

A Case Study on the Teaching Design of the High School Art Appreciation Course What is a Work of Art Based on the Core Competence of Art

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Abstract: Appreciation of art works is an essential part of art appreciation course, the essence of which is to discover the hidden connotations and the meaning behind them by appreciating the visual representation of the work. Thus, incorporating the teaching design of the core competence of art into the art course is conducive to better solving the problem of single, scattered, and monotonous subject knowledge. This paper takes the high school art appreciation course *What is a Work of Art* as an example, analyzes high school art appreciation courses from the perspective of core competence, the Xiangmei version of high school art textbooks, comparison of teaching designs of different teaching cases, as well as optimization plans based on core competence, and thoroughly explores the significance of art work. The purpose is to help students establish a big concept of art work, understand the meaning of different types of art works, find beautiful things in life, develop their interest and love for painting studying, and understand the meaning of art appreciation.

1. High School Art Appreciation Course Based on Core Competence Analysis

(1) Definition and connotation of core competence

“Core Competency” first appeared in the research reports of the Organization for Economic Cooperation and Development (OECD, “OECD”) and the European Council[1]. Mr. Chu Hongqi of the Beijing Institute of Educational Sciences proposed that the core competency can be simply defined as the key competence that people should possess in order to adapt to social changes in the 21st century. Simply put, core competency refers to the “key quality in the 21st century”[1]. Currently, the attention and discussion of Chinese basic education community on the concept of core competence carries all good expectations on education. Its respect to dual fundamentals, functional ideas (pointing to problem-solving), interdisciplinarity (comprehensiveness), and lifelong benefits, etc., are very reasonable [2]. Now it refers to the necessary character traits and key abilities that students should possess to adapt to the lifelong development and social development needs. From a central perspective, the fundamental questions, “what kind of morality and what kind of person to build”, have been answered to lead the students-centered development construction. With the introduction of core competency and course reform, teachers need to organically combine core

competency with subject teaching. To implement various suggestions proposed by the education department and improve the scientific nature of art education management, the core competency proposal has received the attention of teachers and indicated the teaching direction. Aesthetic perception, artistic expression, creative practice, and cultural understanding are critical parts of the core competence of art disciplines, which are conducive to promoting students' all-round development, enhancing their ability to learn art knowledge, and cultivating excellent cultivation and personality. Therefore, in high school art teaching, teachers should focus on carrying out teaching activities based on the core competence of art to boost the all-round development of students.

(2) Teaching design principles for high school art appreciation courses

In the context of the new course reform, “the combination of five educations” has become a fundamental requirement for education. High school art appreciation course is crucial, as it is an intuitive expression of aesthetic education and the main channel for students to study aesthetics. On the one hand, art appreciation course relieves the learning pressure of high school students, makes their study life more relaxed, and thus improves their learning efficiency. On the other hand, it provides a platform for high school students to improve their aesthetic ability and appreciation, and further enhance their independent learning ability as well as cultural competence[3]. Beyond that, high school art appreciation course is a compulsory part of high school. The teaching design principles should focus on improving students' ability to read and understand pictures, make aesthetic judgment, and develop cultural understanding, create a good situation, enrich teaching methods, combine appreciation classes with art practice and innovation to cultivate students' divergent thinking, peace and imagination, and enhance artistic expression and creative practice ability of students.

(3) The relationship between core competence and high school art appreciation course

Investigating high school art appreciation courses in the context of core competence, as the key for teachers to improve the teaching quality and promote students' aesthetic perception, meets the requirements of the new course concept. There are complementary and mutually reinforcing relationships between the two. In the teaching of art courses, the four elements of core competency should be thoroughly implemented, and the theoretical knowledge and appreciation methods of art covered in textbooks need to be guided and moderately inspired. It is essential to take the current development state of students' appreciation ability as a teaching reference. Meanwhile, the teaching method most easily accepted by students should spread to all fields and levels of classroom teaching to ensure the effectiveness of art appreciation and teaching, and become a solid guarantee for the development of students' core competence. On the basis of complying with students' development needs, physical and mental characteristics, and cognitive rules, it provides theoretical guidelines and practical references for high school art teaching. The core competence of art covers extensive fields and is very rich in content. Transferring the cultivation of students' core art competence to art appreciation teaching is not only a key way to develop students' core competency, but also an inevitable choice to help students establish a positive aesthetic attitude and correct aesthetic concept.

