



# Art Teaching Design Based on ARCS Motivation Model

Zhaoyu Li<sup>(✉)</sup>

Wenhua College, YunNan Arts University, Kunming, Yunan, China  
66063791@qq.com

**Abstract.** The expression of traditional art design is mainly static, and the effect of art design presented is relatively simple. Now with the support of computer technology, art design makes full use of computer technology to further improve the quality and effect of art design work, and the art effect presented also has dynamic characteristics. Based on this, this paper believes that art education should also pay attention to the application of computer technology, build an ARCS motivation model, and design art teaching-related content around the basic concepts in the model, namely attention, association, information, and satisfaction. The initiative in art learning, as well as improving students' art design ability and innovation ability.

**Keywords:** ARCS motivation model · Art · Design · Computer

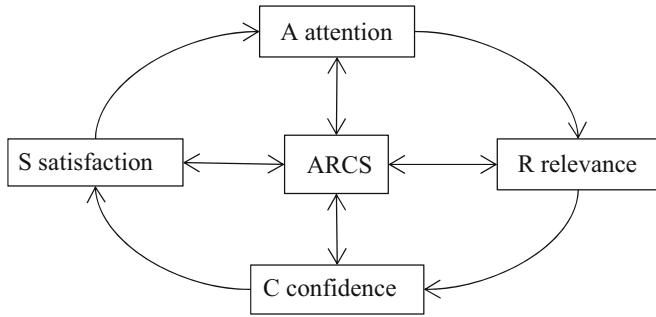
## 1 Introduction

In recent years, with the continuous deepening of educational reform, the content of education in China has gradually transitioned from examination oriented education to quality education, and the training objective of education has also begun to change from training examination oriented talents to training comprehensive quality talents. In all educational contents, aesthetic education, as an important educational factor, should run through all stages of students' school education, so as to enhance students' interest in learning art teaching. However, at present, many students are not only lack of interest in the subject of art, but also have insufficient motivation. Based on this, this paper decides to redesign art teaching for students by using ARCS Motivation Model, in order to improve students' interest in art courses.

## 2 Related Concepts of ARCS Motivation Model

### 2.1 Overview of ARCS Motivation Model

In the 1980s, Professor John M. Keller of the University of Florida proposed the ARCS motivation model based on previous studies. The elements of this model mainly include Attention, Relevance, Confidence and Satisfaction. With the help of ARCS motivation model, teachers can effectively stimulate students' learning motivation in classroom

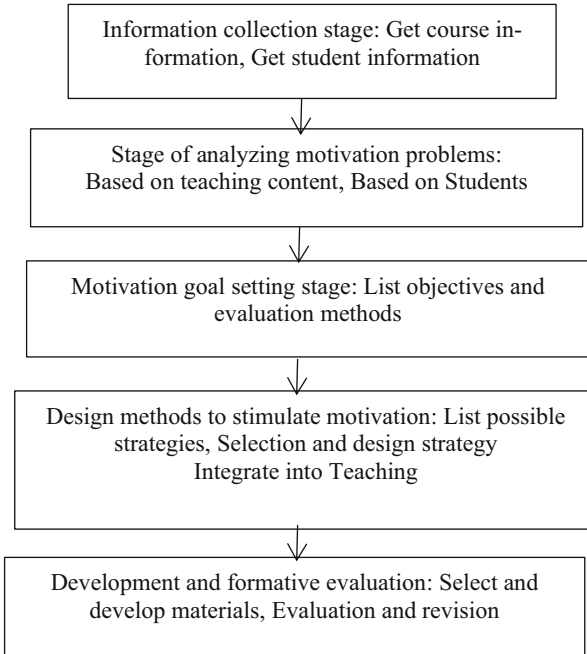


**Fig. 1.** ARCS Motivation Model [Owner-draw]

teaching by designing teaching content around the four factors of attention, relevance, information and satisfaction [1]. The stimulation steps of ARCS motivation model can include the following points. Step 1: Let the teaching content attract the students’ attention and interest. Step 2: Let students understand that the completion of teaching tasks is closely related to their own growth. Step 3: Let the students think they can complete the teaching task, and cultivate their confidence in learning. Step 4: Let the students get a sense of achievement after completing their studies before they are willing to continue learning [2]. It can be seen that the ARCS motivation model forms a learning cycle mainly by mobilizing students’ learning motivation, as shown in Fig. 1.

