

Research About Junior High School Art Teaching Under Interdisciplinary Fusion

--- Comprehensive Artistic Literacy Activates the Growth of "Thinking"

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Abstract

Artificial intelligence is changing the world, including the education industry. The concept, ecology and methods of education are undergoing profound changes. Under the fusion of interdisciplinary disciplines, cultivating students' sense of innovation and innovative thinking based on practical ability is the trend of art education today. Art education in junior high schools should pay more attention to the improvement of learners' comprehensive artistic literacy, the cultivation of multiple perception ability, the promotion of thinking ability from curriculum exploration, and the strengthening of problem-solving ability, so as to apply it to future life.

Keywords: interdisciplinary fusion, junior high school art teaching, teaching design, thinking

1. Introduction

The art curriculum at the junior high school stage emphasizes that by giving full play to the unique charm of art discipline teaching, stimulating students' interest in learning, it can lead students to pay attention to social and cultural life, and being more actively about creating learning, also it would improve comprehensive artistic literacy. However, at this stage, the current stage of junior high school art teaching places too much emphasis on introducing art knowledge and painting techniques, thus ignoring the visual nature of art education. Therefore, we will innovate the concept of art teaching in junior high schools, optimize the teaching design of art classrooms, innovate the teaching mode of art classrooms, and create junior high school art classroom teaching

2. Creation of Art Teaching in Junior High Schools Under Interdisciplinary Fusion

Arts education needs to inspire creativity based on respect for the individual. Create a lesson in which students experience joy in the arts are respecting for their hearts, and the lessons should be creatively displayed. Moreover, it is significant for middle school students to truly feel that as contemporary people, a good lesson can help them find themselves in various artistic trends, genres and styles.

First of all, Creative education must have respect for the individual, and it should have the recognition of the view that "everyone is creative". Secondly, we can talk about the guiding method in teaching. This kind of teaching method can influence people at a very young age. The proposal of the core literacy of arts and the greater emphasis on the humanistic nature of art course learning are also changing China's art education, especially art education in schools. Therefore, the art education in the junior high school stage should introduce interdisciplinary knowledge and pay more attention to the cultivation of thinking and creativity.

3. The Mission and Ideal of Art Teaching in Junior High Schools Under Interdisciplinary Fusion

Examining the mission and ideal of junior high school art teaching from the perspective of interdisciplinary fusion requires that the overall relevance of interdisciplinary integration should penetrate into every aspect of junior high school art teaching. The curriculum is designed for the junior high school stage and for students in adolescence. They already have their own independent way of thinking. Facing the pressure of schoolwork, they prefer to be exposed to new things and try to get some creative course experiences that attract their more attention. Therefore, teachers need to improve the teaching mode and teaching design in a targeted manner, also

innovate the course content. Teachers need to put emotional attitudes and values at the top of the three-dimensional goals, and it is also important to focus on the emotional and spiritual needs of students. The course allows students to pay more attention to the cultivation of thinking innovation ability under the premise of contact with different painting media and art methods. Students' artistic creations are experimental and interdisciplinary. Teachers should let students be aware from the inside out to realize themselves in an artistic way. In the dynamic process design, the STEAM teaching activities are used to stimulate individual ideas and stimulate the creativity of the group. In class, students are encouraged to show the roles of students and teachers to mobilize the enthusiasm for creation.

4. Junior High School Art Teaching Strategies Under Interdisciplinary Fusion

4.1 Experimental Teaching Methods With Interdisciplinary Fusion

Classroom teaching is an effective teaching method that students are happy to accept, and the whole process of exploration is explored through the basic model of "causing attention - inspiring thinking - divergent thinking - verifying and applying conclusions (convergent thinking)". In the teaching process, in order to teach students to learn, guide students to create as the guiding ideology of teaching, through special learning amplification classes and the infiltration of integrated teaching of various disciplines, so that students can master the general methods of learning and the special learning methods of specific disciplines to develop good thinking habits. Give students the initiative to learn and continuously improve their learning ability.

4.2 Compile a Module Integration Course That Integrates Interaction

The content of junior high school art teaching under interdisciplinary integration cannot be unrelated, Cangzhou No. 8 Middle School has compiled a modular integrated curriculum that integrates interaction based on this standard.