2. Analysis of Xiangmei Edition Senior High School Art Appreciation Textbook

(1) Textbook analysis

Textbooks are the foundation for course learning. Generally speaking, a correct understanding of textbooks is favorable to the correct development of course teaching. High school art appreciation course is not only a necessary way for high school students to learn art courses, but also an intuitive expression of implementing aesthetic education. It can be observed that textbooks are important in

education and teaching in high school art appreciation courses. The Xiangmei High School “Art Appreciation” is an experimental textbook for the implementation of general high school course standards compiled by Hunan Fine Arts Publishing House and the Institute of Modern Art Education, approved by the National Primary and Secondary School Textbook Review Committee in 2005, and published by Hunan Fine Arts Press. The book consists of two parts, three modules, and a total of 24 lessons. At the same time, each module is accompanied by relevant links, explanations of terms and terms, as well as a chronology of Chinese and foreign art. The [4]first part contains the first and the second module, while the second part contains the third module. The content arrangement and analysis of the textbook is shown in Table 1.

Table 1: Textbook layout content analysis (Author’s drawing)

Textbook layout content analysis		
Unit 1	Art and eyes	
Lesson 1	What is a work of art	Master the definition of a work of art and cultivate a sense of looking at works of art and even everyday life from an aesthetic perspective.
Lesson 2	Art Works and the Objective World	Understand the basic elements of formal composition in works of art, and learn about the relationship between artistic images and the objective world.
Lesson 3	How do we appreciate works of art	Cultivate a sense of appreciating works of art at multiple levels and angles, and appreciate works of art from an open perspective.
Unit 2	The history of art	
Lesson 1	The Creation of Primitive Humans	Learn about the many forms of primitive art and the connections between primitive art and ideas.
Lesson 2	Manners and indoctrination	Learn about the role of art in regulating social order in different historical periods, and know about how to study works of art using style analysis methods.
Lesson 3	The illusion of the mind	Learn about the influence of religion on art creation and the characteristics of religious art works, as well as how to study art using mind maps.
Lesson 4	Life on earth	Learn about various ways that art expresses worldly life, and know about how to study works of art using the imagology method.
Lesson 5	Aesthetic Self-Discipline	Learn how works of art express the artist's personal feelings and unique beauty of form, as well as how to study artists using case analysis methods.
Lesson 6	From tradition to modernity	Learn about the impact of the collision of Eastern and Western cultures on the development of Chinese art, together with how to study art works using case analysis methods.
Lesson 7	New experiments	Learn about the new trends in art development since the 1950s, and form a dialectical attitude towards modern art experiments based on this.
Unit 3	The world of fine art	
Lesson 1	Seek the artist's gaze - the artist's unique way of expressing the world	Understand the differences in subjects and themes, as well as the artist's unique aesthetic vision and style of expression.
Lesson 2	Self in the eyes of an artist - self-portraits of self-portraits	Learn about how creators' self-knowledge is expressed in their works, and analyze the differences between Chinese and Western artists in terms of self-expression.
Lesson 3	Testimonial Sending Love - The Relationship between Art Works and Artists' Life Experiences	Know about the symbolism and metaphorical techniques in works of art, and learn to interpret the “outside words” and “sounds outside the lines” of works of art.
Lesson 4	Changing Aesthetics - The Relationship Between Social Aesthetic Standards and Art Creation	Understand the changing phenomenon of art over time and regional cultural differences, and establish a diverse, open and inclusive aesthetic concept.
Lesson 5	Communication between elegance and folklore - the relationship between economic and technological development and works of art	Learn about the main ways and means by which popular culture influences art, and learn more about the diverse trends in art creation.
Lesson 6	Historic Scenery - Art Works Reflect War	Learn about the ways and characteristics of works of art that reproduce history.
Lesson 7	War and Peace - Art Works Reflect War	Learn about different ways art works deal with war and peace, and try to analyze artists' attitudes and value judgments using this.
Lesson 8	The Pulse of the Times: Social Style and the Development of Art	Gain an understanding of the interaction between art works and social trends, together with the ways and characteristics of Guan Shu works reflecting social ideology.

