

A Comparative Study of Art Education in China and Britain

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Abstract: With the development of Economy and society, the international community is paying more and more attention to Chinese art education. Some courses, such as the internationalization of art education in China, have been paid more attention in the west. At present, both China and Britain have made great progress in art education. The core topic is the internationalization of curriculum design and teaching. We need to explore the most cutting-edge international academic achievements and dynamic learning concept. British higher education is the most advanced in the field of world education. This article considers the educational philosophy of the Royal College of Music, discusses and analyzes the teaching modes and methods of the art curriculum in the two countries, and compares their respective advantages.

Keywords: Art Education; Higher Education; Curriculum; Teaching system

1. Introduction

1.1 Research Background

There are many domestic art education papers, discussing the internationalization of curriculum design is the focus of current art education curriculum development. Paying attention to the most cutting-edge academic achievements in the world and learning advanced Western education models are very important for Chinese art courses. In China's college art design, we have not applied the way of cultivating artists to train students^[1] Every student can perceive art, but lacks the practicality of art curriculum and rarely discusses the internationalization of art education. The primary and secondary art courses in our country are mainly art and music. These two courses are not very important and will not be included in the college entrance examination for cultural courses. In the course setting principle, three points are emphasized: the first is to set up a balanced course; the second is to strengthen the comprehensiveness of the course; the third is to strengthen the selectivity of the course. The types of subjects offered in the art courses of primary and secondary schools in the UK are not only music and art courses, but include various forms of art subjects and groups such as vision, art, dance, drama, performance, chamber music choir. Extensive hardware support for music skills to promote the development of corresponding knowledge^[2]

1.2 Research Significance

Our country's art education faculty can ensure high-quality art teaching experience for all students. Most art education teachers can develop an independent evaluation mechanism. The British Ministry of Education has set up a broader art education center through the Arts Committee: the art education center and the school will jointly determine the quality of local art education and will be responsible for it; the art education center can raise questions and support the school's reform of the music curriculum.^[3] Students experience and participate in music production through live music. Art education teachers in domestic primary and middle schools should rely on higher education institutions. In areas and schools where there are insufficient full-time art teachers, teachers and administrators with artistic expertise can serve as art teachers.^[4]

1.3 Research Status

Searching the keyword "art education" on China Knowledge Network found 45612 journals and 5020 master and doctoral dissertations. Searching for the keyword "Art Education in China and Britain" found 4 master and doctoral dissertations and 4 journals. It is not difficult to find that there are many papers in the field of art education in recent years.^[5]

2. Arts Education Policy

2.1 Course Setup and Hardware

In China, students are basically orderly and quietly attending classes, and the classroom is the most important place for preaching and teaching. They measure the quality of students by their grades. Once you go deeper, you will find that the school's classroom is completely different from China. The management of the classroom in their small class studio is more like a discussion venue. Sometimes teachers and students will not communicate directly, but students will discuss in groups. The classroom atmosphere is relaxed and active, and after a period of discussion, there will be a tea break. Classes in the UK focus on practice and communication, rather than teaching.^[6] In the British art teaching model, from the perspective of art design majors, academic exchanges are very

important, especially international academic exchanges between students. At the University of the Arts in the UK, during the ten-week class, there are many opportunities for academic exchanges between teachers and students. China is a country with a long education tradition, and they have their own unique teaching systems

3. The Teaching Mechanism in the UK- Taking the Royal College of Music as an example

3.1 Enrollment of the RCM in China

Take the enrollment of the RCM in China as an example: they pass the design of the admissions committee and pass three rounds of screening: preliminary selection of resume materials; final interviews and professional examinations; examiners face-to-face oral examinations. Chinese students have to pass this exam, and there is an interview in addition to the written exam, and the performance must also meet the requirements of English in order to be admitted successfully. RCM also accepted applications from Chinese students, but the difference is that students need to prepare their own audio and video materials and corresponding transcripts and send them to the UK for review. The fine tradition of Chinese students is to study hard and practice hard. Chinese teenagers who have won awards in various international music competitions can have more confidence in the admissions examinations of the Royal College of Music. British music schools generally adopt a teaching method that combines lectures, seminars, and individual tutoring. In domestic universities, teachers mainly teaching, and they rarely discuss technical topics in class but discuss them with students. The content taught by professors in Chinese universities still involves a lot of art topics. Chinese universities focus on teaching, while British universities focus on communication.

3.2 The system and characteristics of the Royal Academy of Music

The Royal College of Music have been established for more than 100 years and has become a top conservatory in the UK and even Europe. As a country with the world's best higher education resources, its standardized education system and enrollment, which require advanced educational concepts and academic resources, have been widely recognized by the world. A diversified and multi-level higher education has gradually attracted many Chinese students to study in the UK. British teachers always pay special attention to inspiring students to think actively, and the teaching mechanism is more like a kind of communication. In British university education, they will also adopt a different examination system from China. In terms of results, the calculation is based on the accumulation of the usual scores, concert scores, and oral test scores. It is obviously different from the domestic final exam to get a score to determine student performance. Normally, the mid-term and final exams are completed in the form of concertos and concerts, students will be more rigorous and dare not relax, because it is very common for students to spend a long time practicing every day.

4. Characteristics of Chinese art schools

4.1 Flexible Teaching Methods

In terms of teaching methods, Chinese art colleges pay more attention to the cultivation of students' educational knowledge. Traditional Chinese teaching is from duck-filling teaching training to new curriculum teaching. Therefore, under the reform of the national new curriculum teaching model, it is still a way of teaching and learning to train students. The advantage of this teaching concept is that it can more directly and practically help teachers enhance the effect and quality of teaching. But this kind of teacher-oriented way of teaching is easy to ignore the student's dominant position. In the process of seeking the uniqueness of British education, we need to perceive the advantages of this model of British society. At the same time, we must realize that the Chinese teaching model has its own special background. They have derived such a teaching model, which is not necessarily used in Chinese society, because we are a large-class teaching model, and we attach great importance to the basic quality education of students.

4.2 Extensive course management

We should start from ourselves and use reasonable methods and means to innovate educational management models. In the process of education and management of art colleges, the practical role of art courses should be brought into play. Innovate the content of education management and strengthen the ability of education management. Conduct in-depth research on the education and management of music and art colleges to meet the special needs of talent training in art colleges. If talent training, selection, and human capital management theories are in teaching quality evaluation and information management, etc.

5. Conclusion

We compared art education in China and Britain. We did not analyze the advantages and disadvantages of art education in China and Britain. Instead, we emphasized the differences between China and Britain's respective training models, and analyzed the advantages of the Royal College of Music. The art education curriculum in China and Britain is based on the current situation of art education in primary and secondary schools in our country, as well as related ideas and experience. Great efforts should be made to promote the internationalization of art education to help university teachers and students identify themselves.

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