

# *Study on the Strategies of the Practical Teaching Mode of the Major Art Management*

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**Abstract:** It has been nearly twenty years' development since the founding of the major Art Management in China. As an emerging profession, there is still room for improvement and optimization in the mode and manner of practice teaching in Art Management. This paper focuses on some problems of its teaching, combines the current situation of its practical teaching, and puts forward the strategies of the practical teaching mode in the major Art Management from the perspective of the necessity of practical teaching.

## **1. Introduction**

With the prosperity and development of cultural undertakings and cultural industries, China's art management education has shown a vigorous development. It is not only manifested in the increasing number of applicants year by year, but also in the many high-quality and high-level academic seminars related to art management education and teaching at international and domestic levels. The improvement and development of the major Art Management itself is inseparable from the development of China's cultural industry and cultural undertakings, and is interconnected, mutually promoting and developing in a synergistic manner.

At present, China is carrying out the reform of education system. The major has carried out the reform of new teaching ideas, teaching methods and teaching management according to its own characteristics, especially the teaching plan management, teaching quality evaluation system, teaching process management, credit system management and other aspects have achieved better results.

## **2. Problems in the Current Teaching Mode of Art Management Major**

Art management is a new concept introduced from the West, and despite its late start, it has been developing rapidly in China in recent years. With the prosperous development of China's economy and culture, the influence of the external environment on the art management profession has become increasingly apparent. Many experts and scholars have defined the concept of the term art management from different perspectives, both in a broad and narrow sense. According to the views of experts and scholars, art management refers to "the planned management of the managed target by art managers using certain management tools and methods in order to achieve the goal of cultural and artistic dissemination." From this we can see that art management is highly practical, and its research goal is to promote the transmission, dissemination and innovation of culture and art products.

The Central Academy of Drama is one of the first art colleges in China to open a management discipline. Since 2001, when the Department of Arts Management of the Central Academy of Drama was established, nearly 100 institutions nationwide have offered arts management subjects and set up corresponding courses according to their respective characteristics. Broadly speaking, the major Art Management in China offers professional foundation courses, such as: Introduction to Art, Introduction to Art Management, Art Economics, Art Project Planning and Production, etc. There are also majors set up according to their historical and geographical characteristics, such as "Introduction to Visual Arts in Guangxi" offered by the Department of Art Management of Guangxi Arts Institute [1]. It can be seen that although there are practical courses in arts management, theoretical courses occupy a large proportion of the curriculum. Art management is a very practice-oriented discipline, and after more than fifty years of development and refinement, art management majors in Europe and the United States have a large share of practical teaching courses.

Take the major Art Management in American colleges and universities as an example, the courses mainly include: art management, art marketing, art laws and regulations, fundraising and financing, stage management, stage supervision, internship courses, etc. Western countries pay great attention to the practical skills of art management students, which can also be seen from the composition of their faculty. "Teachers of art management majors in Europe and the United States generally have some work experience in related fields, and most of them have master's degrees and above." At present, China's art management profession is developing faster, so it is especially important to increase the proportion of practical courses in the curriculum and teaching methods of art management.

### **3. The Current Situation of the Practice Teaching of Major Art Management**

#### **3.1 Rely on strong economic strength, self-run laboratory**

Some institutions have the relatively strong financial strength to create their own labs. Take the Department of Arts of China Conservatory of Music as an example. It established the Virtual Synthesis Interactive Laboratory for Music Performance in 2011 with an investment of 9.7 million RMB. This lab will provide students with a full process from project planning, rehearsal, performance to budget [2]. This measure has effectively transformed the teaching of art management theory into practice. In addition, the establishment of this laboratory also provides a research space for other disciplines, such as: Chinese and foreign music history research, sound control, etc. It has a certain reference value for the construction of laboratories in other institutions.

#### **3.2 Broaden independent practice channels by fully exploiting students' own potential**

Some institutions cannot afford to build special laboratories because of the lack of funds and financial resources, so many schools ask students to make full use of their social resources and contact internship units, cultural and art institutions, etc. This not only solves the problem of centralizing the school to contact internship units, but also relatively saves the school's capital investment.