**2.2 Elements of ARCS Motivation Model**

In the ARCS motivation model, the four elements are attention, relevance, confidence and satisfaction. The following is the analysis of the four elements. First, attention refers to the direction and concentration of psychological activities on certain objects. In the ARCS motivation model, attention is the first factor that educators need to consider, because only by stimulating students’ learning curiosity and enhancing their attention to learning can the follow-up process be effectively carried out [3]. Secondly, relevance means that students can feel the correlation between learning content and their own needs through learning relevant content. When students are curious in the process of learning, they naturally want to know where this association comes from. In addition, there are two types of correlation in the correlation factors, namely, purpose correlation and process correlation. Among them, purpose relevance refers to that learning can bring positive enthusiasm for their own development, or help them achieve the set goals. Process relevance refers to that students’ content can make learners feel the value of learning in the learning process [4]. It can be seen that once the relevance is widely recognized, students’ motivation for learning will always develop in a positive direction. Thirdly, confidence refers to the psychological characteristics of an individual’s confidence in his ability to successfully complete a goal, and it is a psychological state of positive and effective expression of self value, self respect and self understanding [5]. In the ARCS motivation model, in order to stimulate students’ learning motivation, we must develop their learning confidence. If students lack learning confidence, they will choose to give up learning tasks directly. Finally, satisfaction means that when students’ results



**Fig. 2.** Detailed steps and stage division of ARCS Motivation Model [Owner-draw]

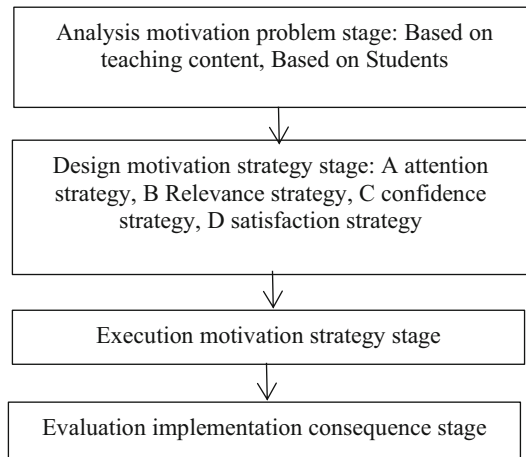
are consistent with learners' expectations, they can get a psychological satisfaction, and their subsequent learning will also have sufficient motivation. In the ARCS motivation model, satisfaction factor is an important driving force to maintain learners' learning all the time. Therefore, we should try every way to create a satisfactory atmosphere for students, so as to maintain students' learning motivation at a high level [6].

### 2.3 Application Steps of ARCS Motivation Model

The application steps of ARCS Motivation Model are divided into ten steps and five parts, as shown in Fig. 2.

At the same time, combined with the actual teaching work, the arcs motivation model can also be divided into four stages, as shown in Fig. 3.

As shown in Fig. 3, in the first stage of analyzing motivation problems, motivation problems can be analyzed according to the teaching content and students' characteristics, which is helpful to determine which motivation factors are used to stimulate motivation. The second stage of designing motivation strategy is the core work in all steps of the entire ARCS Motivation Model, and it is also a key indicator to measure whether the motivation strategy is effective. In the third stage, we should consider the following points. First, you should not spend a lot of time in implementation. Second, we should not deviate from our learning goals. Third, it conforms to the established teaching plan and teaching environment of the school. Fourth, whether students are easy to accept. Fifthly, teaching methods should be close to teachers' teaching styles as much as possible. In



**Fig. 3.** Main steps and stages of ARCS Motivation Model [Owner-draw]

the consequence stage of the fourth stage of evaluation implementation, the motivation of students can be fed back, so that educators can find problems and adjust the content of steps at any time [7].

### 3 Art Teaching Design Based on ARCS Motivation Model

In order to provide a control object for the application of ARCS Motivation Model in art teaching design, this paper takes junior high school art as a case object, and launches teaching design based on junior high school art.

#### 3.1 Selection and Planning of Art Curriculum Content Based on ARCS Motivation Model

In the exploratory research on the curriculum teaching of the ARCS motivation model, it can be found that students will be curious about the new teaching tasks, and usually students will also be very timely to give feedback on the tasks focusing on "attention". It can be seen that the content selection of junior high school art curriculum based on the ARCS motivation model should, on the one hand, set the curriculum goal to attract students' attention, and on the other hand, select learning materials that can continuously attract students [8]. In addition, the objects of junior high school art are mainly junior high school students, and the age of junior high school students is generally kept between 12 and 14 years old. Students of this age group are in the preparation stage for the turning point of puberty, so they are prone to be sensitive, vulnerable and other psychological characteristics, and their self-confidence has dropped significantly. Based on this, when designing the content of junior high school art teaching curriculum, we should find out the psychological characteristics of junior high school students, and also to achieve the effectiveness of ARCS motivation model in junior high school art teaching. Therefore, in the selection of curriculum content, we can choose abstract art and content closely

