

# High School Art Appreciation Class in the Ideological and Political Context of the Curriculum Implementation Strategy

Xiaojiao Wei<sup>1,\*</sup>

<sup>1</sup> Art education, Christian University, Philippines

\* Corresponding author: Xiaojiao Wei (Email: 329332026@QQ.com)

**Abstract:** Carrying forward the spirit of Chinese aesthetic education in the context of the new era, synergizing art and ideological and political education, giving full play to the characteristics of ideological and political courses, and assisting the construction and development of ideological and political courses are new topics and new requirements in the new era. It is of great significance for students in the new era to cultivate patriotism and enhance cultural confidence. This article elaborates on the significance of integrating relevant elements of art works in art appreciation into ideological and political courses, and explores relevant strategies for the implementation of art appreciation teaching in the context of ideological and political courses.

**Keywords:** Curriculum Ideology and Politics; High School Art Appreciation; Implementation Strategies; Cultural Confidence.

## 1. The Significance of Integrating Art Appreciation Courses into Ideological and Political Courses

Based "Curriculum ideological and political education" is both a concept and a practice. It is one of the ways to cultivate students' socialist core values and achieve the educational goal of "educating morals and talents". It has distinctive educational, systematic, and concealed characteristics; the construction of "Ideological and Political Education in Curriculum" involves every course and is a systematic project to build an education system with full-staff collaboration, full-process collaboration, and all-round collaboration. Based on the current educational background of "ideological and political education", establish a reasonable connection between art appreciation and ideological and political education, deeply explore the ideological and political elements in art appreciation course works, study new paths for the design of ideological and political education in art appreciation courses, and change the traditional Appreciate the educational teaching style of the course. Scholar Gu Xinqiang pointed out in "Exploration on the Integration of Art Appreciation and Moral Education Teaching in High Schools" how to integrate moral education into art teaching more reasonably, and elaborated on it from three aspects: creating atmosphere, classroom penetration, and ideological influence. It is a useful attempt to integrate moral education into high school art appreciation courses and curriculum ideas. As a socialist country, the Soviet Union's ideological and political education mainly focused on communist ideology, educating all people, especially young people, on communist ideology. Lenin proposed that "schools must not only become disseminators of the general principles of communism, but also realize The influence of the proletariat on the ideological, organizational and educational aspects of the semi-proletarian and non-proletarian classes among the working masses." The purpose is to cultivate a new generation that can eventually achieve communism. "It can be seen that Lenin strongly recognized the importance of ideological education. The stability of social and political development in the early

Soviet Union and the rapid development of economy, science and technology were closely related to the communist ideological and political education that Soviet schools always adhered to.

Nowadays, the state pays more and more attention to the cultivation of students' socialist values, and has made it clear that "cultivating morality and becoming talents" is the fundamental task of education. This is the fundamental answer to what kind of people we should cultivate, and it is what all types of education at all levels must do. "Curriculum concept" is one of the implementation paths of "educating morals and educating talents". "Course-based ideological and political education" refers to ideological and political education through a more flexible, implicit, and easily accepted education method by students. Comprehensive penetration of ideological and political education knowledge in art education is conducive to enriching students' thoughts, promoting the development of good moral character, and adapting to the requirements of art education in the new era.

## 2. Understanding of Ideological and Political Education in The Curriculum

### 2.1. The connotation of ideological and political education courses

While actively responding to the national education reform, high schools strive to keep the teaching content of each course consistent with the pace of ideological and political education in order to achieve the goal of coordinated development. Placing ideological and political education in the curriculum at an important position in the education process has also become an important task for higher vocational education in the new era. Compared with traditional ideological and political education, high school courses in the new era emphasize breakthroughs and innovations in educational concepts. From the perspective of sustainable development, master the core content of ideological and political education in the curriculum, and then use different teaching methods to deeply explore the ideological and political connotations

contained in each course of higher vocational education, laying the foundation for integrating ideological and political education into the curriculum in the future. In addition, an important purpose of implementing ideological and political education in the curriculum is to systematically classify education at various stages in China, and then combine the content of these classifications with the ideological and political education in the curriculum. This can fundamentally solve the problem of single and boring ideological and political education in the curriculum, and help stimulate students' interest in learning.

