

Practice and Reflection on the Management of Artistic Literacy Development in Guangzhou High School of Art

广州市艺术中学艺术素养发展管理的实践与思考

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广州市艺术中学



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PART.01

School Introduction

学校简介



Guangzhou High School of Art is a public general high school specializing in art directly under the Municipal Education Bureau. The development of the school has gone through four important stages.

广州市艺术中学是市教育局直属公办艺术专业普通高中。
学校发展经历四个重要阶段。



Phase I: Guangzhou No. 110 Middle School ,
founded in 1976.

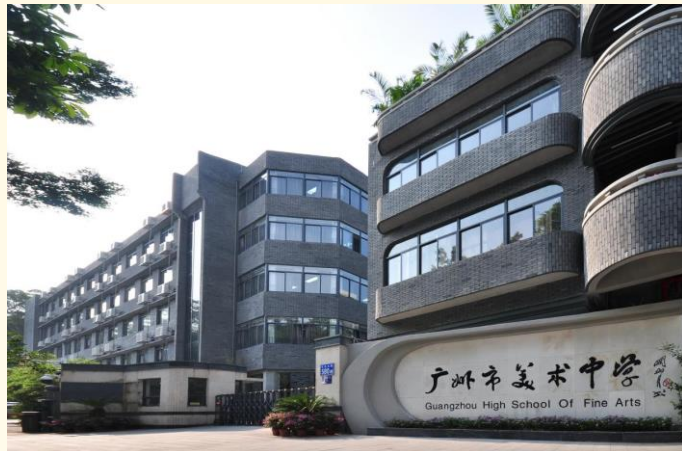
第一阶段：初创于 1976 年的广州市第一一〇中学

Phase II: Guangzhou Arts and Crafts
Vocational High School, founded in 1980.

第二阶段：为创建于1980年的广州市工艺美术职业高级中学



Phase III: Guangzhou High School of Fine Arts,
which was converted from a vocational high
school to a general high school in 2005
第三阶段为2005年从职业中学转制为普通高中的广州市艺术中学



Phase IV for the renamed Guangzhou High
School of Art in 2023
第四阶段为2023年更名的广州市艺术中学



The school currently has 21 classes, 949 students and 97 teachers. By 2024, the school will have two campuses (the main campus and the Whampoa campus) with a planned enrollment of 18+18 classes.

学校现有21个班级， 在校学生949人， 在校教师97人。到2024年学校将有两个校区（校本部和黄埔校区）， 计划招生18+18班级。





School Philosophy: Virtue and Art

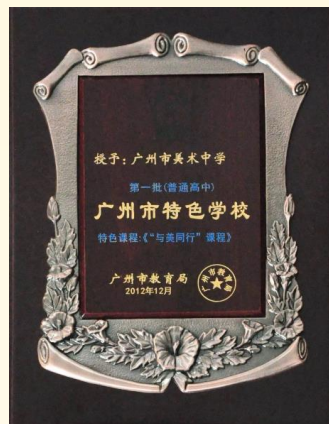
办学理念：崇德尚艺

School Motto: Walking with Beauty

学校校训：与美同行

School Spirit : Excitement to the Max

艺中精神：精彩极致



The school has been awarded "Advanced Collective of Guangdong Province", "Model School of Moral Education for Primary and Secondary Schools in Guangzhou", "Safe and Civilized Campus in Guangzhou", "Special School in Guangzhou", etc. The school is the high-quality student base of Xi'an Academy of Fine Arts, Southwest Jiaotong University, South China Normal University, Shantou University and other colleges and universities.

学校先后被授予“广东省先进集体”、“广州市中小学德育示范学校”、“广州市安全文明校园”、“广州市特色学校”等光荣称号，是西安美术学院、西南交通大学、华南师范大学、汕头大学等高校优质生源基地。

