



# Collaborative Education Path of Aesthetic Education Integration into Subject Teaching under Core Competency Orientation

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**Abstract:** Aesthetic education serves as a vital component in moral cultivation and talent development. Against the backdrop of comprehensive implementation of core competency education philosophy, integrating aesthetic education into subject teaching and achieving collaborative education has become a pressing challenge in current basic education reform. This study examines the core competencies of art education as a starting point, exploring deep alignment between aesthetic education and subject teaching in terms of objectives, content, and methodologies. It analyzes pathways for identifying and reconstructing aesthetic elements within subject curricula, proposes interdisciplinary collaborative education mechanisms and practical strategies, and constructs an operational framework for collaborative education through school-based practices and evaluation safeguards. The research concludes that integrating aesthetic education into subject teaching should transcend superficial formal embedding, focusing instead on holistic development of students' aesthetic perception, creative expression, and humanistic literacy. By leveraging beauty to inspire wisdom and refine character through aesthetic experiences, we can fully realize the educational synergy of aesthetic education.

**Keywords:** Core competencies, Aesthetic education, Subject teaching, Collaborative education, Art education

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## 1. Introduction

Aesthetic education is far more than mere skill training—it fundamentally shapes and nourishes the human spirit. In recent years, national policies have consistently emphasized integrating aesthetic education throughout school curricula, advocating its transition from an isolated discipline to a comprehensive educational component. Yet the disconnect between aesthetic education and subject teaching remains prevalent: art classes operate as self-contained systems, while other disciplines superficially incorporate aesthetic elements, with collaborative educational approaches often remaining mere lip service. Curriculum reforms focused on core competencies offer a breakthrough solution: when artistic literacy—including image interpretation, aesthetic judgment, and creative practice—aligns with educational objectives in subjects like Chinese, history, and science, aesthetic education gains authentic implementation potential. Grounded in this reality, this study explores a theory-backed, practice-supported pathway for interdisciplinary aesthetic education through the inherent logic of subject integration.

## 2. The Value and Positioning of Aesthetic Education Integrated into Subject Teaching Oriented by Core Competencies

### 2.1 Intrinsic Alignment Between Core Competencies in Fine Arts Discipline and Aesthetic Education Objectives

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The core competencies in art education encompass five dimensions: image interpretation, artistic expression, aesthetic judgment, creative practice, and cultural understanding. This framework aligns closely with the fundamental goal of aesthetic education— "to cultivate individuals through beauty and nurture through culture" —in terms of intrinsic logic. While aesthetic education is not equivalent to art education, the art discipline serves as the most direct and systematic vehicle for delivering aesthetic education <sup>[1]</sup>. The establishment of this competency framework shifts art education from skill transmission to competency development. Through perceiving formal beauty, comprehending cultural significance, and engaging in creative expression, students gradually develop aesthetic discernment and a life-affirming aesthetic attitude. This competency development pathway resonates with aesthetic education's emphasis on spiritual cultivation and elevation of spiritual realms. Rather than being parallel, these two dimensions share intrinsic goal congruence.

## **2.2 Collaborative Educational Value Orientation of Aesthetic Education Integration into Subject Teaching**

Integrating aesthetic education into subject teaching holds value not merely in labeling disciplines with aesthetic labels, but in awakening the latent aesthetic dimensions within academic knowledge, enabling students to simultaneously gain emotional experiences and aesthetic growth through learning. Activities like image analysis in Chinese language classes, interpretation of visual historical materials in history lessons, and perception of natural beauty in science classes serve as fertile ground for aesthetic education development. The collaborative education approach emphasizes breaking disciplinary barriers, prioritizing students' holistic development by incorporating aesthetic perception and humanistic understanding into knowledge construction processes rather than pursuing them as isolated initiatives. This methodology requires educators to reassess subject content from an educational perspective, treating aesthetic education as an intrinsic dimension of subject teaching rather than an external task.

## **3. Implementation Mechanisms and Teaching Strategies for Integrating Aesthetic Education into Subject Teaching**

### **3.1 Exploration and Reconstruction of Aesthetic Education Elements in Disciplinary Curricula**

Aesthetic education elements are not confined to art classes but permeate various academic disciplines in diverse forms, though their conscious recognition and activation have long been lacking. To uncover these elements, educators must first develop interdisciplinary aesthetic sensitivity—recognizing formal beauty, structural elegance, orderliness, and even tragic beauty within texts, data, experimental phenomena, and historical events <sup>[2]</sup>. Classical poetry imagery in Chinese literature, rhythmic patterns in prose, and character portrayals in narrative works inherently carry aesthetic messages. The symmetry of geometric shapes and graceful trajectories of mathematical curves also serve as entry points for aesthetic perception. Visual historical materials and artifact designs in history classes directly illuminate visual culture understanding. This exploration isn't forced interpretation but rather restores the obscured aesthetic dimensions inherent in knowledge. The subsequent reconstruction integrates these fragmented aesthetic resources into curriculum objectives and unit designs, transforming them into purposeful educational content with layered progression. At its core, this approach endows knowledge with aesthetic significance: teachers consciously design aesthetic experience modules during lesson preparation, guiding students to simultaneously acquire knowledge, perceive, evaluate, and express through aesthetic engagement—making aesthetic experiences an integral part of learning rather than mere supplementary elements at the end of classes.