Lesson 9	The changing nature of everything - the relationship between natural features and works of art	Understand the unique charm and artistic value of Chinese landscape painting, and learn to understand the development context of Chinese landscape painting and Western landscape painting through a world-class approach.
Lesson 10	The eternal charm of the region - the relationship between regional landscape and art genres	Understand the important influence of factors such as regional culture and geographical environment on painting genres and architectural styles.
Lesson 11	Different customs - Chinese folk art	Understand the aesthetic value and social value of folk art, and think about the protection and application of folk art in modern society.
Lesson 12	Different songs - national culture and art	Understand the relationship between art and national culture, as well as the diversity of the Chinese nation and art and the importance of their inheritance and development.
Lesson 13	Exotic Visions - The Relationship between Art Exchange and Art Works	Learn about the expressions of foreign countries in Eastern and Western art, and think about the value and significance of art in world cultural exchanges.
Lesson 14	Walking into a museum - how to visit a museum	Learn how to visit a museum and understand the social function and role of museums in the new era.

Obviously, the requirements for the design of high school art courses put forward in the new course standards have been fully demonstrated in the Xiangmei version of the high school art textbook. The content is very abundant and the coverage is very broad.

(2) Analysis of the teaching content of the high school art appreciation course *what is a Work of Art*

①. Analysis of teaching objectives

Aesthetic perception: Students can feel the ideological content and artistic value of the work, and understand the aesthetic concept, as well as the origin and general rules of formal beauty.

Artistic expression: Students can create and express artistic images and thoughts and feelings in artistic activities through appreciation and perception, so as to master the expression rules of formal beauty.

Creative practice: Students can use multi-disciplinary knowledge to closely connect with life and experience the rich charm of art works in practice.

Cultural understanding: Students can improve aesthetic competence, experience cultural connotations and cultural diversity from works of art, care for the surrounding things and love life.

②. Analysis of teaching priorities and difficulties

Teaching focus: Students need to master the concept of beauty and the generation of formal rules.

Difficulties in teaching: Students need to learn to discover beauty from life, feel beauty, and experience the unique charm of works of art.

③. Teaching preparation analysis

Teaching aids: Teaching courseware, slide shows, multimedia playback tools, blackboards, chalk.

Learning tools: textbook, notebook, pen.

④. Analysis of the teaching process: Conducting teaching design based on the core competence of art.

⑤. After-school summary analysis: Summarizing the teaching content according to the core competence of art, promoting students' learning, and developing their aesthetic perception ability.

(3) Analysis of the academic conditions of high school students

①. Psychological characteristics

With rapid development of high school students, their mood fluctuates greatly, and their sense of self clearly increases. At the same time, the development of their outlook on life and values shows urgent autonomy in both psychology and behavior. At this stage, their social awareness is nearly formed. They gradually establish their outlook on life and values, and develop their own unique views on the actual social issues.