PART.02

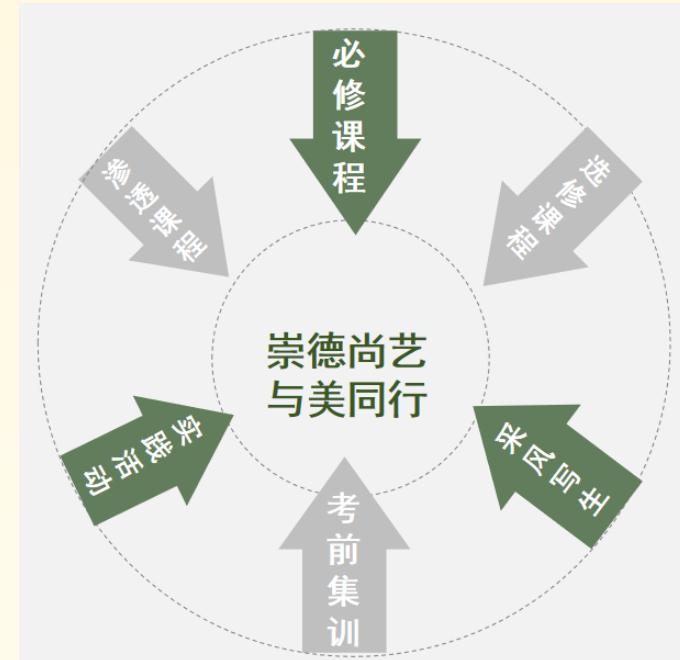
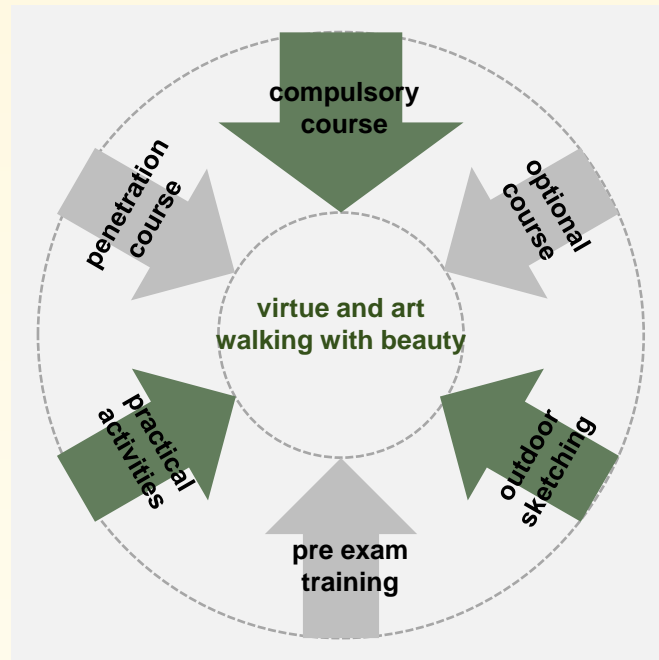
Course Description

学校课程简介



The school insists on the optimization of the curriculum and effective teaching reform as the basis for the exploration of professional curriculum construction, the beauty of the education penetrated into all aspects of the realization of the "walking with beauty", feeling the beauty, learning the beauty, exchanging the beauty, improving the beauty to improve the aesthetic self-confidence, grow up healthily, the moral, intellectual, physical, aesthetic and labor all-round development.

学校坚持以优化课程设置和有效教学改革为根本，进行专业课程建设的探索，将美的教育渗透到各个方面，实现“与美同行”，感受美、学习美、交流美、提高美，提高审美自信，健康成长，德智体美劳全面发展。



The school based on the school situation, with the art profession as the core, carries out the research of school-based teaching materials.

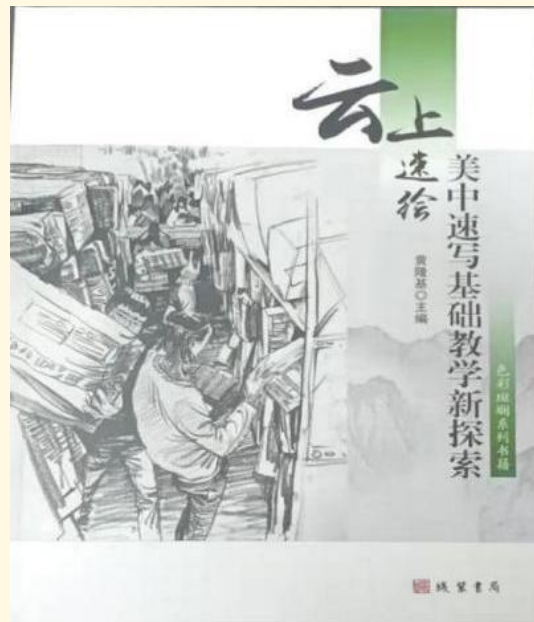
学校立足校情，以艺术专业为核心，开展校本教材研究。

分类 type	必修课程 compulsory course	渗透课程 penetration course	实践活动课程 practice activities	采风学生集训课程 pre exam training	营造校园氛围 school atmosphere
美的欣赏 Appreciation of beauty					
美的实践 Practice of beauty					
美的创造 Creation of beauty					