### **3.2 Collaborative Mechanism of Aesthetic Education in Interdisciplinary Thematic Learning**

Interdisciplinary thematic learning provides a structured framework for collaborative aesthetic education. Through project-based learning or thematic units, art teachers and educators from other disciplines collaborate on shared themes, effectively integrating aesthetic resources across subjects to create synergistic educational outcomes. For instance, when exploring the theme of "Traditional Festivals," language arts, history, art, and music teachers approach the subject from

perspectives such as textual documentation, historical origins, visual presentation, and auditory aesthetics. Students develop a holistic appreciation of traditional cultural beauty through multisensory, multidimensional learning experiences. The success of this collaborative model hinges on establishing common educational objectives and clear division of responsibilities, avoiding superficial patchwork approaches to achieve genuine integration of aesthetic education within thematic learning frameworks.

### **3.3 Collaborative Teaching Model Between Art Class and Subject Classrooms**

The collaboration between art classes and other subject classes does not imply disrupting their respective teaching frameworks. Instead, it establishes organic interactions through three dimensions: content integration, methodological transfer, and outcome sharing, all while maintaining disciplinary independence. Content integration refers to consciously aligning art classes with related subjects in teaching schedules—for instance, when history lessons explore social conditions of specific eras, art classes simultaneously introduce representative visual artworks from those periods for analysis. This creates cognitive connections between disciplines, deepening students' holistic understanding of historical contexts. Methodological transfer involves applying art-specific techniques like observation, analysis, and visual expression to other subjects. For example, mind mapping visualizations aid text structure analysis in language learning, while sketching training develops detail observation skills applicable to scientific experiment documentation, utilizing visual thinking to enhance conceptual understanding and problem-solving [3]. Outcome sharing represents the most visible component of this collaborative model: thematic artworks created in art classes are incorporated as teaching materials in other subjects, or art pieces are presented alongside interdisciplinary research reports during comprehensive learning exhibitions. This creates cross-disciplinary learning narratives that demonstrate authentic knowledge connections. Implementing this teaching model demands educators' interdisciplinary perspectives and collaborative willingness. Isolated efforts prove unsustainable; it requires school-provided collective teaching platforms and curriculum integration systems to transition from individual teachers' spontaneous attempts to stable, sustainable teaching practices.

## **4. Path Optimization and Evaluation Assurance for Collaborative Education**

### **4.1 Organization and Practice of School-Based Collaborative Education Pathways**

The implementation of collaborative education depends on organizational efforts at the school level. To establish a school-based approach, institutions must integrate aesthetic education into comprehensive curriculum planning, create interdisciplinary teaching research mechanisms, and establish regular dialogue platforms between art teachers and educators from other disciplines. Practically, concepts of collaborative education can be translated into tangible educational practices through initiatives such as aesthetic education theme weeks, interdisciplinary demonstration classes, and student portfolio exhibitions. The effectiveness of school-based approaches lies in their sustainability and systematic nature rather than merely accumulating sporadic activities. School administrators' curriculum leadership serves as a critical variable. Only by incorporating aesthetic education collaboration into school culture development and teacher professional development systems can collaborative education evolve from fragmented explorations to institutionalized practices [4].

### **4.2 Evaluation and Improvement Mechanism for Integrating Aesthetic Education into Subject Teaching**

The effectiveness of integrating aesthetic education into subject teaching cannot be measured by single quantitative indicators. The evaluation system should incorporate both process-oriented and developmental perspectives. In terms of assessment content, focus should be placed on students' evolving aesthetic perception abilities, emotional engagement in interdisciplinary learning, and creative expressions, rather than merely testing knowledge mastery. Regarding evaluation methods, diverse approaches such as portfolio assessments, project presentations, and peer reviews should be integrated into daily teaching practices, seamlessly connecting with academic evaluation systems. Improvement mechanisms require teachers to continuously refine instructional designs based on feedback, while schools should

conduct regular collective reflections and adjustments regarding collaborative education implementation. Evaluation serves not as an endpoint but as a driving force for deepening the integration of aesthetic education into subject teaching.

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