Application Analysis of Color Teaching in Primary School Art Education

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Abstract: With the all-round development of quality education, more and more people pay attention to the educational value of art curriculum in primary schools, and the needs and subjects of the curriculum are increasingly diversified. With the help of systematic teaching methods to shape and enhance students' basic art skills and comprehensive skills, especially color teaching, will focus on improving students' color perception, application and innovation skills, and integrate these skills into all aspects of the fine arts curriculum, which can not only promote the development of the core quality of fine arts. At the same time, it lays a solid foundation for the training, development and improvement of students' art skills in the future.

1. Introduction

In art education, color plays a key role, and the derived teaching activities have become the main part of art education in primary schools. However, due to the influence of various factors such as students' interest and teaching methods, the current primary school art education is not satisfactory in color teaching, which requires primary school art teachers to re-examine teaching activities, increase the research and application of teaching methods, and constantly improve the way and method of color teaching in the art classroom. In recent years, the use of color teaching has become very crucial in the primary school art teaching, and it is also a teaching innovation strategy for teachers. This article will discuss how to use color teaching to improve the teaching effect of primary school art courses.

2. The importance of color teaching in primary art education

2.1 Color teaching contributes to the cultivation of students' aesthetic ability

In the primary school stage, students' psychological and physical development is very rapid, which is also an important period for students to cultivate aesthetic ability. At this stage, students have not completely got rid of their childish, active and active nature, these characteristics are still very obvious, and students are also full of curiosity for new things. However, because of this reason, students are more willing to look for the colors in life, and students are willing to use their own color pens to depict the colors in life on paper. However, in the creation of students, the colors presented may appear rather chaotic, which is mainly due to the lack of in-depth understanding of

beauty. Through the color can show their inner world, but because the understanding of beauty is not deep enough, and in the use of color has not mastered the appropriate skills. Therefore, in the end, the creation only brings students a kind of spiritual and visual happiness, but cannot make it produce substantial value in the use of color [1].Therefore, under the artistic guidance of teachers, students can produce colors in their thinking, create deeper matching values, display their inner world through the colors of painting, and convey their most sincere emotions. With the assistance of students' unique painting skills, the works highlight their personal aesthetics and help students shape a unique color world in their works.

2.2 Color teaching contributes to the improvement of students' perception ability

When conducting art courses in primary schools, teachers will pay more attention to improving students' perceptual ability. Students can experience everything in the world through hearing, smell, vision and other senses, or they may have an intuitive perception due to their own thinking. However, in order to enable students to complete a series of perceptions, they first need to use their body organs to form some feelings, and then think deeply through the brain combined with these feelings. In the process of learning fine arts, students' creative inspiration is realized through these perceptions. Through self-observation, students gain an important understanding of the dimensions, shapes, and colors of various entities. Teachers can improve the color sensitivity of students, so that they can express the most true emotions in the heart, which is an effective means to improve students' perception ability.

2.3 Color teaching helps to stimulate students' creative ability

From the past educational practice, it can be seen that only when students have a deep enough understanding and grasp of the images they see, students' imagination will be enhanced. Therefore, in order to promote the imagination and innovation of students, it is necessary to expand their vision, and it is also necessary to maintain a close connection with the real situation. As for color education, its core is to use color to more directly reveal the deep meaning of the actual situation, so that students can innovate according to their own understanding, and gradually develop a good habit of color innovation. Often when students create specific images based on their own creativity, what they show is usually a real situation in daily life. In this process, color plays a key complementary role, making the image look richer, and then making the image beyond the reality, providing students with a greater platform for independent thinking, so that students can tap greater art learning potential.

3. Application status of color teaching in primary art education

3.1 Color teaching concept is relatively closed

Through the analysis of the application of color teaching in primary art education, it can be seen that although color teaching is a basic part of art curriculum, its teaching concept is relatively closed. In the teaching process, some primary school art teachers have obviously insufficient understanding and cognition of color, and still stay in the original inherent color concept of the original natural material color expression. Color teaching is limited to the surface, and no in-depth exploration and reflection are carried out in the art education class. In the process of color teaching, art teachers in many primary schools usually adopt the way of fixing colors to explain the relationship between colors, so as to better help students understand basic colors, and may also directly apply traditional color painting skills to art teaching. However, such a mechanized and unified color teaching method

has failed to make full use of its potential in the field of art education.

3.2 Color teaching content lags behind

In the classroom, teaching content is the key element of teacher-student interaction and artistic information transmission. However, from the actual situation of art education in primary schools, there are still some art textbooks used by teachers that are outdated and lack of innovation. In addition, in the process of explaining the content of art teaching to students, the relationship between the contents is often ignored, and the teaching content is only understood based on their own subjective judgment, resulting in the chaos of the overall color teaching content and the failure to integrate color teaching into the primary school art education [2].