### **4. The Need for Art Management Teaching Practice**

According to the definitions of art management in Europe and the United States, it is believed that art management must include three major elements: art administration, art market, and art law, while art administration is closely related to the art market. In his book *Art Industry Management*, Cheng Qiaoming points out that "art administrators implement planned management activities for management objects through certain management means and management methods in order to

achieve the purpose of cultural and artistic dissemination [3]. Art market mainly has: primary market development and maintenance represented by art museums; secondary market operation and operation represented by auction houses; we can see that art management work requires practical work experience and practical operation ability of practitioners, and combining it with practical operation is an important part of realizing art management.

In major Art Management, professional practice teaching is a proven way to promote the transformation of art management theory. At present, although the importance of practical teaching is gradually increasing in all universities, there is still an objective situation that it is difficult to transform the theoretical knowledge learned into effective management methods.

## **5. Strategies of Practical Teaching Mode of Major Art Management**

### **5.1 Field class**

Fieldwork is a research method with anthropology and archaeology as its main purpose, with the aim of obtaining first-hand information to prepare for the research of the subject. Here, we can interpret it as leaving the textbook and teaching in the field in the application scenario involved in art management, so that students can experience it from practice. This experience will help students to better understand the concepts described in the theoretical books and give them a better understanding of the organization of artistic activities.

### **5.2 Cross-disciplinary, building synergy mechanism inside and outside the university**

Art management is a multidisciplinary crossover field, with art marketing and art communication in addition to art and management. In the development of contemporary art management, its crossover and intersectionality are more prominent. The interpenetration and conflict between disciplines shows the infinite extension of art management [4], and this extension, precisely, can provide lessons for the curriculum of art management. The intersection of disciplines gives students the possibility of diversified thinking and innovation, diverse opportunities and ways of practice.

The concept of "synergy" was developed by an interdisciplinary student of Professor Hermann Haken in the 1970s. The analysis revealed that it is possible to combine two opposing schools of thought in the same whole and for the same purpose with reality, thus achieving a common development. From the viewpoint of organization science, the synergistic development of human society must contain three major elements: willingness to cooperate, unity of purpose, and information exchange. Art management majors have a close connection between the purpose of teaching and the needs of cultural undertakings and cultural industries, and can put common teaching goals on the cultivation mechanism of art management, thus establishing a mechanism of cooperation inside and outside the school in major Art Management.

Universities employ adjunct professors from home and abroad, inside and outside universities, who are experienced, have unique insights, deep experience and a wealth of experience, and are able to use their own personal experience and practice to guide students, allowing them to quickly integrate into the actual teaching environment [5]. Universities select some young professional teachers to work in cultural and art colleges. Since most teachers who work for Major Art Management come from the fields of literature, art, economy and so on, they should be encouraged to pursue further study in various ways. Universities encourage the majority of teachers to study in foreign famous universities and receive systematic professional training. Or they are sent to work for some cultural and artistic institutions to gain combat their experience and broaden their horizon.

### **5.3 Establish a multi-type, multi-level and standardized practice teaching base**

We advocate a teaching method based on the campus platform to cooperate and communicate with various cultural and artistic institutions, organizations and groups. For example, China's media colleges and universities employ well-known scholars and experts at home and abroad as adjunct professors by utilizing their rich social practice and social resources to expand their learning horizons. This includes government leaders, researchers, producers, heads of entertainment companies, and investors. The Art Management Department of Xinghai Conservatory of Music has signed a long-term cooperation agreement with Guangzhou College of major Art Management, aiming to provide a mutually beneficial internship base for art management talents. In addition, universities can also select some outstanding and high-level art management teachers as consultants for various cultural and art institutions, and conduct regular business training for various art management personnel in the society, so as to provide professional personnel support for cultural and art activities. The two countries can also jointly declare projects and promote scientific research.

The comprehensive use of campus practice platform resources not only provides students with internship opportunities, but also provides a good aid to classroom teaching. For example, in school performance activities, school workshops, and school concert hall operation, students need to complete all activities independently, such as planning, execution and performance. However, it should be pointed out that the independent completion of practice organization by students using campus practice platform resources does not separate from the whole-process guidance and supervision of professional teachers. In order to ensure the effect of students' practice, the guidance and guidance of professional teachers are very necessary and indispensable. In the process of practice, it can not only cultivate students' ability to issue and solve problems, but also cultivate students' innovative thinking and innovative ability.

