

# Further Discussion on the Teaching Model of Art and Design under the Influence of Regional Culture Resources

Fuyan Yu

School of Art and Design  
Huanghe Science and Technology College  
Zhengzhou, Henan, China

**Abstract**—In the teaching practice, guided by the educational thought and theory of modern design, the author has researched the inheritance and application of some regional culture resources in the teaching of art and design, enriching the course resources and emphasizing the diversified and flexible teaching model. Experience has been summarized from the practical teaching according to the characteristics of the art and design major and the objective of talents training in local universities. A feasible model to strengthen the inheritance and application of regional culture resources in the art and design teaching has been proposed through continuous discussion, exploration and practice.

**Keywords**—art and design; regional culture; inheritance; application

## I. INTRODUCTION

China has abundant traditional cultural deposits and affluent historical and cultural resources. The traditional cultural concept and aesthetic ways have laid foundation for the establishment of Chinese design teaching system, which integrates the graphic language, modeling methods and creative way of thinking. The integration of regional culture with design teaching enables students to learn the design theory and improve roundly in the traditional knowledge, expressive ability and creative attitude, expression of feelings as well as the way of expression. Four feasible ways of inheriting and using the regional culture resources to carry out the art and design teaching have been formed through exploration in the teaching practice. Effective methods can be proposed according to the characteristics of the art and design major as well as the nature of elementary course, specialized course, theory course and practice course.

## II. THE MODEL OF INHERITING AND USING THE REGIONAL CULTURE RESOURCES TO CARRY OUT THE ART AND DESIGN TEACHING

### A. Infusion Model Focusing on the Classroom Teaching

Local knowledge, culture and experience directly or indirectly integrate in the art and design teaching. The scientific and reasonable methods can be used to integrate the

thought, belief and knowledge in the subject teaching through making the best of the unique local resources. The value pursuit, spiritual connotation and colorful ways of expression showed by the folk arts have provided distinctly important nutrition and inspiration for the art and design education in universities.

Case: teaching design, *The Protection, Development and Utilization of Traditional Vernacular Dwelling Resources in Henan under the Background of New Rural Construction*

[Course name] Vernacular dwelling

[Teaching objectives]

Knowledge and skills: Guide students to correctly learn the value of cultural relics and historic sites, base on the new rural construction and the protection and utilization of ancient dwelling and improve students' ability in finding and solving problems in life.

Process and method: Analyze and discuss the typical cases in class to have a complete understanding of the topic; strengthen the learning motivation and the methods and abilities in solving problems through inquiry and field visit after class.

Emotional attitude and values: Help students to improve the cognition of traditional culture, build the faith and determination in carrying forward the excellent traditional culture and stimulate their sense of national pride.

[Teaching contents]

The contents discussed in this class base on the learning of *Vernacular Dwelling*. Try to use the teaching model of integrating the local culture in classroom teaching, in order to reach the anticipated teaching objectives. The acceleration of urbanization process and the new rural construction will inevitably encounter the problems about the protection of ancient dwelling. Therefore, the contents of this class have very important realistic significance.

The teaching contents are divided into three parts: Firstly, understand the current national policies and the situation of new rural construction in Henan through social issues; Secondly, how to coordinate the relations between the new

rural construction and the vernacular dwelling conservation or renewal of buildings; thirdly, effectively exert the resource superiority from the perspective of sustainable development, base on cases and literatures and guide students to find, think about and solve problems in life, as well as propose strategies of development and utilization and carry out innovative design practice on the basis of protection.

[Teaching process]

The first is leading in. With the development of new rural construction, some valuable ancient vernacular dwellings have faced serious crisis. Unfortunately, some historic buildings and ancient dwellings with historical and cultural values have disappeared in our life. For example, in the cave dwelling in the western region of Henan province, the problems in the social environment, artificial landscape, management system and the public protection consciousness as well as the publicity, investment and maintenance result in the unoptimistic current situation of the ancient dwelling protection. Some of them are damaged and vacant as well as collapse. It has very profound significance to protect the traditional culture and pay attention to the natural environment of dwelling.

The second is the teaching of new lesson. Analyze the forming background, historical development, basic types, layout, decoration and aesthetic thought of the cave dwelling in the western region of Henan province to realize the unique resource superiority of cave dwelling and the positive significance of the use value and guide students to realize the significance of cave dwelling protection from the perspective of sustainable development and discuss the feasible strategies for development and utilization.

The third is the deepening of teaching. Base on the competition of new rural dwelling design, analyze excellent design works through the case method of instruction and encourage students to carry out innovative design practice. Inherit the culture at the meantime train students' creativity in combining the traditional culture and the modern design and strengthen their interests and enthusiasms in the regional culture.

The fourth is the class summary. Discussing the new rural construction, the protection, development and utilization of the ancient dwelling in the limited class hour, we don't hope to solve any problem but hope to attract your attention to think about it, inspiring the design creation. Contributions will be made to the harmonious development of society through designing the works with regional culture characteristics.