3.3 Single color teaching method

In the traditional art education in primary school, its teaching methods are too monotonous and can not fully meet the students' personalized needs for color learning. To be specific, in the teaching process of some primary school art teachers, the teaching methods adopted by the teachers are too monotonous, often using uniform steps and the same rules to require students. Although this demonstrative teaching method can bring intuitive teaching results, it actually weakens the dominant position of students in the classroom. Students not only cannot really understand and master the content of color teaching, but may feel that the difficulty of color teaching increases, resulting in a significant decline in students' interest in learning. Therefore, this teaching method does not make full use of the potential of color teaching in primary art education.

3.4 Color teaching evaluation standard is single

By analyzing the application of color teaching in primary art education, we can see that many teachers mainly focus on technique teaching in the teaching process. In the assessment of students' learning results, they often only look at the resemblance of the painting, but ignore the guidance of students' thinking concepts. This practice not only weakens the students' subjective initiative in the art class, but also hinders the improvement of students' innovation, aesthetics and creativity. In the primary school art curriculum, there is no need to set a uniform color teaching method, because each student's color cognition is different, and there are obvious differences in color perception ability. Therefore, relying only on a single assessment method cannot meet the needs of color teaching, and may even weaken students' enthusiasm for learning.

4. Strengthen the application analysis of color teaching in primary art education

4.1 Strengthen the observation of color

4.1.1 Observation from life

In daily life, art and color are everywhere. Primary school students have a wealth of life experience, most of the phenomena of life have a strong curiosity. Integrating these elements into primary art education can promote students' art learning and color observation. In other words, when teaching color in primary school art education, teachers can integrate things in life and guide students to observe colors in daily life, thus creating a classroom environment full of life. For example, the human version of the primary school art class "into the spring", teachers can encourage students to go out of the classroom, into nature, to feel the breath of spring and the recovery of all things: The willow by the river is swaying in the wind, the new bud is slightly

exposed in the grass, the winter jasmine is slowly blooming in the woods, the children are playing in the playground, the swallows are coming home under the roof, and the farmers are busy in the field. [3]With a spring perspective, teachers encourage students to use their knowledge of composition and color to depict scenes of spring. However, when observing the current teaching activities, most teachers are more inclined to explain the use of colors to students through the art works in textbooks, and do not extend the theme and method of education to life. In this case, the learning process of students is relatively boring, not only cannot effectively transform life experience, but also may reduce the enthusiasm of learning because of the boring environment. To solve this problem, teachers need to first study the content of the textbook, and determine the life imitation and color restoration of their art works, and then show these life art imitation to students, and guide them to compare the colors of the two. Therefore, teachers can appropriately go out of the textbook and guide students to explore colors in real life, such as planning activities such as spring and summer trips, autumn and winter trips, so that students can dive into nature and understand how the sun's rays affect things at all times, including morning, afternoon and evening. By comparing the morning and evening, we can see the multiple colors of similar things under the sun, as well as the various feelings that color brings to us as an artistic expression, and further explore the reasons for its formation. Then, the teacher let the students enjoy some painters' works, so that the students can better understand the composition of colors in natural scenery and art works, and how to show them, and can also choose some colors for comparative analysis, study the change of warmth and brightness, understand the contrast and coordination, and explain their own understanding of the theme of the works. Students can express their own color experience through color, because students have self-understanding, enthusiasm for creation, creation of works rich in color, artistic conception is very good.

4.1.2 Observation from the context

Usually, the degree of color reproduction will have a significant impact on the color teaching in the elementary art course. Therefore, in order to let students have a deeper understanding and grasp of colors, teachers need to restore the most authentic colors as far as possible, and use electronic whiteboard to create direct teaching scenes through information technology to achieve teaching goals. However, in the current teaching, relatively few teachers have the consciousness of information teaching, and most teachers are more inclined to explain the color knowledge to students through the pictures of art works in the textbooks. Although the textbook has been highly reproduced in color during the printing process, there is still a problem of color difference, which has an impact on students' accurate understanding of tone. Therefore, teachers can try to search for photos with better color contrast, saturation and clarity on the Internet, and present them in class using electronic whiteboards, so that students can more directly observe the photos, and guide them to understand the colors in the photos. After that, teachers can use the painting function of the electronic whiteboard to directly select various color blocks and guide students to compare and think about which color blocks constitute art images in the scene, so that students' understanding and analysis of colors will be more intuitive, and the learning effect will be better.

4.1.3 Observation from the material

For primary school students, the exploration and learning of art knowledge can not be separated from the help of painting materials, and a variety of different painting materials can often produce a variety of colors. Therefore, in the process of color teaching in primary art education, teachers can guide students to observe painting materials, and guide students to understand which colors can be presented by different materials, as well as the influence of material use methods on the degree of

color presentation. Through the identification and analysis of this material, students' understanding of color can reach a new level [4].In the current primary school art education, some teachers only provide students with several common basic painting tools, such as 12-color watercolor pens and color pencils, but do not provide more materials, resulting in students' color understanding of painting materials is limited, and the final teaching effect cannot reach the expected goal. Teachers can try to use diverse painting tools such as watercolor pigments and acrylic pigments to make the colors present diversity, such as 48 colors and 60 colors. In this way, the division of colors will become more accurate, and students will notice subtle differences between colors in the observation process, so as to enhance students' understanding of similar colors, contrast colors and other knowledge, so that the learning experience will become more in-depth. For example, in the lesson "Recording Color", after the teacher guides the students to explore color in nature, the teacher can encourage the students to use a variety of different materials to complete the creation, including color lead, gouache paint, watercolor paint, acrylic paint, etc.

