

On the Measures of Primary School Art Education Reform under the New Curriculum Concept

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Abstract: with the wide implementation of the new curriculum concept in the whole country, to realize the comprehensive development of students' comprehensive quality has gradually become the core purpose of modern teachers' teaching work. Art is an indispensable and important course in primary school. Students can master the most basic aesthetic knowledge through art classroom learning, and also lay a solid foundation for the development of aesthetic literacy in the future. Under the background of the new curriculum concept, primary school art classroom must pay more attention to students' learning experience. How to achieve effective teaching reform based on this concept has become the core teaching and research topic of modern primary school art teachers. This article from the adjustment of teaching ideas, rich teaching methods, the development of aesthetic education resources and other angles, elaborated the specific strategies of primary school art teaching reform under the new curriculum concept.

1. Introduction

Primary school is the beginning of students' systematic learning of art knowledge, and it is also the golden age for art teachers to cultivate students' aesthetic quality and aesthetic creativity. Today, with the full implementation of the concept of quality education, more and more students and parents have realized the importance of art curriculum. Primary school art teachers must be combined with the actual needs of modern primary school students, constantly optimize and improve the art classroom, in order to bring greater help for the development of their own comprehensive quality of primary school students

2. Change the Teaching Concept and Improve the Students' Art Learning Experience

Timely change of teaching concept is the primary work of primary school art teaching reform under the new curriculum concept. In the traditional primary school teaching system, art classroom is always in an awkward position. The school can realize the help of art class for students' growth, but under the influence of exam oriented education environment, it has been unable to put more energy on the reform and optimization of art class. This leads to many art teachers have been used to indoctrination teaching method, can not combine with the actual needs of contemporary primary school students to optimize the art classroom. It is worth noting that there are very obvious

differences between fine arts and other subjects in primary school. As an art course, art courses pay more attention to students' physical and mental input in the learning process. Teachers must actively change the traditional art teaching mode in which students can only participate passively. Only in this way can students transform their art knowledge into their own skills, and finally achieve the stable growth of their own aesthetic quality. Teachers should constantly deepen the understanding of students' preferences and needs, so as to improve students' learning motivation through better teaching content.

In addition, in the traditional primary school art classroom, in order to improve students' learning efficiency, teachers often force students to learn art in the way prescribed by teachers. Although this teaching method can improve students' learning efficiency, it can not really improve the aesthetic quality of primary school students. Teachers must provide more options for students' art learning, so as to promote the improvement of primary school students' art thinking and creative ability. In the actual teaching process, teachers should give more respect to students' ideas. For example, when students express different views on art works or other related information, teachers can no longer use the traditional "right and wrong" point of view to judge students' perspective. Teachers should praise the students as much as possible, so that students can learn art knowledge and feel more fun at the same time.

3. Optimize Classroom Teaching Methods to Meet the Actual Needs of Students

In order to meet the actual needs of primary school students more effectively, teachers should also combine different teaching contents to develop more diversified art teaching methods. First of all, teachers can integrate flipped classroom teaching mode into primary school art curriculum based on the needs of students' learning ability. For example, before launching art activities such as "making masks" for students, teachers can let students collect some knowledge about masks and facial makeup through Internet channels. On the one hand, it can effectively expand students' vision of art knowledge, but also can lay a solid foundation for the smooth development of the next art activities. Teachers can also make corresponding micro lesson teaching videos for students according to the teaching content. Students can master the theoretical knowledge of mask making by watching micro class. In this way, in the process of classroom teaching, teachers can spend more time on interactive exploration and students' independent practice, and finally realize the comprehensive growth of students' own art quality.

Secondly, teachers can reduce the difficulty of students in learning through the project-based teaching method. Primary school students' own way of thinking is relatively immature, and they are often unable to quickly grasp this part of the content when learning some complex art knowledge. At this time, the teacher can decompose the art task of this lesson into several sections in detail through the multimedia equipment, and then the students can complete the learning task step by step under the guidance of the teacher. On the one hand, it can enable students to realize the growth of their logical thinking ability under the guidance of teachers, on the other hand, it can also effectively improve students' learning efficiency. It is worth noting that teachers only need to decompose the learning task, can not be fully involved in the creation process of students, so as to promote the growth of students' Art Literacy.

Finally, teachers can also bring the art teaching method of layered teaching for students based on the differences of art level between students. Art itself is a subject that values students' own talents. Whether it is the keen perception of color or the overall feeling of light and shade, it can largely determine the efficiency of improving students' Art Literacy. Therefore, when teachers carry out teaching work for students, they need to fully consider the actual learning ability of different students, and at the same time, they need to develop more scientific and reasonable teaching content

for them, so as to meet the actual needs of each student. Teachers can divide the teaching content of each lesson into basic part, comprehensive part and inquiry part, and guide students to choose the most appropriate version. Take the most common painting teaching in art class as an example, in the basic part, teachers can only ask students to complete the painting task. In the comprehensive part, teachers should let students consider whether the spatial structure and color collocation are reasonable. Finally, in the exploration part, teachers can ask students to create some new art works based on the learning content of this lesson. Only in this way can the art creativity of every student be protected and the art level of the students be increased in an all-round way.

4. Enrich Art Teaching Resources and Expand Students' Knowledge Vision

In addition to the above two points, primary school art teachers can also enrich teaching resources to bring students a better art learning experience. First of all, primary school art teachers can develop local resources to cultivate students' Regional Art Literacy with more characteristics. China is a country with a long history of ancient civilization, and the vast territory has bred many art forms. For example, “Thangka” art in Tibet, tui Guang porcelain in Pingyao, different types of embroidery unique to Sichuan, Guangdong, Guangdong, Jiangsu and Zhejiang, and so on, all of these art forms reflect the local cultural connotation and aesthetic direction to a large extent. If teachers can integrate these art works into the daily art teaching, on the one hand, students can use the knowledge of daily life to reduce the difficulty of learning, but also can effectively stimulate students' interest in learning. For example, when leading the students to learn the teaching content of “clothing design”, the teacher can first let the students tell their own nationalities, and then show the students the national costumes of some local minorities in the school. In this way, students can design clothes with the characteristics of “ethnic minorities”. Finally, it can not only improve students' learning motivation, but also effectively cultivate students' aesthetic quality.

Secondly, teachers can introduce more information-based art resources for students in combination with teaching needs. The most common point is that teachers can show students more works of art in the form of videos or pictures according to the contents of the teaching materials. This can not only make students more impressed with these art knowledge, but also provide more ideas for primary school art teachers to choose teaching content. When learning some long-standing art forms, such as relief, sculpture, clay sculpture and so on, teachers can also play relevant documentaries to enable students to have a more comprehensive understanding of relevant art knowledge. Only in this way can we improve the students' art knowledge system and lay a solid foundation for their future art learning.

5. Conclusion

To sum up, under the background of the new curriculum reform, the primary school art classroom must focus on the actual needs of students. Primary school art teachers should constantly deepen the understanding of the needs of students, so as to bring more rich teaching content and better teaching scheme to students. Finally, while effectively improving students' art learning experience, it can achieve the stable growth of students' Art Literacy.

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