

Primary School Art Teaching “Foreign Famous Works” Teaching Design Case

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Abstract: It is the first time for grade 6 students to appreciate foreign masterpieces. How to make art appreciation class creative, improved, thinking, on the one hand, we need to use situational teaching to stimulate students' interest, so as to change the characteristics of boring appreciation class; On the other hand, we should take students as the main body so that students can improve their thinking and deepen the theme in seeing, speaking, writing and thinking.

Keywords: Primary school fine arts; Appreciation; The classroom; Situational teaching; Innovation

In order to further improve the quality of art appreciation teaching in primary schools, art teachers can reasonably make use of the advantages of situational teaching in the daily appreciation teaching process, enrich students' appreciation learning experience and cognitive perception, and help students better dig the connotation conveyed by art works.

1. Background introduction

How to make art appreciation class creative, promotion, thinking is difficult. Sixth grade students already have a certain art appreciation ability, by comparison, to discuss ways such as using simple art language to describe his observations of the fine arts phenomenon, the cultural differences of Chinese and foreign different already have preliminary cognition, on the one hand, need to use situational teaching way to stimulate students interest to import, and transform the characteristics of the appreciation course blindly boring; On the other hand, we should take students as the main body so that students can improve their thinking and deepen the theme in seeing, speaking, writing and thinking.

The famous foreign works involve sculpture, architecture and painting. This course will focus on sculpture appreciation to understand the content, artistic characteristics and social background of the famous sculpture works in ancient Greece. The difficulty of this course is to understand the connotation of works, expand students' artistic thinking, and stimulate students' thinking and interest in human-themed artistic creation.

2. Case design

2.1 The import

(1) Scene introduction. Teacher: this is a magic bus through time and space, this is a mysterious map from the past, you guess what we are going to do today? You want to know? Sit tight and get ready to go. Teacher PPT show pictures of famous works, and ask: what do you see? Students answer: Mona Lisa, Venus de Milo, Notre Dame De Paris... Teacher summary: these are famous works handed down from foreign countries. (Writing on the board: famous foreign works)

(2) Classification understanding. Teacher: now there are three space-time black holes (sculpture, architecture, painting) in front of us. Students have finished, so today we are going to travel through time and space, looking for famous foreign works.

(3) Set the story. Teacher: Today, the teacher will lead you to experience the first time and space black hole: the famous foreign sculpture. Story: Scene one day in February 1820, on the Aegean Island of Milos, a farmer dug up a treasure while clearing his land. France and Turkey came close to war over the treasure. What treasure do you think two countries would fight over even if they went to war? Student activity: Think and try to answer the questions. Teacher's activity: show the picture. This treasure is the world-famous Venus sculpture.

2.2 New lesson

(1) Appreciate and analyze the statue of Venus. Teacher: Let's get to know this famous masterpiece. (Teachers and students read a brief introduction about Venus.) Teacher: What do you learn from the introduction?

(2) Teacher: Who is Venus? Venus is the Roman word, Greek mythology called her Aphrodite. Venus is the goddess of love and beauty in Greek mythology, and has become the representative and embodiment of all female beauty. She has been memorialized in paintings, sculptures and other forms. How does this beauty standing before you make you feel? (Teachers and students communicate their overall feelings and write down their feelings on the study sheet)

(3) Teacher: Just now, we have enjoyed the beauty of the whole, how do you plan to appreciate it further? (S: Partial appreciation)

Ok, then, let's do partial appreciation together. (Teacher uses the courseware to show each part of Venus sculpture from the head, and let the students observe and comment from the expression, body shape and posture respectively.

(4) Teacher: How did the artist create such a perfect goddess image? The student replied: The Golden ratio. Teacher's summary: The golden section refers to dividing the whole into two parts, and the ratio of the larger part to the whole part is about 0.618. This ratio is recognized as the most aesthetically arousing ratio, so it is called the Golden ratio. The proportions of the body parts of the Venus de Milos are very close to the Golden ratio. More than two thousand years ago, ancient Greek ancestors have put science and art together in a perfect way, it is really amazing!