4.2 Art teaching into games

Games are not only a strategy to promote the innovation of primary school art education, but also a key way to improve students' mastery of color knowledge, which can better ignite students' interest in learning and enable students to understand and master color in the process of "playing". Therefore, in order to more effectively implement color teaching in primary school art classes, teachers can include games, plan games according to the elaboration of colors, and actively attract students' participation. For example, in the lesson "Brightness and Darkness of Colors", in the actual teaching environment, attention is paid to observation, practice and games, combining observation, drawing, operation, entertainment and other ways, so that students can participate in color games to help students understand what is purity and brightness, as well as the gradual transformation of brightness. And students can personally experience the depth and rhythm brought by the gradual transformation of brightness. In the teaching process, the teacher prepares several bottles containing various colors, and asks the students to add different amounts of black to these bottles one by one, and carefully study the color changes inside the bottles. Then the teacher can take out several bottles of different colors, and ask the students to add different amounts of white to the bottles in turn, and carefully observe the color changes in the bottles. By participating in the game, students can deeply understand the skills of color gradient, so as to improve students' color skills and enhance the performance of the picture.

At present, the primary school art curriculum still shows a clear outdated nature, and the vast majority of teachers do not take the initiative to integrate color teaching into the game. In addition, although some teachers have recognized the importance of "combining teaching with games", due to the lack of practical experience, the games designed often pay too much attention to fun, ignore the importance of education, and fail to maximize the value of education. In this case, elementary school art teachers need to change the way they organize their lessons and incorporate the idea of gamification into them. It is also necessary to learn how to integrate games into art game activities, and to strengthen the effective planning of these activities [5].For example, after teaching students about different colors, the teacher can show the color blocks through the multimedia courseware, mark the inconsistent color names below them (e.g., red color blocks are marked as orange), and then ask the students to name the correct color blocks in the courseware. This kind of game can not only test the students' color understanding level, but also test the students' reaction ability. When the students are involved in the game, they can recall the color name and its related iconic colors on the improvement block, so that the educational significance of the game can be improved, and the students' way of thinking and understanding level of color will be further improved.

4.3 Interactive color analysis

The process of understanding and mastering knowledge needs to be analyzed. If there is no independent research and discussion, and students only rely on teachers' knowledge to remember concepts such as tone and color, then students will not be able to obtain in-depth learning feelings, and are likely to forget these knowledge in the future, resulting in a significant reduction in the effect of the entire education. Through classroom interaction, it promotes students' independent thinking and analysis, helps students better understand and explore the definition of color and how to apply these knowledge points, so as to improve the learning effect. At present, primary school students' color education still faces shortcomings in interactive and analytical ability. Some teachers tend to adopt the "infusing" teaching method, while others tend to arrange interactive activities between teachers and students, ignoring the interaction between students. All these hinder students' independent color analysis to a certain extent, thus weakening the learning effect. In response to this situation, teachers provide students with sufficient opportunities for independent communication while conducting classroom questioning and communication, guide them to independently discuss the color techniques used in artistic works, and inspire them to share the tonal characteristics experienced in the process of observing colors. In the classroom, various ways of interaction give students thinking inspiration, so that they can easily establish a positive feeling of learning. With the passage of time, excellent communication awareness and independent analysis skills are gradually cultivated, and students will undoubtedly have more efficient color learning.

4.4 Strengthen the use of color

In the art class, pupils' innovative thinking and color application ability directly affect their learning effect. Therefore, in order to guide students to master color in a more targeted way, it is necessary to attach importance to and optimize corresponding teaching activities, guide students to display and perform according to their personal learning experience, and advocate the use of more colors in the creation process. In the process of creation, students will think deeply about the relevant knowledge of color matching and color emotional expression, which can not only deepen students' understanding of color and tone, but also improve students' art creation skills. At present, the design of creative activities is still not perfect, and there are still some problems in students' color learning and application, which limits students' creative expression ability and leads to the decline of the effect of color learning. To solve this problem, teachers can first assign imitation tasks to students, so that students can imitate the works of textbooks or other outstanding students for color use and art creation [6].After students have basically mastered the skills of color and tone, the teacher then assigns the task of theme creation and encourages students to express themselves freely according to their own ideas. At this point, students can also compare their new work based on color with their past work, see their progress from this comparison, and discover new ways to use color.

5. Conclusion

All in all, primary school students are full of desire to explore the world, and art courses can effectively satisfy students' curiosity. In order to successfully carry out color teaching in the art education stage of primary school, we must pay more attention to color teaching, and inspire students' color appreciation and application through various ways and methods, and help students master the color knowledge of art through rich color experience and understanding, so as to truly improve the effect of art color teaching for students.

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