

Research on the Application Strategy of Project Based Learning in Primary School Art Teaching

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Abstract: Project based learning is an important learning method that points to the core competencies of the subject, which is conducive to solving the problem of fragmented and singular teaching content in the subject. As a hot topic in the current education field, project-based learning has become an important way to cultivate students' core competencies. If it can be organically combined with primary school art courses, it can better stimulate students' interest in self-directed learning, cultivate their active thinking, hands-on operation, communication and expression, team cooperation and other abilities, and enable them to establish correct ideological values. This article aims to explore the application strategies of project-based learning in primary school art teaching. Through the analysis of project-based learning theory and practical teaching cases, a series of effective strategies are proposed to promote the comprehensive development of primary school students in the field of art.

1. Introduction

The 2022 version of the "Compulsory Education Art Curriculum Standards" proposes that the evaluation of students' learning of art should revolve around experiential, practical, creative and other characteristics. It is recommended to pay attention to expressive evaluation, pay attention to typical characteristics and attitude behaviors in activities such as observation, appreciation, practice, creation, and recording of art learning, and use forms such as work presentation to qualitatively analyze students' art learning situation. Other evaluation methods can also be combined, Pay attention to guiding students to have practical experiences in their learning process, enrich evaluation dimensions, and improve the relevance and accuracy of evaluations. The project-based learning in the field of life design in the art discipline is a process of perception, discovery, appreciation, and experience. The process and results of students completing project tasks are particularly suitable for using performance evaluation. By guiding students to find driving problems in the real situation based on project tasks and observing them, they can break them down Evaluate the learning outcomes of students in real-life project learning situations based on their performance at each stage of the problem-solving project.^[1]

2. Definition of project-based learning concept

Although scholars at home and abroad have different views on the definition of project-based learning, they still have commonalities. They all believe that classroom teaching should be organically combined with real-life situations, students should cooperate with teams to complete teaching activities, and build new knowledge systems.

In summary, project-based learning is not only a learning method, but also a teaching method. Students participate in real and meaningful activities around driving problems to conduct in-depth exploration of project activities, which are manifested in conceptualization, design, improvement and improvement, and the presentation of product works. It is the process of students solving problems, independently creating real and visual product inventions, and establishing connections with life. In this study, project-based learning mainly refers to a teaching mode. In the process of teaching practice, the project-based learning teaching mode is used to enable students to actively engage in learning. Project based learning mainly refers to a teaching mode. In the process of teaching practice, teachers use the project-based learning teaching mode to encourage students to actively engage in learning. Students can master, transform, and apply the knowledge and abilities they have learned during the learning process. Students should improve their comprehensive practical abilities such as active learning ability, critical ability, and innovation ability. Students improve learning efficiency and quality, and their final visualized works also reflect their understanding and application of subject knowledge. Therefore, project-based learning is a teaching mode in which students solve problems in real situations, independently construct new knowledge systems, and improve their comprehensive abilities.

3. The important value of integrating project-based learning into primary school art teaching

Integrating project-based learning into primary school art teaching has important educational value. This method can not only stimulate students' interest in learning, but also cultivate their creativity, collaborative spirit, and problem-solving ability.

3.1. Stimulate student interest and motivation

Project based learning refers to the continuous exploration, deep learning, and problem-solving process of students in a real life context. It places more emphasis on problem-solving abilities than exploratory learning, can provide students with a more comprehensive and holistic understanding, and enable them to connect with social hot issues, pay attention to life, master the relationship between core subject knowledge and life situations, and use past experience to propose their own opinions and ideas, Build a new knowledge system. Project based learning can design diverse projects based on the interests and abilities of students, so that each student can find topics of interest and stimulate learning interest. Through the project, students can participate in art creation and design firsthand, and the practical learning process can increase the fun and motivation of learning.

3.2. Cultivate key core competencies of students

In the context of the current curriculum reform, one of the feasible paths for China's curriculum reform is to focus on key concepts and abilities of a discipline through the form of projects, using a discipline as the main carrier, and connecting disciplines with disciplines, disciplines with society, disciplines with life, and disciplines with interpersonal relationships. The art curriculum standard, as the standard for art education in China's compulsory education stage, aims to promote art

education to play a more active role in China's basic education system through curriculum reform, thereby cultivating modern citizens with comprehensive development for the country. It reflects the key abilities and essential qualities that the country expects students to achieve and should possess after studying art courses. However, project-based learning does not necessarily point to trivial or scattered knowledge points, and concepts are its direct knowledge goals. Each disciplinary field also has some core concepts, which summarize and generalize the content of this discipline. This is mainly based on national textbooks, and project-based learning courses are designed by reorganizing and selecting relevant resources from national textbooks. While ensuring that basic knowledge and skills are not lacking, students are encouraged to master relevant comprehensive abilities, avoid deviating from the center of the art discipline, and cultivate their critical thinking Important qualities and abilities such as problem-solving and teamwork.