#### B. Introduce the Seminar

The seminar can be divided into the "freshman seminar" and the "senior class seminar". The introduction of the seminar contributes to the diversified themes with rich contents, highlighting the centralized, systematic and targeted characteristics of the topics. Colorful course resources can be formed through the integration of profound regional culture resources with the art and design education on the basis of the introduction of seminar and characteristics of the art and design major. On one hand, it enables students to understand the regional culture under the guidance of teachers; on the

other hand, it can impart knowledge, inherit and carry forward the national folk culture.

#### C. The Topic Introduction with the Project as the Carrier

How to connect the national folk culture with the modern art and design courses is important in the art and design education as well as a big problem in the educational reform with local characteristics. In the art and design teaching, the teacher can combine with the practice teaching, base on the market orientation and introduce the design topic. Knowledge in the course content will be digested in the implementation of topics. It is not only the course assignment but also the products close to the market demands from the creation to the plan, from the design and implementation to the development and promotion of products. The teaching effects are improved with a complete procedure.

For example, in the topic of Zhuxian Town New Year Woodblock Prints, organize students to visit in the local area to fully understand the characteristics of the folk art, realize its values. The art derivatives meeting the market demands will be developed, promoted and applied. The topic introduction with the project as the carrier combines the traditional art and the modern design, not only broadening students' horizons and enabling them to experience the traditional culture but also training their overall ability and improving the originality of design.

#### D. Comprehensive Practical Activity

The rich course resources have laid the foundation for the implementation of comprehensive practical activities. Different local cultures have created different places of historic figures and cultural heritage, like the residential buildings, folk fine arts and local museums. The historical sites remain the rich regional culture tradition. It is the reappearance of history and the reflection of life. Different local customs also influence the regional culture. The teachers on one hand organize the implementation of comprehensive practical activities and propose the requirements, on the other hand require students to study independently and use the inquiring study method to collect materials of local culture, laying foundations for the reservation of design resources. It has broadened students' horizon, expanded the scope of knowledge as well as better exerted their artistic potential.

### III. SPECIFIC METHODS TO INHERIT AND USE THE REGIONAL CULTURE RESOURCES TO CARRY OUT THE ART AND DESIGN TEACHING

#### A. Absorb the Quintessence of the Regional Culture Resources and Transform to the Course Resources of Art and Design

Although the regional culture resources are rich, it has the original ecological characteristics because of the limitation of geographical location, so that it cannot be applied to the art and design teaching as the course resources. Teachers and students should select and extract, classify and absorb the quintessence for the art and design teaching and transform it into the real course resource.

### *B. Make the Best of Natural Resources and Make Art and Design teaching Combined with Life Closely*

Picturesque places of interest with profound humanity features are very suitable for the art and design teaching, like the painting from life and the collection of folk customs. The beauty is around us. In the continuous exploration of characteristic art and design teaching, we guide students to observe things around them and learn to find, appreciate and create beauty. The art comes from life but higher than life. Resources can be excavated for art painting and custom collection through getting close to the nature.

### *C. Take Buildings as the Carrier, Use Cultural Resources of Humanity History with the Buildings as the Carrier and Learn the Traditional Culture*

The meaning of regionalism of architecture is extensive. The regional architecture in the broad sense can express the different cultural systems of human beings. For example, the traditional buildings in the East Asia in history are in the radiation circle of Han culture with wood structure, while the ancient buildings in Europe base on the stone and religion. The city gate, temple, ancestral temple, pagoda, ancient sites and ancient dwellings and garden building integrate the building, sculpture, painting, technology and decoration. They are valuable cultural resources because of the abundant cultural deposits, the high artistic achievement and historical value, the strong national and epochal character as well as profound educational significance. The following measures can be taken to flexibly integrate the resources with the art and design teaching and learn the traditional culture: organize students to collect the architectural landscape, feel the charm of space and the architectural style, understand the design idea and improve the ability in appreciating the architecture and apply it in modern design to create the artistic works with the character of times and national customs.

### *D. Explore the Essence of Folk Arts and Crafts and Teach the Folk Fine Arts*

The school education in our country has ignored the inheritance of folk fine arts, which depends on the folk family workshop or social organizations. The activities are mainly carried out in the country and the areas between urban and rural regions. Except for organizing teachers and students to collect it, universities can use the local cultural resources of fine arts, communicate the folk artists and realize the interaction among students, teachers and folk artists. The teaching resources come from the materials collected by teachers and students. Students can attend the class not only in the classroom but also in the workshops or other places, so that they will find pleasure in it. The folk art teaching enables teachers and students to have a deeper understanding of the folk fine arts and carry out the effective inheritance and utilization of the local folk fine arts in the social practice of teachers and students.

## IV. CONCLUSION

Nowadays, under the big environment of multicultural communication, the national excellent cultural tradition and art

education have distinct epochal character. The culture, morality and folk custom are the national traditional essence accumulated in the history. The educational significance of folk art forms with distinct national memory and emotion has been discussed in some universities. We educators are responsible to inherit the traditional culture resources. In some local universities, it is feasible to build practice bases for the folk art education, use folk resources to open school-based courses and carry out social practice activities, forming important characteristics of the art and design teaching through inheriting and using the regional culture resources.

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