



The Design and Implementation of Project-Based Learning in Middle School Art Instruction — Taking the Monochrome Prints as an Example

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Abstract: Project-based learning focuses on the holistic, global and systematic nature of teaching and learning, which has an important role and significance in enhancing students' core literacy. It is appropriate to use project-based learning to integrate Chinese outstanding traditional culture into art teaching. In the project-based learning of Monochrome Printmaking, teachers can deepen students' understanding of printmaking, an excellent traditional Chinese culture, and enhance students' artistic core literacy through strategies such as investigation and appreciation, practice and inheritance, and design and innovation.

Keywords: project-based learning; printmaking; traditional Chinese culture

1. Analyzing teaching materials and determining project-based learning design

The reform of the art curriculum should be based on the implementation of the goal of aesthetic education, build classroom teaching that matches the curriculum concept and echoes the design ideas, and shift from knowledge transfer to the cultivation of core art literacy. The 2022 version of the Art Curriculum Standard mentions that art education should adhere to the education of people through beauty, guide students to actively participate in all kinds of art activities, feel beauty, appreciate beauty, express beauty, create beauty, enrich the aesthetic experience, learn and comprehend the essence of Chinese art, and enhance the self-confidence and pride of the Chinese nation. Select and organize curriculum content in a task-driven manner.

The modern printmaking movement in China started between 1927 and 1931, under the initiative of Mr. Lu Xun, the rider of China's New Culture Movement, and invited Japanese friends to China to teach printmaking techniques, hold lectures, hold exhibitions and publish albums and introduce foreign prints, so as to make modern printmaking spread in China, development, promotion and popularization of modern printmaking in China.

In the reality of teaching, there is a lack of logic and coherence between lessons, while the large unit has a complete teaching theme and content, which promotes students' deep learning from the wholeness of the teaching material unit. As printmaking is characterized by plurality, the works are easy to communicate. Therefore, it has become a popular art form and plays an important role in students' understanding of the wide range of painting.

2. Implementation of the curriculum and implementation of the integration of teaching and evaluation

In the first art class of seventh grade, "Traveling in the World of Art," we have studied printmaking as an art form. However, students are still unfamiliar with it compared to Chinese painting, oil painting and other forms of painting. However, as an ancient art category, its unique form and style are worth learning and passing on. The production tools and process of professional printmaking are not easy to use in regular classrooms, so we use blow molded paper and other easy-to-use materials to facilitate students' production and understanding.

2.1 Identification of learning objectives

The lessons on Monochrome Prints, One-Panel Multi-Color Prints, and Collector's Stamps were consolidated into a unit curriculum. In the lesson "Monochrome Printmaking", learn the imaging principle, expression techniques, production process and methods of monochrome letterpress printmaking, and recognize the aesthetic characteristics of printmaking; Through practice, master the artistic effect of point, line, surface, texture and other art languages in printmaking to form the relationship between black and white and gray; experience the fun of completing the production of prints in the time activities of actively exploring different media to produce monochrome prints. Teaching focuses on recognizing the aesthetic characteristics of monochrome printmaking, and it is sufficient to be able to flexibly use printmaking expression techniques. On the basis of the previous lesson, through the teaching of multi-color printmaking, it is intended to enable students to further understand printmaking, learn to use color to show what they want to show, express their emotions, further study and improvement in printing skills, and exercise students' hands-on and problem-solving skills.

2.2 Planning of teaching and learning activities

2.2.1 “Appreciation” — classroom environment decoration

Before the class, the teacher assigns a pre-class task for students to prepare materials related to printmaking. And set up several prints in the classroom. Through appreciating, analyzing and enhancing the understanding of printmaking. After guiding students to analyze the unique aesthetic sense formed by its expressive techniques and black-white-gray relationship, and to understand the suitable expressive techniques of various plate-making materials (e.g., blowing paper, chevron board, plywood, wooden boards, etc.), it has a leading and guiding role for students to complete their own monochromatic printmaking works.

2.2.2 “Learning” — Knowledge of printmaking

Students set up a learning task list before class, assigned to check the relevant knowledge of printmaking, and the teacher will ask questions and summarize in class. Through the students’ independent study before class, let the students have a preliminary understanding of printmaking, the teacher in the class to ask questions to introduce the way to examine the students’ pre-course completion.

(1) What are prints (be able to paraphrase in your own words)?

Printmaking is a kind of indirect painting on the layout of various different materials through handmade plates and printing, and the characteristics of printmaking: plurality.

(2) What are the types of prints?

In terms of the nature of the layout and the materials used, they can be categorized into letterpress (such as woodcut prints), intaglio (such as copperplate prints), lithograph (such as lithographs), perforated (such as silk screen prints), paper prints and so on.

(3) What are the tools used to make prints?

(4) What are the steps in the production of prints? The drawing is transferred to the plate, the base plate is engraved, the color is applied, and the topography is printed.

(5) What should you keep in mind when making prints?

Learning is progressively more difficult, starting with blow-up boards to give students a taste of printmaking and then gradually increasing the difficulty.

2.2.3 “Do” — independent design and production

Play the video — a tutorial on the use of printmaking knives.

While the video is playing, the teacher completes a simple piece of artwork on the board, explains how to use one of the knives, and gets 2-4 students to work with the teacher to complete the piece. The teacher demonstrates that a simple flower print can be completed in about 5 minutes. This form of student participation increases students’ confidence by showing them that printmaking is not as difficult as they think.

2.3 Development of assessment programs

Students’ self-evaluation, mutual evaluation and teachers’ comments can greatly promote students’ level of recognizing and appreciating monochrome printmaking. Teachers should exercise students to express their own works in short language, elaborate their own views, learn to listen, appreciate, evaluate and experience the fun of printmaking in communication, and in communication, strengthen the understanding of the links that need attention in printmaking.

3. Summarizing and reflecting for course improvement

The learning of the unit curriculum is suitable for adopting a group inquiry learning approach. Students have mastered a certain printmaking methods, the teacher can through the different production process examples of simple and clear introduction of different plate-making materials and different printing materials letterpress area, through comparison, so that students understand: when the plate-making materials are different, the plate-making tools are different, there is a difference in the method of plate-making; printing materials are different at the same time, the order of the plate painted printing materials and tools have a difference; in the use of different materials made of When using different materials for printing, there is a difference in the transfer tools. Guide students to try and summarize the rules independently. For example: blow molded paper prints press the strength to pay attention to control, to avoid the color transition squeeze away from the contour line and damage the image; wood, plywood embossing can be many times on the color, in order to get satisfactory results; water-based pigments are easy to dry, each time after the application of a small area, on the transfer of printing once. Multiple transfers should pay more attention to the benchmark of each pair of prints to be consistent, must be fixed beforehand to the plate and the picture; in the creation of printmaking, combining the relationship between it and life, with a strong sense of

life to create the theme, it is more likely to make students take the initiative to try to use the language of art to express the beauty of life.

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