3.3. Helps achieve the goal of educating people through aesthetics

Art homework is a process and form of art learning, and the construction of art subject knowledge can only be transformed into literacy in order to educate people. Based on the above thinking, art homework design should be the breakthrough point for literacy and aesthetic education, so that the process of completing homework ultimately becomes a growth process for students to self explore, generate images, and gain perception, aesthetic growth, and life perception. Under the requirements of nurturing individuals with core elements, art homework should be a unique discovery and active experience for individual students. By connecting subject knowledge with student experiences through homework, for example, the study of Chinese painting emphasizes "wonderful enlightenment". If viewed from this perspective, it is manifested as discovery in elementary school art homework. Only by discovering can one feel the changes within, and only by discovering can one gain an experience that touches the soul. If students can make discoveries in their homework and express their own opinions and viewpoints, such teaching will enhance the effectiveness of education.^[2]

4. The principle of integrating project-based learning into primary school art teaching

4.1. Establishing a student-centered learning position

Children have an innate curiosity about beauty. Before elementary school students learn art knowledge, their mastery of visual images forms the foundation of learning, and their awareness of beauty is not a blank space. Project based learning emphasizes learning

The main position of students in learning is to form a learning community through group cooperation, independent exploration, discussion and design of various project links. In project-based learning, the task of teachers is not to impart art knowledge, but to create conditions and provide assistance for students to actively discover and construct art knowledge and literacy.

4.2. Emphasize the creation of real-life problem scenarios

Project based learning emphasizes that students acquire knowledge and skills through practice and cooperation in the process of solving real problems. The following are some key points about creating authentic problem scenarios for project-based learning: firstly, authenticity is related to students, the problems around students, linking projects with their actual lives and experiences, ensuring that the problem scenarios of projects are familiar and concerning to students, and stimulating their interest. Social issues, select some social related issues, so that students can recognize the practical application value of the knowledge and skills they have learned in solving

social problems. Secondly, interdisciplinary integration: covering multiple disciplinary fields, when creating problem scenarios, consider how to cover multiple disciplinary fields, and encourage students to engage in interdisciplinary thinking and learning in the process of problem-solving. Integration in real life, integrating subject knowledge into real-life problems that students may encounter in their future careers or lives, making learning more practical.

4.3. Emphasize the reconstruction of core knowledge in art

Project based learning ultimately aims to enable students to reconstruct their knowledge. When facing art problems, students are able to apply the knowledge and skills they have learned to new situations in the field of art, endowing art knowledge with new meaning and value. At the same time, in the process of solving problems, they can consolidate, deepen, and transfer relevant knowledge, thus forming core literacy in art. ^[3]

4.4. Project based learning evaluation points to student literacy

The essence of project-based learning is "authenticity", which cultivates the literacy of students to comprehensively apply knowledge to cooperate and solve problems through individual projects. This is also advocated by the current literacy oriented teaching reform. Therefore, incorporating the results of project-based learning evaluation into the comprehensive quality evaluation of students can better reflect their literacy. If a good portfolio can be designed, it is feasible and credible. However, it should be noted that if the comprehensive quality evaluation has a selection function, caution should be exercised, as fairness is the most important aspect of evaluation with a selection function, and project-based learning often requires students to cooperate to complete it. Therefore, evaluating individuals will be unfair, and if students realize this evaluation nature, they may not be able to focus on project-based learning without distraction. By grasping the authenticity and essence of project-based learning, the evaluation of project-based learning can penetrate into the reform of educational evaluation from various levels, and testing for literacy is also the direction of future evaluation reform.

5. Application strategies of project-based learning integrated into primary school art teaching

The project-based learning approach is based on the student-centered concept, based on real-life situations, adhering to problem and task orientation, guiding students to engage in continuous exploratory and comprehensive learning. It can effectively cultivate students' ability to integrate and reconstruct knowledge, and enhance their innovation ability. Undoubtedly, project-based learning is one of the effective means to enhance the core literacy of students in the field of art.

5.1. Strengthening top-level design and reconstructing the curriculum system of project-based learning in art

To improve the effectiveness of project-based learning in primary school art, we should focus on projects, change the scattered and fragmented goals and content of traditional project-based learning, start with top-level design, segmented design, and build a comprehensive, forward-looking, and dynamically generative primary school art project-based chemistry learning curriculum system.

5.1.1. Building a project-based learning objective system for art based on curriculum standards

The levels of project-based learning objectives in each stage are clear and gradually increasing.