## **2.2. Measures to implement ideological and political education in courses under the new situation**

Curriculum ideological and political education can provide targeted education on the ideological and moral level and political awareness of student groups. Through ideological and political education in the curriculum, we guide students' ideological concepts and cultivate various technical talents with correct world views, values, and outlook on life for the country and society. Curriculum ideological and political education is a comprehensive approach that combines various courses with ideological and political theoretical courses to build a comprehensive education pattern for all members, the whole process, and the whole curriculum to form a synergistic effect and regard "educating morals and educating people" as the fundamental task of education. Sex education concept. To integrate ideological and political education into the existing high school curriculum, we must first do a good job in ideological education and guidance for students. First of all, teachers must ensure that every student participating in the course can take Marxism-Leninism as the guiding ideology and have a correct world outlook, values and outlook on life; teachers must also respond to national policies and actively educate students on patriotism and party love during teaching. Education allows students to understand that the interests of the country and the nation are above all else. Second, help students establish correct values. With the progress and development of society, people pay more and more attention to the independence and integrity of personal thought. Some outdated traditional concepts have been eliminated by the times. Vocational colleges can integrate some excellent traditional culture into ideological and political education courses to subtly cultivate students' virtues such as integrity, honesty, and courage. Teachers should strive to mobilize students' subjective initiative in teaching and lay the foundation for students' future growth and success. Finally, cultivate students' correct ideological concepts, help them establish a correct outlook on life, and encourage them to use dialectical thinking to judge problems they encounter. This allows students to quickly analyze similar problems and find corresponding strategies in the future.

## **3. Ideas for Realizing Curriculum Ideology and Politics in Art Appreciation Teaching**

Carrying out art education in the context of ideological and political education in the curriculum can not only master artistic knowledge but also improve moral cultivation. The organic integration of high school ideological and moral education with aesthetic education in the new era is of great significance for the development of high school ideological

and political courses. It has a positive guiding effect.

### **3.1. Cultivate students' sensory experience**

When appreciating a work, it is necessary to analyze the background, subject matter, details, and artistic conception of the work, reflecting the author's superb painting skills and rigorous artistic attitude, guiding students to feel and understand the painter's persistence, rigor, and pursuit of perfection in art. Based on the positioning of integrating ideological and political factors into art appreciation courses, the cultural understanding ability among the five core competencies of art is a deeper level of ability.

Maintaining and promoting national culture is particularly important. Cultivating and promoting ethnic culture is a responsibility that humanities and social sciences must undertake. This is also the focus of art appreciation courses in the new era. Through appreciation, students can understand the perspective and other techniques of traditional Chinese painting, resonate with painters beyond time and space, and experience the excellent ancient Chinese traditional culture. This enables high school students to understand our history, culture, and culture with an aesthetic development mindset. Life and change, enhancing national cultural autonomy this letter laments the vastness and profoundness of Chinese culture, deepening our love for our motherland.

### **3.2. Enhance students' sense of national pride and cultural confidence**

Taking "Thousand Miles of Rivers and Mountains" as an example. This famous painting was painted by 18-year-old Wang Ximeng for his teacher Song Huizong. It is magnificent and spectacular, with rich and colorful scenery. It cleverly utilizes this unique perspective method with clear priority and density. The grand composition reflects the magnificent momentum of Chinese landscape painting. During this teaching process, students not only gained an understanding of the characteristics of green mountains and rivers, but also appreciated the beauty of "Ten Thousand Li Rivers and Mountains". Through "Ten Thousand Li Rivers and Mountains", they enhanced their admiration for the magnificent mountains and rivers of China, inspired them to love their motherland more, and enhanced their love and confidence in national culture.

Art originates from life and is higher than life. "Thousand Miles of Rivers and Mountains" brings us not only sincere admiration for the diverse and dazzling Chinese green landscape painting, but also full confidence in national culture and the enhancement of national image. The spirit of traditional Chinese painting contained in it is worthy of our new generation's deep reflection.

### **3.3. Borrowing materials to express emotions and stimulate the inheritance of ethnic culture**

In our teaching implementation process, educators can create teaching scenarios, standardize revolutionary spirit education and curriculum ideological and political education. By utilizing the narrative aspect of language, the knowledge points of appreciating images can be embedded into the narrative aspect of language, inspiring students. For students, the integration of image scenes and language scenes allows them to enter the scene, actively explore, and learn, thus forming a correct and positive value orientation.

The revolutionary spirit of the Chinese nation has a

profound cultural heritage and strong educational strength. It is of great significance to enhance students' confidence in national culture, enhance their sense of historical identity, and cultivate patriotism. High school students not only need to learn excellent traditional Chinese painting, but also need to absorb the cultural power of the century old revolutionary spirit, and be firm in self-improvement.

## **4. The Implementation of Art Appreciation in The Context of "Curriculum Ideological and Political Education"**

### **4.1. Art teachers need to learn both internal and external skills and integrate ideological and political education into the curriculum**

Create a first-class art teacher team and infiltrate ideological and political education into classroom art classes.

First of all, teachers should establish a "people-oriented" educational concept in education, encourage students to boldly put forward their own opinions, dare to ask questions and questions, and guide students to engage in independent learning. Respecting students' new thinking can make students realize that they are the masters of the classroom, actively stimulate students' aesthetic enthusiasm for artistic works, and form correct and positive values.

Secondly, teachers should choose the works to appreciate reasonably. Some paintings lack cultural connotation, are too empty, or even vulgar. This cannot be used as art appreciation material for high school students to improve their ideological and moral cultivation. The preparation work of art educators should be based on corresponding ideological and political cultivation concepts, such as selecting appropriate appreciation works based on the sentiments of family and country, national spirit, etc., and integrating them into the classroom. Art appreciation classes can be conducted smoothly within the ideological and political context of the course.