There are more than 40 school-based teaching materials featuring various disciplines: "A Miscellany of Guangdong Folk Crafts" in History, "Poems with Paintings " in Chinese course, "Collection of Outstanding Works of the Students of Guangzhou High School of Fine Arts " in Fine Arts (drawing, Coloring, Sketching), "Calligraphy and Seal Engraving" and "Appreciation of Guangdong Folk Art" in various subjects.

各学科特色的校本教材 40 余本：历史科的《广东民间工艺杂萃》、语文科的《情画语文之诗配画》、美术各科的《广州市美术中学学生优秀作品集》（素描、色彩、速写）和《书法与篆刻》《广东民间美术欣赏》等。



The school's professional curriculum adheres to the principle of teaching students according to their aptitude . For the development of each student, in 2009, the school started to carry out the teaching reform of "stratified teaching, dynamic management, scientific evaluation" in art teaching, changing the past practice of "contracting" for three years with one teacher to teach multiple subjects such as drawing, coloring, sketching, appreciation and design. The practice of "contracting" for three years has been changed.

学校专业课程坚持因材施教原则，实施分层教学。为了每一个学生的发展，2009年开始我校在美术教学中开展“分科分层、动态管理、科学评价”的教学改革，改变以往由一位教师任教素描、色彩、速写、欣赏与设计等多个科目并“承包”三年的做法。



First of all, each teaching subject is arranged to teach one of the subjects based on the teachers' self-recommendation and their professional expertise, and the teachers are divided into different teaching subjects to highlight the teachers' professionalism.

每个教学科目依据教师的自荐和所学专业特长安排任教其中一个科目，教师进行分科教学，突出教师的专业性。



Then, students in each level group are stratified while teaching the subjects. Each of the three professional teaching groups (drawing, coloring, sketching) cycle should be stratified examination, according to the professional level into A, B, C three teaching groups.

然后，在分科教学的同时对各层组的学生进行分层。每三个专业教学组（素描、色彩、速写）循环时都要进行分层考试，按专业水平分成A、B、C三个教学组。



Finally, effective dynamic management is carried out in tiered teaching. For students, there is no permanent layer group, students study a stage after the examination, according to their professional level to implement flexible dynamic adjustment, in order to ensure the effectiveness of layered teaching. We believe that this mode of teaching enables teachers to give full play to their strengths and to teach in a proper manner, while students are provided with the best education and the most developmentally appropriate education.

最后，在分层教学中进行有效的动态管理。对学生来说，没有永固的层组，学生学习一个阶段后进行考核，根据其专业水平实行灵活的动态调整，以保证分层教学的有效性。我们认为，这种教学模式使老师能够充分发挥所长，合理施教；学生得到的是最好的教育和最适合发展的教育。



PART.03

Key Approaches to the Management of Arts Literacy Development

学校艺术素养发展管理的主要途径





Pathways to Developing Teachers' Artistic Literacy

教师艺术素养的发展途径



Pathways for the development of students' artistic literacy

学生艺术素养的发展途径





Pathways to Developing Teachers' Artistic Literacy

教师艺术素养的发展途径

1) Conducting teacher-wide arts literacy training

开展教师全员艺术素养培训

Teachers are fundamental to the implementation of school culture. The school attaches importance to the cultivation of artistic literacy of all teachers. Only when teachers have a certain degree of artistic literacy, it is possible to discover elements related to art that can be interpenetrated in the content of the subject and in the teaching process, thus mobilizing students' interest in art and allowing them to discover "beauty" from different subjects in a subtle way.