②. Analysis of art disciplines

Art has its own rich development trajectory. Study of art is conducive to promoting multi-disciplinary learning and enhancing cultural competence. Teachers should guide students' interest in studying art, master basic art knowledge, improve their ability to appreciate art works, and achieve the goal of broadening their horizons and inspiring artistic life, so as to comprehensively promote healthy physical and mental development of students. However, most students do not know enough about art subjects, have weak art experience, and lack basic art knowledge. In this regard, teachers can conduct systematic analysis according to each student's different circumstances in teaching to help them establish a big concept of the art work. Teachers' teaching design will gradually shift from the design of a certain knowledge point and a 40-minute lesson time to the design of a holistic, comprehensive, and systematic “big unit” knowledge structure [5], to promote students' comprehensive understanding of art works, master knowledge and skills, and realize systematic learning.

③. Analysis of students' artistic abilities

High school students have a certain foundation in art courses. They have been trained to copy model paintings and pictures, learned the volume, structure, space, and the relationship between light and dark of objects, and mastered basic modeling training and basic modeling methods and rules of sketching. By participating in a wealth of practical art activities, I have received good artistic inspiration, exercise observation, imagination and creativity, improved artistic and aesthetic ability, and promoted the development of comprehensive quality.

3. Teaching case analysis of teaching design for the teaching case what is a work of Art

(1) Comparative analysis of schools

①. Liu Pei - Changgun Banmahu Middle School

Liu Pei is a teacher with ten years of abundant teaching experience at Banmahu Middle School in Changgun, Xiangjiang New District, Changsha, Hunan Province. The school officially enrolled students in September 2018. In terms of school philosophy, it “puts people first, pursues excellence”. Moreover, the development of quality education is promoted by establishing a refined management model and developing unique local quality education resources.

②. Luo Lei -- Changsha County No. 6 Middle School

Luo Lei is an experienced teacher at No. 6 Middle School in Changsha County. Founded in 1942, the school has gone through 80 years of development. Its predecessor was “Sanfeng Private High School” founded by philanthropist Mr. Cao Mengqi in 1942. It has nurtured countless national backbone and accumulated rich experience in running schools. Known as the “Three Peaks and Famous”, it is a historic school in Changsha County. Its motto is teaching students to be human and nurturing their talents, cultivating morality and enlightening wisdom, seeking truth and innovating. In terms of education with national defense characteristics and sports special education, the school was recognized by the Changsha County Education Bureau as a special school for physical education. According to students' strengths and interests, basketball, air volleyball, badminton, soccer, and table tennis clubs are formed to focus on students' interests and activities, and create a semester study league system.

③. Yang Jiao——Luxi County No. 5 Middle School

Yang Jiao is a new teacher at Luxi No. 5 Middle School, which was founded in 1978 on Beizheng Street, Wuxi Town, Luxi County, Hunan Province. The total construction area is 15,400 square meters. Its education purpose is “cultivating qualified talents”. The development of local culture is promoted in schools by utilizing the characteristics of local ethnic minorities, thereby improving the quality of education and teaching and providing satisfied education for people.

According to the above complaints, the three schools in the above teaching case are all middle

schools in Hunan Province. The first middle school only began enrolling students in 2018 and has high-quality educational resources. The second school, a famous school in Changsha County, has a long history of operation and rich experience, and develops education with national defense characteristics and sports characteristics. The third school develops school education through special education with the purpose of “cultivating qualified talents”.

(2) Comparative analysis of teaching activities

① Analysis of teacher A's teaching activities

In terms of the introduction section, Mr. Liu attracted students' attention by playing Jay Chou's music MV *the Greatest Work* to attract their attention and create a learning scene where music and art are blended. While playing Jay Chou's beautiful musical melodies, the video showcased the works of many painters from different periods and genres, and set up interactive sessions for questions and thoughts, leading to the content of today's new Lesson: What is a Work of Art? From the viewing, identification and interpretation of art works, the students were inspired by the teachers and made comparative judgments about different works. In their overall viewing, they felt the spatial forms such as the shape and color of the images, reflecting the core competence of image reading.