Finally, strengthen the ideological and political education construction of art teachers. As a teacher, you must learn not only to be a teacher, but also to be a role model. It is the teacher's responsibility to promote the progress of students' ideological and moral cultivation. Teachers use their own intelligence to apply concepts and in imparting knowledge they also use it as teachers. Demonstrate and guide students to strengthen their own ideological and moral construction. Only by raising one's own ideological and moral construction to an unparalleled height can we skillfully combine subject knowledge with a certain degree of moral cultivation, so that students' personal behaviors and values can be correctly guided.

### **4.2. Carry out art extracurricular practical activities with the theme of ideological and political courses**

Art teaching cannot be limited to classroom teaching in our traditional sense. As a leader on the road of students' learning and a pilot on the sea of learning, we should expand and develop new teaching models and new paths. For art education, it is meaningful to carry out Extracurricular practical activities, visits to museums, art galleries, etc.,

promote students' enthusiasm for learning art, broaden their artistic horizons, enable students to master more art knowledge and skills, and promote all-round development.

Pay attention to the development of students' learning skills and allow them to become independent learners. You can open a small forum about art works in the class activity class. In the activities, students can educate and entertain themselves and discuss their favorite art works together. Through mutual communication, we can enhance our understanding of the works and associate with the author's background in creating the works.

Everyone expresses their opinions, speaks freely, and brainstorm, which greatly stimulates interest in learning, thereby broadening students' thinking and experience, cultivating a correct understanding of relevant works such as national culture, red classics and other artistic elements, forming correct value judgments, and subtly improving theoretical literacy and aesthetic ability, establish cultural self-confidence, and promote the integrity of personality.

In order to further improve the effective development of art appreciation classes in the ideological and political context of the curriculum and enhance the effectiveness of the ideological and political curriculum, schools often carry out rich extracurricular activities based on art festivals and art weeks to attract students to actively participate in extracurricular practical activities. , vigorously promote art activities through campus radio, social software, etc.

At the same time, the school can also invite professors from universities and well-known artists to give lectures and open classes to actively promote the role of beautifying people and achieve "the touching power of aesthetic expression and the self-realization of the expresser."

### **4.3. Optimize the appreciation content and sublimate the ideological and political connotation of the course**

Optimizing the content of appreciation plays an important role in the implementation of art appreciation courses in the context of ideological and political courses. It can effectively sublimate the appreciation of the content of art works. On the other hand, it can also deepen the penetration of ideological and political courses in art appreciation courses.

In the new era, under the leadership of the Communist Party of China, "red classics" are a literary and artistic model with positive and enterprising spiritual connotations. Red classic culture carries the memory of the times, interprets the spirit of the times, and constructs the times. The value of introducing red classic art into high school art appreciation teaching is also beneficial to

The integration of ideological and political education in the curriculum plays an important role in improving cultural confidence. Taking red classic culture as an element into the art appreciation class allows students to understand the spirit of the Chinese nation, experience the noble personality and strong spiritual power, and the unique spiritual symbol of the nation.

### **4.4. Reform educational evaluation methods and organically penetrate moral education**

The basic understanding of art appreciation classes is to enable students to evaluate and appreciate art works from different dimensions, thereby forming correct aesthetic values. The ideological and political concepts of the curriculum run through the entire process of appreciation classes, and

educational evaluation is no exception. Educational evaluation must also be infiltrated with moral education concepts.

The essence and fundamental purpose of art education determines the infiltration of moral education in the art education process. High school art teaching contains a large number of moral education concepts and rich moral education functions. While teachers teach art techniques and lead students to appreciate art works, they also The relevant knowledge of ideological and political courses can be organically combined with subject courses, and students can be educated through the splendid cultural treasures and enduring historical and civilized heritage of human history and civilization, thus truly realizing the inevitability of combining subject teaching and educating people.

## 5. Conclusion

In the context of ideological and political education in the curriculum, high school art appreciation classes are of great significance to art classes. Integrating ideological and political courses into high school art classes is conducive to

the cultivation of talents. This is also the need for the reform and development of art courses and an important contribution to the new development of art courses. The beauty of the times gives rise to many possibilities. Aesthetic education promotes moral education, and the duality of morality and art is the ultimate goal of art education. Aesthetic education in the new era requires aesthetic education to create the soul and the national soul through aesthetic education, so that students' personality can be fully developed.

## References

- [1] Gu Xinqiang. Teaching exploration of the integration of art appreciation and moral education in high schools [J]. "Art Education Research", 2018(02): 166.
- [2] [Soviet] Lenin, [Russian] Vladimir Ilyich Ulyanov. "The Complete Works of Lenin" 2nd Edition Volume 43 [M]. Beijing: People's Publishing House.
- [3] Lu Yanqing. Education through beauty and moral education - Exploration and practice of teaching reform based on the "Art Appreciation" course [J]. "Beauty and the Times" .