**Table 1.** Theme based junior high school art curriculum content setting [Owner-draw]

| Theme unit "three primary colors"   |  |                   | Theme unit abstract painting  |  |                   |
|---|--|-------------------|---|--|-------------------|
| Sub topic 1: when we are talking about red, what are we talking about                       | "Modeling and performance" learning field  | Class hour 40 min | Sub topic 1: analysis of "dream"                                      | "Appreciation and comment" learning field  | Class hour 40 min |
| Sub topic 2: application of blue logo design  | "Design and application" learning field    | Class hour 40 min | Sub topic 2: joint movement of shapes                                 | "Design and application" learning field    | Class hour 40 min |
| Sub topic 3: Yellow paintings   | "Appreciation and comment" learning field  | Class hour 40 min | Sub topic 3: how to draw the "secret" in your heart                   | "Modeling and performance" learning field  | Class hour 40 min |
| Sub topic 4: if you are the curator of the "three primary colors theme painting exhibition" | "Synthesis and exploration" learning field | Class hour 80 min | Sub topic 4: if you are the curator of this "abstract theme painting" | "Synthesis and exploration" learning field | Class hour 80 min |

related to students' life experience [9]. The content of junior high school art curriculum designed based on the ARCS motivation model can be divided into the following two theme units, as shown in Table 1.

### 3.2 Art Teaching Design Strategy Table Based on ARCS Motivation Model

In China's Compulsory Education Fine Arts Curriculum Standards (2011 Edition), teaching objectives are specifically set for the fine arts curriculum, including three general objectives of "knowledge and skills", "process and methods", emotional attitudes and values, as well as sub objectives of four learning areas: "modeling · performance", "design · application", "appreciation · comment" and "synthesis · exploration" [10]. By taking three general goals and four sub goals as the basis and combining with the ARCS motivation model, the final art teaching design is shown in Tables 2, 3, 4 and 5.

**Table 2.** Teaching design table of "modeling and performance" learning field [Owner-draw]

|   |  |
|---|--|
| R1 experience   | C5 confidence  |
| <ol style="list-style-type: none"> <li>1. Make it clear that the systematic guidance of this course is based on students' existing basic abilities.</li> <li>2. Use methods or expressions familiar to students to further explain the purpose of the course</li> </ol> | <ol style="list-style-type: none"> <li>1. Try to create conditions for students to complete learning and skill practice independently</li> <li>2. Create a situation for students to practice and complete all tasks under realistic conditions</li> </ol>   |
| C1 learning requirements  | S4 negative effects  |
| <ol style="list-style-type: none"> <li>1. Attract learning objectives into learning materials</li> <li>2. Provide self-assessment tools with clear goals</li> </ol>   | <ol style="list-style-type: none"> <li>1. Avoid constant supervision in the process of creation and practice, and try to pay positive attention to students</li> </ol>   |
| C3 expectation  | S1 natural consequences  |
| <ol style="list-style-type: none"> <li>1. State the possibility of success under a given effort and ability</li> <li>2. Help students set realistic goals and tasks</li> </ol>  | <ol style="list-style-type: none"> <li>1. Let students use the newly learned skills in the real environment as soon as possible</li> <li>2. When completing a difficult task, enhance students' internal pride verbally</li> <li>3. Allow students who are proficient in a certain skill to help others who have not completed the task</li> </ol> |

**Table 3.** Teaching design table of "design and application" learning field [Owner-draw]

|   |  |
|---|--|
| R2 current value  | C5 confidence  |
| <ol style="list-style-type: none"> <li>1. Clarify the current potential laws and values of the course to distinguish it as the purpose of future life, learning and other activities</li> </ol>   | <ol style="list-style-type: none"> <li>1. Helping students understand that perfection does not mean that anything with defects will fail</li> </ol>  |
| R3 future use   | S5 timing  |
| <ol style="list-style-type: none"> <li>1. Clarify the relationship between the guidance of this art course and students' future activities and learning life</li> </ol>   | <ol style="list-style-type: none"> <li>1. When students carry out a new task, they should often provide help</li> <li>2. With the students' competence in a task, the task difficulty gradually increases</li> </ol> |
| R4 matching needs   | S3 positive results  |
| <ol style="list-style-type: none"> <li>1. In order to enhance the striving behavior of achievement, provide opportunities to achieve excellence under moderate risk conditions</li> <li>2. Meet the needs of contact, build trust, and provide opportunities for risk-free cooperation and interaction</li> </ol> | <ol style="list-style-type: none"> <li>1. Provide incentive feedback immediately after the completion of the task and the achievement of art works</li> </ol>  |
| A3 variability  |  |
| <ol style="list-style-type: none"> <li>1. Decompose materials by using blank areas, visual effects, tables, and different fonts</li> </ol>  |  |