In terms of the new teaching content, the teacher taught “what the beauty is”, and took reference to the analysis of “beauty” in “Explain the Words” to symbolize the meaning of beauty and beauty, etc. In this way, students can perceive and judge works of art based on understanding the meaning of “beauty,” experience and understand the beauty of different aspects of the work, and develop their own simple aesthetic ability, reflecting the core competence of aesthetic judgment.

In terms of the group discussion, the teacher compared the works of Western sketching, oil painting, and abstract painting with Chinese sketching, watercolor, and calligraphy, and invited students to appreciate the themes, painting languages, and styles of different works of art. After discussion and reflection between the groups, the students answered the differences and similarities between Eastern and Western cultures in painting, and appreciated the charm of the work. Apart from that, the students experienced the characteristics of the images as a whole and connected visual cultural information in real life, reflecting the core competence of image recognition and cultural understanding.

In terms of the classroom summary, the teacher summarized the evolution of works of art in the process of inheritance and the characteristics of different periods. Beyond that, the students understood the works of art, felt the cultural connotations and artistic charms of the works of art, and tried to understand and analyze the cultural diversity expressed in works of art from different countries, reflecting the core competence of cultural understanding.

In summary, Teacher A's teaching activities reflect aesthetic judgment, image recognition, and cultural understanding in core competence, but there is a lack of creative practice and artistic expression. Therefore, the author believes that based on core competence, teaching activities need to be more lifestyle and specific. More specifically, students can express their unfettered imagination in various ways, and teachers can use teaching tools to help students convey their creative feelings through painting. At the same time, all activities that develop students' thoughts and emotions should be incorporated into the artistic expression.

②. Analysis of teacher B's teaching activities

In terms of the introduction section, Mr. Luo listed many different types of works by setting up games. In this way, students can judge what the art works are in the picture based on their first feeling in entertainment. Then, the teacher published the answers and explained the meaning of the artwork. During this process, the students carried out extensive observation, analysis, thought, and research, generated new thoughts about art, created the necessary conditions for later art activities, and formed their own new perception of art works (i.e. knowledge migration). This reflects the core

competence of creative practice.

In terms of the new course content, the teacher showed many works for the students to watch, including very unique bronzes, the Changxin Palace lanterns in Western Han, pictures of hairpins and ladies from the Tang Dynasty, pictures of palace prostitutes from the Ming Dynasty, rich installation art, etc., and asked questions: “What is beauty? Are there uniform requirements for Midea standards?” The students were prompted to think, and Li Ziqi's video was shown in the second half of the class. While students enjoyed the video, the teacher explained what beauty is. In this process, the students watched large numbers of graphic works, understood works of art through identification and interpretation, and formed their own aesthetic judgments, reflecting the core competence of image reading in teaching.

In terms of the classroom summary, the teacher added interpretations of different art works and expanded the theoretical knowledge of many art schools based on the previous teaching content, thus promoting students to be able to consciously perceive, evaluate, judge, and express works of art in their daily lives, and form their own opinions and aesthetic feelings. This reflects the core competence of aesthetic judgment.

In summary, Teacher B's teaching activities reflect the creative practices, image recognition, and aesthetic judgment of the core competence. As revealed by analysis, Teacher B teaches the first-year students of ordinary high school at Changsha County No. 6 Middle School in Hunan Province. Through campus information search, the author found that Changsha County No. 6 Middle School adheres to the school motto of “teaching students to be human, cultivating talents, fostering morality and wisdom, seeking truth and innovation”, and is vigorously developing quality education based on the local community to truly realize the teaching concept of educating people with beauty. The first-year high school students are in their early youth, and their physical and mental development tends to mature. During this period, students have more divergence in art studies. Some students maintain a strong and continuous interest in art, and have a foundation for specialized art studies in terms of perception, understanding, and operational skills. Notably, the interest of some students has declined, and their modeling abilities have stagnated, yet their understanding and judgment abilities can still improve with the improvement of theoretical abstract thinking. Therefore, Teacher B has designed the 40-minute class as a theoretical appreciation course. High school students can learn more about art theory to enrich their lives and studies.