教师是实施学校文化的根本。学校重视全体教师艺术素养的培养。只有老师们具有了一定的艺术素养，才可能在学科内容和教学过程中发掘出与艺术相关的可以实现相互渗透的元素，从而调动起学生的艺术兴趣，让其在潜移默化中从不同的学科中发现“美”。

The school has carried out a series of school-based training activities for teachers' artistic literacy, such as general education in art, Chinese painting and beauty, calligraphy and beauty, photography and beauty, opera and beauty, the art of paper-cutting and other special lectures; it also organizes exhibitions of art works by the city's art teachers, teachers and students of the school, organizes art festivals, invites painters and calligraphers to make impromptu waving of the brush and so on.

学校开展了系列的教师艺术素养校本培训活动，如艺术通识教育、国画与美、书法与美、摄影与美、戏曲与美、剪纸艺术等专题讲座；还举办全市美术教师、本校师生的美术作品展览，举办艺术节活动，请画家、书法家作即席挥毫等等。



After the training, the teachers have gradually expanded the advantages of their artistic qualities to other education and activities for students, mobilizing and coaching students to combine some thematic education such as anti-smoking, anti-drug, environmental protection, anti-epidemic, etc. with the creation of art posters, which has effectively formed the characteristics of student education in our school.

经过培训，老师们把具有艺术素养的优势逐步拓展到对学生的其它教育和活动当中，动员和辅导学生将一些专题教育如禁烟、禁毒、环保、抗疫等与美术宣传画的创作结合起来，有效形成了我校学生教育的特色。



2) Enhancement of arts literacy training for professional teachers

加强专业教师的艺术素养培训

As an art teaching and research base in Guangzhou, the school actively organizes teachers to carry out teaching and research activities, carries out various forms of teaching exchanges and teaching skills competitions, and try to cultivate a number of master teachers and build a model school for the art profession.

学校作为广州市美术教研基地，积极组织教师开展教研活动，开展形式多样的教学交流会和教学技能比赛，努力培育一批教学名师，建设美术专业示范学校。



In order to better develop the art quality of professional teachers and improve their professional level, the school organizes activities such as going out for further training and outdoor sketching in a planned manner every year, and holds regular exhibitions of teaching demonstration works as well as exhibitions of reporting works of going out for sketching and further training .

为更好地发展专业教师的艺术素养，提高他们的专业水平，学校每年有计划地组织专业教师外出进修、采风写生等活动，定期举办教学示范作品展以及外出写生、进修、采风的汇报作品展。



In 2023, the school held an exhibition of art teachers' works and a symposium on the theme of "Running Things – Chun Chun – The Artistic Development of Art Teachers in the Perspective of the New Era" in the Exhibition Hall of the Lingnan Association in Guangzhou.

2023年在广州岭南会展览馆举办“象外之境——美术教师作品展”和主题为“润物·淳淳——新时代视域下美术教师的艺术发展”研讨会。





Pathways for the development of students' artistic literacy

学生艺术素养的发展途径

1) Carry out club activities

开展社团活动

The school connects the artistic atmosphere and aesthetic characteristics with all aspects of students' learning and life. The school attaches great importance to the development of student clubs, which carry out a series of rich activities to broaden their horizons, to explore the unknown, to discover the interests of the charm of the show, to increase knowledge, to harvest the friendship, to exercise the skills and to cultivate the sense of responsibility .

学校将艺术氛围与美育特色渗透到学生学习生活的方方面面，学校重视学生社团发展，学生社团开展系列丰富活动以开阔眼界、探索未知、发现兴趣、展示魅力，增长知识、收获友情，锻炼技能、培养责任意识。



↑The Guangzhou Fine Arts Middle School Non-Genetic Inheritance Society allows students to experience the charm of the traditional craft of blue dyeing
广州市美术中学非遗传承社让学生感受蓝染传统工艺的魅力



↑Calligraphy club welcome to write spring couplets
书法社迎新写春联



↑Teachers and students of the Printmaking Club made beautiful posters for the Year of the Tiger
版画社师生制作精美的虎年海报

The student clubs also organize other activities such as scientific and technological project competitions, cultural and artistic presentations, volunteer services, sports competitions and other activities, to stimulate students' imagination and creativity.

学生社团还开展了其它活动，如：科技项目竞赛、文艺展示、志愿者服务、体育竞技等活动，调动学生参与活动的主观能动性，激发学生的想象力、创造力。



2) Organize sketching activities

组织写生活活动

According to the school curriculum and the needs of the students' professional development, the school conducts sketching sketching and color sketching practice courses on a regular basis.