(5) Teacher: But it's a pity that the goddess lost her arm. Italian Prime Minister Silvio Berlusconi ordered the statue to be fitted with a new arm. What do you think of it? Student discussion - masterpiece is perfect because of its deficiency! Teacher summary: The Venus de Milos became the embodiment of the ideal female beauty in the Greek classical period with her gentle and calm expression, plump and healthy body shape, dignified and elegant posture, the change of clothing lines and the proportion of precise science.

2.3 New lesson

Teacher: More than two thousand years ago, when human beings were still in childhood, what was the reason that artists at that time could create such a goddess with accurate proportions and perfect shapes? Let's go back 300 or 400 years to find out.

(1) teacher :Hundreds of years before Venus, there were exquisite sculptures in Greece that represented mythological figures. Let's talk about this piece.

(2) Teacher: In ancient Greece, the beautiful myths and legends endowed people with rich imagination. People were free to shape their mythological gods according to their own aesthetic standards and images in their minds.

(3) Teacher: Although ancient Greece was in a slave society at that time, people's thoughts were very free and open. In this historical period, famous philosophers, mathematicians and artists appeared in human history. The thoughts of these great figures are still deeply affecting us.

(4) Teacher: Ancient Greece was also the birthplace of the Olympic movement. In ancient Greece sports competitions were often held in the nude. Why should they be naked? (Teachers and students have a simple discussion -- a strong body is admired and a symbol of beauty.)

(5) Teachers and students summarize together: have you found the reason for the perfect image of Venus? A beautiful imagination; Solving technical and mathematical problems; Affirmation and attention to oneself. T: In the classical Period of Greece, great artists created many outstanding sculptures. It is amazing! Venus is the best inheritance and development of these arts.

(6) Teacher: The ancient Greek civilization rose and fell in the wars between Greece and the Persian kingdom. European civilization fell into the darkness of the Middle Ages, so ancient Greek classical art slowly died out?

2.4 New lesson

(1) Renaissance, "goddess" reappearance. Teacher: It wasn't until the beginning of the 14th century that capitalism began to sprout in Europe and people's minds began to wake up. Let's look at another masterpiece from the 15th century. (The teacher shows the picture of David) Please use the method of appreciating Venus to analyze and feel the beauty of this masterpiece. T: Look at the pictures and discuss them.(2) Teacher summary: David has a magnificent and strong physique, a brave and strong demeanor, and his body, face and muscles are tense and full, reflecting all the external and internal idealized male beauty. It is regarded as one of the finest male body statues in western art history.(3) Teacher :(show the comparison picture of Venus and David) What do you find common ground between two masterpieces that are 1600 years apart? Student discussion: they are all sculptures, which perfectly represent the ideal human body beauty of women and men. More importantly, they convey the purity, goodness and nobility of human nature through human body beauty.(4) Teacher's summary: We are very glad to find that the grace, ideal beauty and affirmation of Venus are reflected again in the works of the three masters in the 15th century, as if the art of ancient Greece was reborn again. We call the ideological and artistic revolution in Europe in the 15th and 16th centuries "Renaissance".

2.5 Development

(1) Teacher: Dear students, in today's class, we enjoyed several famous foreign works, whether it was the Statue of Venus in BC or the masterpiece of the Renaissance in the 15th century. The artists all gave deep thought and expression to the theme of "human".(2) T: Boys and girls! After today's lesson, how do you think about "people" differently? What more about what is "beautiful"?(3) Students have a group discussion about the definition of "beauty".(4) The teacher asks: Beauty must be complete? Is a crippled person not beautiful? Teachers show pictures of Liu Zixu's archery in the Winter Paralympic Games, prompting students to rethink the beauty of disability.(5) The teacher assigned homework: to observe with the eyes of beauty, to think, to feel life!

3. Conclusion

This paper applies situational teaching to the appreciation of primary and secondary schools, which plays an important role in promoting the further development of art appreciation teaching in primary schools. In order to complete the task of art appreciation teaching in primary schools with higher quality, teachers need to pay full attention to the cultivation of innovative thinking in the daily teaching process, further stimulate the inner aesthetic potential of students, strengthen the ability of art appreciation of students, so that students can develop comprehensively in the learning of art appreciation.

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