Modular integration is a method of integrating course content in the form of sub-modules, which comes from unification and is an extension of the concept of integration. "Curriculum integration is not just a rearrangement of the curriculum, or just a change in the form of the curriculum, teachers must understand that the curriculum integration is not for the sake of integration, the curriculum is a tool to achieve the purpose of education, and there is an educational concept behind the curriculum form." (Chen, X.-Z., 2003)

When integrating the curriculum, we should conduct in-depth research to observe the lives of students, and let students participate in the design of the curriculum. Of course, what we are talking about here is not necessarily the way to let students do it themselves, it can be a way to participate in opinions, or it can be the absence of the body. For example, starting from talking about a line segment, let the students reflect together, so as to better integrate the students' interests and current experience. In addition to the distribution of subjects such as drawing, sketching, and color, our current junior high school art teaching content can also introduce the content of other disciplines, so that students can reflect on real life. This method would help them understand art from a multi-dimensional perspective, and broaden the scope of art topics, such as dance, music, drama, biology, science, etc. This way is better than just providing students with a copying world.

1). Touch level - the exploration of the art ontology language course based on the stage of material cognition

For junior high school students, the first task of the art class is to understand the subject and understand the subject. The material cognition stage is based on the initial initial stage of students' painting learning, which is intended to make it clear that painting is not limited to the realistic depiction of objective objects through the elaboration and exploration of sketching, color, sketch definition, meaning and use, type, tool and material, etc. The experiential process of painting is researchative, experimental, creative, infinitely possible, and students should be free and happy.

2). Modeling level - based on the technique combing stage of the picture constitutes the collation of the practice course

For junior high school students, the technical combing course is an indispensable learning content in the in-depth shaping stage, and the summary learning plays an important role in improving the ability to draw. Media materials are no longer just art carriers, or even art itself. If in traditional painting, materials are only external technical factors, and students should continue to sort out painting techniques and techniques, they need to do a good job in corresponding technical practice. Such courses include texture and shaping topics, picture emotion topics, charcoal techniques, etc.

3). Level of Expression - The transformation of painting language practice courses based on the language expression stage

For junior high school students, the stage of painting language expression is the stage of mastery of various practical subjects of painting, and students must be proficient in various languages at this stage, and transform their knowledge into real works.

Experiencing the stages of observation, understanding, imagination, and performance, the stages are interrelated and affect each other. Due to the different purposes of people's respective performances, there are still spans, repetitions and alternations between different stages. Observation not only occurs at the beginning of expression, it will accompany the entire process of painting expression, students should learn perspective and space, observation method exploration, association and expression. Even when creating under the same theme, students use different tools, materials, and mediums to express themselves. The media exploration of cognitive power is a practical course group that develops on this basis, and the series of courses should let students know that even the same material will convey a great difference in texture under different texture effects, which provides a lot of space and stage for painting.

4.3 Improve a Pluralistic and Harmonious Classroom Evaluation System

Teaching evaluation is an indispensable part of teaching design, and it is a test of teachers' teaching content and student learning effectiveness. In the perspective of education ecology, teachers should adopt a developmental evaluation method in junior high school art teaching which means to evaluate from the perspective of students and teachers. This is conducive to the participation of both teachers and students in the teaching process, and the two sides conduct self-reflection and self-examination of the quality of teaching, teachers can form a virtuous circle of supervision, reflection and improvement of teaching.

5. Epilogue

The Yufu Yang's book "Chuang Yi Si Jing" which was published in Taiwan mentions the "father of brainstorming method", he is an American named Osborne. He uses theoretical systems to sort out methods of inspiring thinking. This discovery is important to me, if there is a specific way to activate the "thinking", so that the individual's heart surges reasonably released and accurately falls on the desired platform, then it can truly bloom. The construction of the art teaching system in junior high schools under the fusion of interdisciplinary disciplines can bring new ideas and methods to the learning and teaching of art. The formation of comprehensive artistic literacy allows students to learn how to see the world from their own perspective, and it also can help them have unique thinking ability to face life. This theory helps them express themselves more confidently, and understand how to face life with the attitude of an artist. Furthermore, it also cultivates students' sensory-perceptual abilities, giving students the opportunity to grow into people who are not afraid of any field in the future in the process of artistic exploration.

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