根据学校课程和学生专业发展需求，学校定期开展速写写生和色彩写生实践课程。





3) Emphasizing agricultural activities

重视学农活动

To nurture beauty with labor and walk with beauty, the school integrates labor education into the teaching of professional courses, and builds a special labor course of "Art + Labor", which allows students to develop their artistic qualities in real life.

以劳育美，与美同行，学校将劳动教育融入到专业课教学中，构建出“艺术+劳动”的特色劳动课程《乐“艺”劳动》，让学生在现实生活中发展艺术素养。



Every year, the school organizes a five-day practical activity of learning agriculture for Senior One students. During the period of studying agriculture, in addition to completing labor tasks, students also give full play to their expertise in art, learning how to press flowers or arrange flowers, and carrying out activities such as sketching competitions, handwriting production, and comic book creation, recording and depicting the labor process from an artistic perspective.

学校每年组织高一学生进行为期五天的学农实践活动。学农期间，除了完成劳动任务以外，学生还充分发挥美术专业特长，学习如何压花或插花，开展速写竞赛、手抄报制作、连环画创作等活动，以艺术视角记录、描绘劳动过程。



4) Organize exhibition activities

举办展示活动

Teachers and students go into the community to paint graffiti on the streets, students go into the news studio to simulate anchoring, design courses are offered, make-up courses are offered, art festivals are held, large-scale cultural performances are held, and graduation artwork exhibitions are organized and other kinds of art activities are held to build up aesthetic self-confidence, build up the pursuit of aesthetics and realize the dream of aesthetics, to satisfy the intrinsic needs of the students, and to promote the all-around development of the students' personality.

师生走进社区街道涂鸦、学生走进新闻直播间模拟主播、开设设计课程、开设化妆课程、举行艺术节、大型文艺汇演、组织毕业作品展等各种艺术活动，建立审美自信，筑牢审美追求，实现审美梦想，满足学生内在的需求，促进学生个性全面发展。



↑The Non-Genetic Inheritance Society participated in the "Artistic Rhythm of Yangcheng" Art Practice Workshop for Primary and Secondary School Students organized by the Guangzhou Education Bureau.

非遗传承社参加广州市教育局主办的“巧手妙思，艺韵羊城”中小學生艺术实践工作坊现场展示活动



↑Members of the Calligraphy Club went into the community to write Spring Festival couplets for the neighbors.

书法社成员深入社区为街坊写春联






PART.04

Practices and Reflections on the Management of Arts Literacy Development


艺术素养发展管理的实践与思考





Guangzhou High School of Art , in the art literacy development management work, grasps the construction principle of "beauty and flavor", focusing on its professional characteristics and advantages, We take into full consideration of plant distribution, garden ecology, aesthetic needs, We are trying to make the school full of beauty, power, hope and tension from inside to outside. To create a landscape garden campus education ecology so that students can pick up a brush and paint anywhere, we are making efforts to make our school a dream campus preferred by art students.

广州市艺术中学在艺术素养发展管理工作中，注重发挥其专业特色和优势，牢牢把握“美而有味道”的建设原则，充分考虑植物分布、园林生态、美学需要，全方位营造美而有味道的校园，让学校从里到外充满美的感受、美的力量、美的希望和美的张力。营造山水园林的校园教育生态，让学生在任何一个地方都能拿起画笔画画，成为艺术生首选的梦中校园。



Campus Environment 校园环境



Artistic literacy refers to a person's ability to perceive and understand art, including the appreciation, analysis, evaluation and creation of art works. Artistic literacy can be developed through learning and cultivation, and a beautiful environment also contributes to the development of artistic literacy. In order to develop students' artistic literacy, it is necessary to develop teachers' artistic literacy at the same time.

艺术素养指的是一个人对艺术的认知和理解能力，包括对艺术作品的欣赏、分析、评价、创作等方面。艺术素养是可以通过学习和培养来发展的，优美的环境也有助于艺术素养的发展，要想发展学生艺术素养必须同时发展教师艺术素养。



Thank you for your
appreciation!

感谢您的欣赏!

November .2023

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