③. Analysis of Teacher C's teaching activities

In terms of the introduction section, Teacher Yang first directly explained the teaching goals and major teaching difficulties of this Lesson, and then asked the question: “What is beauty? How is aesthetics formed?” At the same time, the theoretical knowledge was fully explained and analyzed. Finally, the teacher played two problem games set up in advance by playing PPT, in which one was a work of art, and the other was a non-art work. Here were a number of tips on text prompts for students to choose, and the corresponding text prompts were placed in different problem cards. For the success of the challenge, it fully mobilized students' enthusiasm for learning, invigorated the classroom atmosphere, and invisibly cultivated students' ability to create visual images using traditional and modern media, technology, and art language, reflecting the core competence of artistic expression.

In terms of the new course content, the teacher focused on the rules of formal beauty in art and works of art corresponding to different forms of beauty, and summarized the concept of art works as well as the application of the rules of formal beauty. Multiple representative works by painters of different schools from different periods had been introduced, such as Dong Xiwen's “Founding Ceremony”, Van Gogh's “Starry Sky”, Manet's “Water Lily”, and Yan Liben's “Bunian Tu”. While reading and appreciating the works, the students learned abundant art knowledge and the cultural heritage behind the diversity of works of art, reflecting the core competence of image reading and

cultural understanding, respectively.

In terms of the group discussion, the teacher listed many daily necessities, living buildings, as well as lifestyle stickers, and asked the question: “Are these works of art?” The students were requested to discuss for 7 minutes. Furthermore, each group sent representatives to explain their views. In this practice course, the students' ability to observe and critique aesthetic objects and works in reality had been greatly exercised. In this discussion and judgment exploration, they came up with their own opinions and opinions, reflecting the core competence of aesthetic judgment and creative practice.

In terms of the classroom summary, based on the content of the previous teaching, the teacher summed up the meaning of art appreciation and sublimated the course to cultivate students' aesthetic perception ability, reflecting the core competence of aesthetic perception in teaching.

(3) Comparative analysis of teaching design

The general requirements for art teaching design are that teachers should start from facing all students and take the ideas advocated by the new course standards as the starting point. In the in-depth teaching design, teachers must have a clear cognitive pattern of the subject's overall knowledge structure, clarify the broad concept of the subject, fully grasp the content of textbooks [6]and subject teaching knowledge, conduct teaching design in line with actual teaching, pay attention to and study the latest results of art teaching and research at home and abroad, and design teaching that is more relevant to life and conforms to the characteristics of students' physical and mental development.

Teacher Liu Pei's teaching design mainly consists of four parts: textbook analysis; teaching objectives; teaching priorities and difficulties; the teaching activity process. Teacher Luo Lei's teaching design includes three parts: teaching goals, teaching main points, and teaching activity process. Apart from that, Teacher Yang Jiao's teaching design contains the teaching goal, the teaching process, the major teaching difficulties, and a summary of the teaching content. The teachers' teaching design has its own characteristics. Each has its own strength, which is worthy of learning from. (The above is an analysis of the teaching design of the teaching case “What is a Work of Art”. The material is from Siwo Whiteboard).

4. Teaching design optimization scheme based on core competence

(1) Focusing on cultivating students' aesthetic interests and cultural competence

Under the implementation of the new course reform, cultivating core competence of students has become the basis for teaching goals and the focus of teaching in various subjects. Subject core competence, as the “home” of subject education, refers to the key abilities, essential character traits and values that students gradually develop after study of this subject[7]. In art courses, art teachers should focus on instilling knowledge, cultivating painting skills, and fully developing teaching around core competence. In the process, students' aesthetic perception, image reading, artistic expression, cultural understanding, and creative practical ability can be continuously cultivated. In specific teaching situations, middle school students can enhance their aesthetic interest from the cultural connotations reflected in art works, understand the collision between different arts and cultures from works of art, and cultivate art learning ability and aesthetic interest in classroom learning. The four core competencies of the art course complement each other, and run throughout the whole process of art learning. Among them, aesthetic perception is the foundation of art learning, artistic expression is an essential ability for students to participate in artistic activities, creative practice is a concentrated expression of students' sense of innovation and creative ability, and cultural understanding leads aesthetic perception, artistic expression, and creative practice with correct values. Therefore, in the design of teaching plans, it is essential to focus on cultivating the

aesthetic interests and cultural competence of students.