Taking the literacy goal of "artistic expression" in the curriculum standard as an example, the goal of the first stage of learning is to "experience the performance effects of different tools and media, and carry out modeling and expression activities"; The goal of the second stage is to "choose various easy to process media, and use methods such as cutting, folding, cutting, and combining to engage in intentional modeling activities."; The goal of the third learning section is to "create three-dimensional modeling works using mud, paper, foam plastic and other media materials". The project-based learning objective system is a part of the art curriculum standard objective system and a beneficial supplement to the textbook objective system. The project-based learning of each stage should be based on the learning objectives of the stage, and appropriate projects should be selected to carry out project-based learning.

5.1.2. Utilize resources to construct a project-based learning content system for art

On the basis of the goal system of art project-based learning, how to choose appropriate content to form the content system of art project-based learning? The curriculum standard points out that teachers can use natural resources and social and cultural resources for art teaching, and schools with conditions should actively develop information technology curriculum resources. The project-based learning content of primary school art must be combined with school resources and selected based on the learning objectives of the art project-based learning stage. To build a bridge between art and real life, utilizing real-life situations and resources to drive students to actively learn. The same resource can serve as project-based learning content for different stages of art, but with different learning objectives, the project theme may vary.

5.2. Set real driving issues

The core of project-based learning is the problem, which is the task. It is the core goal that students must always think about throughout the entire project-based learning process. It has authenticity and plays a promoting and driving role in student learning. Students understand what tasks they should complete and what abilities they should acquire through questions. Driving questions connect art learning content with student learning. Once students understand the core of the problem, they have a direction for learning and clear goals in project preparation and discussion. The author adopts a more project-based problem orientation, which derives several sub problems from a core problem, presenting the characteristics of "based on core problems - solving problems - generating new problems - solving new problems", continuously enhancing students' experience, interest, and attention based on visual perception, and stimulating their enthusiasm for art participation. Taking the project-based learning of "Designing and Making Your Favorite Bag" as an example, the core issue is how to design and make a bag that you like. Around the core issue, students can derive several sub questions, such as the basic structure of the bag, the style of the bag, the purpose of the bag, etc. Once the basic questions are clarified, teachers can use study sheets to encourage project team members to collaborate and explore, find answers to problems, acquire subject knowledge hidden behind the problems, find methods and paths to solve problems, and acquire the ability to learn independently. ^[4]

5.3. Carry out collaborative learning and jointly complete projects

In the process of project-based learning, the design of project activities has a certain degree of standardization and periodicity, and students can achieve corresponding project goals in the practical process, continuously promoting personal growth. In the process of project-based learning, teachers need to encourage students to work together to complete practical projects through mutual

cooperation. Due to the large amount of design content in project activities, completing tasks independently can put a lot of pressure on students. Teachers need to guide students to communicate more with classmates, form cooperative groups, and clarify the division of labor for each person's practical tasks. This can enable the groups to successfully complete project tasks with clear division of labor. For example, in the process of crafting handicrafts, teachers propose the theme of "Home" and require students to unleash their imagination and creativity to complete the creation of art works on this theme, without limiting any forms of creation. They organize students to form cooperative groups, clarify practical division of labor, and work together to complete the creation of art works. In the process of practical exploration, first of all, students should design project plans based on the theme, clarify the specific tasks of each member, including searching for materials, collecting materials, etc. With sufficient preparation in the early stage of work, carry out project implementation. When encountering problems, be able to discuss, analyze, and solve them together until the project is successfully completed. In this process, students have gained corresponding growth, and in the process of completing cooperation, they have learned the importance of mutual help and understanding.

5.4. Actively showcase works and establish an evaluation mechanism

The implementation of project-based learning focuses on improving students' independent thinking and learning abilities. The implementation of project activities requires students to design their own plans and assign tasks to the project. With joint participation, exploration, and analysis, students can successfully complete their work creation and achieve certain growth. Each work is created by students who have put a lot of effort and effort into it. Teachers need to take these works seriously and evaluate them, so that students can feel the teacher's affirmation, establish their confidence and interest in creation, and fully immerse themselves in art creation in classroom learning, fully demonstrating their personal abilities. For excellent art works, teachers can display them in the display area behind the classroom, allowing more people to learn and creating a strong learning and creative atmosphere.^[5]

6. Conclusions

With the continuous advancement of curriculum reform, schools have also put forward higher requirements for art teaching, emphasizing the common development of students' knowledge, abilities, and literacy. Therefore, as an excellent art teacher, we should innovate teaching methods for students, bring them a new learning experience through project-based teaching, promote students to feel the unique charm of art teaching, and form correct learning concepts, forming a teaching and learning effect of knowledge and action integration in art learning.

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