**Table 4.** Teaching design table of "appreciation and comment" learning field [Owner-draw]

|  |  |
|--|--|
| A4 humor   | S2 unexpected reward   |
| <ol style="list-style-type: none"> <li>1. Under appropriate circumstances, word games can be used in the process of miscellaneous picture display</li> <li>2. Use humorous analogy to explain and summarize the current links</li> </ol> | <ol style="list-style-type: none"> <li>1. Stimulate intrinsically interesting tasks and answers through unexpected and non accidental rewards</li> </ol>   |
| A6 participation   | S3 positive results  |
| <ol style="list-style-type: none"> <li>1. Join students in every teaching link</li> </ol>  | <ol style="list-style-type: none"> <li>1. Give oral praise for successful progress or achievements</li> <li>2. Give students personal attention</li> <li>3. Provide useful feedback</li> <li>4. Provide incentive feedback immediately after task execution</li> </ol> |
| A3 variability   | R6 selection   |
| <ol style="list-style-type: none"> <li>1. Strengthen the connection by changing the tone of voice in teaching</li> <li>2. Make the teaching language more diverse</li> <li>3. Change the presentation style</li> </ol>                   | <ol style="list-style-type: none"> <li>1. Provide meaningful alternatives to achieve goals</li> <li>2. Provide personal choices to organize work</li> </ol>  |

**Table 5.** Teaching design table of "comprehensive exploration" learning field [Owner-draw]

|  |   |
|--|---|
| A1 contradiction / conflict  | R4 matching needs   |
| <ol style="list-style-type: none"> <li>1. Propose an example that cannot exemplify a given concept</li> <li>2. Introduce two equally reasonable facts or principles, only one of which is correct</li> </ol>                                 | <ol style="list-style-type: none"> <li>1. In order to enhance the striving behavior of achievement, provide opportunities to achieve excellence under moderate risk conditions</li> <li>2. Meet the needs of contact, build trust, and provide opportunities for risk-free cooperation and interaction</li> </ol> |
| A5 query   | S5 timing   |
| <ol style="list-style-type: none"> <li>1. Give students the opportunity to choose topics, projects and assignments that arouse their curiosity and need to be explored</li> <li>2. Regularly establish problem solving activities</li> </ol> | <ol style="list-style-type: none"> <li>1. When students carry out a new task, they should often provide help</li> <li>2. With the students' competence in a task, the task difficulty gradually increases</li> </ol>  |

*(continued)*

**Table 5.** (continued)

|  |   |
|--|---|
| A1 contradiction / conflict  | R4 matching needs   |
| A3 variability   | R5 model  |
| 1. There is only conversion between the different ways of interaction between students and teachers and between students and students                  | 1. In the process of students completing the task by themselves, let the person who completes the task first serve as the new team leader<br>2. Show great enthusiasm for this subject in the teaching process            |
| R6 selection   | C4 attribution  |
| 1. In the process of encountering difficulties, provide other alternative methods to achieve this goal<br>2. Enhance opportunities for personal choice | 1. After students succeed, guide them to find the correct attribution in time, rather than the reason for the simple task<br>2. Encourage students to actively find the right deep-seated reasons for success and failure |
| C5 confidence  | C3 expectation  |
| 1. Guide students to face up to their achievements in every aspect   | 1. Statement of success probability under given efforts and abilities<br>2. Help students set realistic goals   |

## 4 Conclusion

To sum up, based on the ARCS Motivation Model, this paper designs relevant teaching contents for the junior high school art curriculum, and finally draws the following conclusions. First of all, the art teaching activities based on the arcs motivation model can effectively improve the motivation level of students to learn art to a certain extent. Secondly, the art teaching design based on the arcs motivation model can promote the students’ art learning motivation. At the same time, teachers can also use the art teaching implementation under the strategy of the ARCS Motivation Model, which is very necessary. Thus, it can be seen that the relevant design of art teaching based on the arcs motivation model has a positive promoting significance.

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