Art management, as a discipline with strong practice attributes, attaches equal importance to its uniqueness, artistry and sociality. Therefore, it is also very important to cultivate students majoring in art management with good artistic accomplishment, and it is an indispensable part to cultivate and improve students' artistic sensibility and appreciation [6]. It pays attention to the diversified curriculum, adopts the way of combining theory teaching and practice teaching, and inspires the students' learning enthusiasm and exploration spirit through the complementary advantages of the characteristics of elective courses and compulsory courses.

Through experimental research, we find that for college students, participating in practical activities or professional competitions can improve their interest in professional learning and stimulate their knowledge exploration. For example, students' participation in performing arts organizations or institutions can better promote the transformation of theoretical knowledge learned in class. Similarly, students participate in university-level, provincial-level and ministerial-level art management professional competitions individually or in teams to promote learning and practice through learning, which is also a practical test of the application of knowledge they have learned.

### **5.4 Synchronicity, continuity and rotation of student practice**

According to the age and grade of students, the practical teaching training model suitable for the characteristics of students' knowledge structure is formulated. According to the actual situation, the students can be divided into several groups, teaching in different practice bases. Due to different organizational culture and art institutions, students can take regular turns among different practice units to ensure the comprehensiveness and balance of students' intern companies and practice content.

## 5.5 Establishment of evaluation mechanism

Practice teaching plays an important role in art management. However, any sound system cannot be separated from the constraints of the examination mechanism. To establish a set of perfect evaluation system can not only carry on the fair and just assessment of students' practical achievements, but also fully mobilize students' practical ability. At the same time, for the relatively new majors, the establishment of a set of perfect assessment system is conducive to the practice of teaching to constantly explore, discover and solve problems. In order to perfect the evaluation system of practical teaching, we must first perfect the evaluation subject, that is, teachers' self-evaluation, students' evaluation, leaders' evaluation, intern companies' evaluation. The second is to establish a scientific evaluation index, which can be from the students' ability to master, theory test, contribution to the intern companies, contribution to the future work and so on. The third is the end result of the evaluation, it should not just be regarded as a form, but to emphasize its actual value, it is directly divided into different levels, and it with the instructor's evaluation system, the overall performance of students. The establishment of the evaluation system can not only ensure the actual effect of the evaluation, but also promote the practice organizers and students to work harder to practice, so that the practice teaching will not be mere formality.

Practice teaching is an important education for students to carry out comprehensive quality education. Its main purpose is to cultivate students' professional skills, innovation consciousness, ability to analyze and solve problems. In the teaching syllabus, it is necessary to fully carry out every link of practical teaching, increase the proportion of practice in the existing courses, and maintain a certain independence from theoretical teaching, so as to realize serialization, integration and modularization. It has formed two parallel "teaching main lines" of "classroom theory" and "practice", which are relatively independent and complementary. In the teaching process, all courses suitable for the combination of theoretical teaching and practical teaching should be carried out in the form of practical activities as far as possible, so that students can deepen their understanding and grasp of theoretical knowledge from their own practice and experience, so as to improve their comprehensive application of knowledge and the ability to combine theory with practice. The syllabus emphasizes the role of practice in the discipline, strengthens practical teaching, aims to optimize the whole teaching system, and establishes a curriculum system suitable for the major of art management. At the same time, it is also necessary to gradually increase the proportion of students' practice in the curriculum. Therefore, the practice teaching of art management should be carried out in a combination of "inside" and "outside", and at the same time there should be a scientific assessment method.

We explore the practical teaching model of major Art Management, make full use of social resources, establish cooperative relations with different types of cultural and performing arts organizations, practice teaching base; Under the guidance of both campus tutors and off-campus tutors, different levels and different needs are carried out, so as to improve the overall quality of students in an all-round way. Practical teaching is a process of teacher-student interaction and innovation ability. The philosophy of major Art Management and the mode of talent training are no exception. The research on the practical teaching of major Art Management is still long. This requires the concerted efforts of all art management scholars and the industry. We hope that more people in the industry will continue to explore, deepen and improve.

## 6. Conclusion

To sum up, the practice of a major Art Management can not only provide beneficial supplement for the research of art management, but also provide an effective way for the reserve talents of art administration and art market. Major Art Management has nearly 20 years of development history in our country. In the course of development, the breadth and depth of the subject construction have

made great strides. The practice teaching mode of art management is gradually formed and improved in the process of constant exploration, attempt and construction.

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