



Design of Primary School Art Microclasses Based on the Cultural Heritage of Paper Cutting

-Folded Paper Cutting in One Color as an Example

Shulin Li*

Guizhou Normal University College of Fine Arts, Guizhou, China

*1142518398@qq.com

Abstract. Art education has the function and obligation of cultural inheritance. In this paper, microteaching is integrated into the primary art classroom. The mode of cultural inheritance microteaching design is explored, to contribute to the realization of the function of cultural inheritance of art education in a small way.

Keywords: papercutting (Chinese folk art); cultural inheritance; micro lesson design

1 Introduction

This paper aims to explore the design of elementary school art microclasses based on the cultural heritage of paper-cutting, and take monochrome folded paper-cutting as an example for specific practice. By combining the traditional art of paper-cutting with modern teaching techniques, it is hoped that the cultivation of traditional cultural cognition and aesthetic ability can be enhanced.

2 Microclasses and Monochrome Folded Paper Cutouts

2.1 Micro-teaching

Micro-teaching is a teaching video presented in a short form, usually no more than 10 minutes, aiming to provide learning of knowledge points or skills concisely and clearly [1]. The form of micro-teaching can be in the form of lectures, animations, physical demonstrations, interactive question and answer sessions, etc., the content includes teaching theories, case studies, and operational demonstrations. Despite the continuous development and changes of micro-teaching in recent years, its main features are still apparent: short time, easy to produce, and flexible application. Objective design is the first and most crucial step of microcourse design, which determines the direction of microcourse and has the role of a baton in microcourse design. "Content design is closely related to goal design, which identifies the knowledge points or skills that

learners need to master, while content design plans and produces the teaching content according to these goals to achieve the desired learning effect” [2]. Such a teaching format is designed to be both flexible and diverse, enabling the selection of optimal teaching methods based on content and objectives, and focusing on interactive participation to stimulate students' interest in learning.

2.2 Monochrome folded Paper Cutting Concept Definition

“Paper cutting is a kind of plastic art, an art form created by working people to meet the needs of spiritual life” [3]. Paper cutting mainly uses cutting, carving, and other means to process artistic images on paper. Monochrome folding paper-cutting is a fundamental way of paper-cutting, first folding and then cutting skeleton, according to the number of symmetrical shaped units to be cut out to complete the paper-cutting work. The patterns of single-folded paper cutting are diverse, including flowers, animals, characters, landscapes and other themes, and each piece is a unique work of art. They are relatively simple to make, requiring only one sheet of paper to complete the creation, and the patterns have a sense of hierarchy and three-dimensionality. Making monochrome folded paper-cutting requires students to have a high manual creation ability, through which their creativity and art appreciation can be cultivated. Regarding cultural significance, monochrome folding paper-cutting is regarded as a folk art form in China, representing the essence of our traditional culture.

3 Advantages of Microteaching Based on Cultural Heritage

3.1 Bridging the gap between traditional teaching and learning

Art teaching still follows the traditional teaching method, focusing only on students' skill training and neglecting the cultivation of cultural literacy. Traditional Chinese painting, oil painting, printmaking and sculpture are treated as fixed study courses for primary art teaching without considering students' interests and personalities. In contrast, microteaching based on cultural heritage can use multimedia technology and network platforms to provide students with more prosperous, more vivid and exciting art learning content, thus making up for the shortcomings of traditional teaching. In microteaching, folk handicraft culture's history, connotation and techniques can be demonstrated through illustrations, animation demonstrations, physical photography and other forms, so that students can feel the charm of art more intuitively and enhance their concentration. At the same time, it is necessary to use various strategies flexibly, fully consider students' interests, learning levels and personal characteristics, and provide art learning resources and methods suitable for each student to meet their individual needs and development.

3.2 Consistent with the cognitive characteristics of elementary school students

The cognitive characteristics of primary school students are mainly reflected in their short attention span, curiosity and hands-on ability. Therefore, traditional art teaching methods may be complicated to arouse their interest, while microteaching can better meet the cognitive characteristics of children. Microteaching can utilize images, sound, animation and other forms of media to present art knowledge intuitively, and enhance students' memory and understanding through the double stimulation of vision and hearing. For example, in the study of paper-cutting course, students can watch the video repeatedly, carefully observe the teacher's paper-cutting process, composition techniques and material use, and draw inspiration from it, to strengthen their hands-on ability in art class.

3.3 Fulfills the requirements of the art curriculum standards

Microteaching can help students understand the significance and value of folk art works by explaining their historical background and cultural connotations^[4]. At the same time, by explaining the characteristics and styles of folk art works in different regions, students are encouraged to create art and improve their hands-on ability and sense of innovation. Microteaching based on cultural heritage can better meet the requirements of the art curriculum standards, not only improve students' art literacy, no longer simply the use of skills, but also deepen their understanding of the cultural connotations behind the art, which helps to pass on better and carry forward the excellent traditional Chinese culture.