(2) Focusing on diversified and individualized teaching methods

The development of students' core competence is the result of the interaction of multiple factors. It is often the cultivation of multiple key competencies integrated under a certain topic. The development of a certain key ability needs to be conducted repeatedly under multiple topics with different focus[8]. Teachers should make full use of the 40 minutes of a lesson. Instead of being limited to stereotypical boring teaching, there can be many forms of classes. Moreover, PPT, creative handmade courseware, or vivid and interesting interactive methods can be used to combine with various teaching methods. Diverse teaching methods are conducive to improving students' learning efficiency and promoting the development of core competence. Teachers should rationally design and effectively control the frequency of questions raised in the classroom. By setting up the textbook-based questions, students' answers can have more guiding value, from shallow to deep, from easy to difficult. In this way, students of different learning levels can find questions suitable for themselves. At the same time, teachers can teach according to their abilities, adopt different specific measures for students' individual characteristics, conduct in-depth and detailed research and understanding of students, and summarize students' learning situations at different stages. Besides, the case studies and analyses are conducive to achieving personalized teaching methods. This can improve students' self-confidence in answering questions, mobilize enthusiasm and initiative in learning, promote the effective transfer and integration of art knowledge and skills, and link fragmented knowledge into a whole to establish a broad concept of what a work of art is.

(3) Focusing on improving evaluation and feedback mechanisms

The improvement of evaluation and feedback mechanisms, which can play a role in verifying the effectiveness of classroom teaching, is a panacea for testing the teaching process. No matter what the core competency of the subject is, it is “not taught directly by the teacher, but cultivated through the problem-solving practice”[9]. Based on evaluation in specific teaching situations, teachers can adjust the teaching content timely to guide students' learning. It also reflects information on solving problems in a teaching model that integrates teaching, learning, and evaluation, and monitors students' learning progress through feedback based on evaluation. For example, through daily feedback, teachers can correct problems that may occur in teaching timely, and provide guidance to students to test the performance of teaching results. At the same time, they need much feedback when studying new courses or mid-term tests, and discuss students' learning conditions. Sometimes, feedback needs to be targeted at the entire class. When implementation is effective, teachers can use feedback to discover successful teaching experiences and apply them in the future. When implementation is not good, they can also use feedback to summarize lessons and correct later. Overall, the 2022 edition of the art course is centered on aesthetic education and strengthens core competence. While focusing on cultivating students' artistic competence, it encourages students to learn and understand the essence of Chinese national art through practical methods (e.g. appreciating and creating beauty), enhance the self-confidence and pride of the Chinese nation, and promote the all-round development of students' physical and mental health[10]. The continuous improvement of evaluation and feedback mechanisms can help teachers conduct rich teaching designs and improve the art learning quality of students in the classroom.

5. Conclusion

The case study of teaching design of high school art appreciation course based on the perspective of core literacy is a process that tends to be perfected, which requires educators to constantly learn, feel, try and innovate, so as to provide students with growth opportunities and development paths. It is necessary for teachers to constantly practice and reflect on the concept of core literacy in subject

teaching. At the same time, they can integrate the core ideas of PCK theory with teaching practice. In the appreciation and teaching of art works, they can test teaching design, discover and solve problems, pay attention to promoting learning through teaching, and explore the connection between art works and real life, so as to help students establish a big concept of art works, cultivate art awareness and art quality, experience the unique charm of art, and fundamentally improve the quality of high school art teaching.

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