks pay more attention to improving the core quality of students and also attach great importance to the inheritance of traditional culture. The Xiangmei version of the textbook has some advantages such as "related links" in the column layout. We should study them carefully, grasp their respective advantages and common points, and then integrate them into the teaching of the new textbook.

But generally speaking, the high school art appreciation of the humanistic edition is more in line with the trend of The Times and reflects the will of the country. It is the inheritance and development of the excellent traditional Chinese culture, but the teaching materials are still in the stage of continuous development and innovation, and there is still room for excellence in increasing the auxiliary teaching resources of the teaching materials. In the process of studying teaching materials, we should constantly consider how to promote the better integration of teaching materials and teaching, so as to promote the development of fine arts education.

As for the expectation of the new textbook, the author thinks that under the current situation of compiling the new textbook with “one standard and several books”, a good art textbook should reflect the distinctive characteristics of The Times, have the distinctive characteristics of the fine arts discipline in the aspects of content arrangement, etc., and be well illustrated and intuitive in image. The content of the textbook should reflect the openness, broaden the scope of the content of the textbook by aesthetic education, fully consider the existing experience, interest and needs of students, and provide rich materials related to the life background of students. In the compilation of art teaching materials, it is necessary to face up to regional differences, try to combine regional cultural characteristics, and consider how to make the teaching environment required by the content of the textbook match the actual teaching environment of the school.

Conflicts of Interest

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

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