4 Principles of Elementary School Art Microcourse Design for Monochrome Folded Paper Cutting

4.1 Follow the principle that the content of the curriculum is rich in a wide range of cultural connotations

Paper-cutting is an art closely related to folklore activities, which takes symbolism and allegory as the primary expression method, uses the rhetorical techniques of association and metaphor, and exaggerates, deforms, combines and other treatments in modeling to create imaginative patterns, reflecting the production and life of people of various ethnic groups in different parts of the world, festival customs, beliefs and prayers, and symbolic blessings. In the micro-lesson design, by introducing the folk customs of paper-cutting, students can feel the close connection between paper-cutting and people's daily life, and experience the colorful and varied cultural styles of different regions and nationalities. At the same time, students should be guided to explore the symbolic meaning of paper-cutting in depth, develop their understanding and ability to use cultural symbols by making paper-cutting works with specific themes, realize the aesthetic characteristics of paper-cutting, and cultivate a sense of beauty^[5].

4.2 Follow the colorful principles of material use

Today's culture is more and more full of diversity, and its connotation is also more and more affluent, China's traditional festival culture has become an essential part of the excellent culture of contemporary China, and paper-cutting can always be seen in various traditional festivals. Before the arrival of the Spring Festival, students can be guided to create paper cuttings on the theme of the Spring Festival. Through paper-cutting creative activities, students can experience the charm of the traditional culture of the Spring Festival, understand the significance of the Spring Festival, and at the same time cultivate respect and love for traditional culture. In paper-cutting works, students can create the images of the bride and groom to show their joy, or add traditional elements in the wedding, such as magpies, red envelopes, dragons and phoenixes and other paper-cutting, which symbolize happiness and good luck.

4.3 Follow the intuitive principles of skill demonstration

The production skill of monochrome folded paper cutting is one of the essential contents of microclasses, and it is also the basis for students to learn the art of paper cutting. The course's script design and teaching equipment should be prepared before recording, mainly including the camera, microphone and tripod needed for recording microclasses, and the computer and speakers needed for playing microclasses. When recording, you should choose a quiet, bright and tidy place to avoid interference and noise and create a comfortable and pleasant teaching atmosphere.

In order to reflect the visualization of skill demonstration, the shooting of micro-lessons is significant. When shooting the video, the viewpoint and distance should be chosen, and the video should be switched according to the different operation steps, so that the students can see the whole and partial picture of paper-cutting. The explanation of microclasses should use clear, concise and accurate language with illustrations, arrows and figures to explain the folding method, scissors posture and cutting direction of paper cutting so students can understand. The demonstration can be repeated appropriately for more complex or critical skills, so that students can deepen their impression and consolidate their memory.

5 Conclusion

Technological progress promotes the continuous innovation of education and teaching methods, and integrating folk art resources with microteaching methods is an innovative way of elementary school art classroom teaching. As a living cultural art form, paper-cutting art can improve students' hands-on ability. Combination with microteaching can enrich the elementary school art teaching method and improve children's interest in learning. In this study, the author expects to be able to provide elementary art teachers with a practical cultural heritage microclass design ideas and strategies, to promote the inheritance of the excellent traditional Chinese paper-cutting culture in elementary art education, and to improve the cultural literacy of students.

References

1. Jiahou Li. (2013) The Meaning and Development of Microteaching. Information Technology Education in Primary and Secondary Schools, 4:10-12. <https://school.sjyz.sjedu.cn/weike/pdf/read1.pdf>
2. Hongxia Wang. (2024) Innovative Application of Microteaching in Primary School Language Teaching. Educational research ,5:7. <http://dx.doi.org/10.12238/ER.V7I5.5117>
3. Xuemiao Chen; Arya Varsha. (2024) Semantic Web Insights Into the Classification of Folk Paper-Cut Cultural Genes. International Journal on Semantic Web and Information Systems (IJSWIS),20:1-15. 10.4018/IJSWIS.350266
4. YAO, Ningning, UEDA, Ken, TATEHARA, Saori. (2013) Survey and Research on the Design Characteristics of Traditional Paper Shearing in Shandong Province, China, with Special Reference to Rural Areas around Linyi City, Shandong Province. https://doi.org/10.11247/jssd.60.0_219
5. Prosvirkina I.I.1, Bekzhanova M.K.1, Izbasova Zh.A.1. (2023) Tendencies of Chinese Language Word-editing Process in Terminology. Philological Sciences. Questions of Theory and Practice,16: 2235-2241. <https://doi.org/10.30853/phil20230326>

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

