

Design and Organization of Campus Cultural and Art Activities in Primary and Secondary Schools Research on the Construction of Curriculum System

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Abstract: As an important part of school aesthetic education, campus cultural and artistic activities are of great significance for cultivating students' aesthetic taste, innovation ability and comprehensive quality. The purpose of this paper is to discuss the construction of the curriculum system of "Design and Organization of Campus Cultural and Art Activities in Primary and Secondary Schools", in order to provide a useful reference for improving the quality of aesthetic education in primary and secondary schools. This paper first analyzes the current situation and problems of cultural and artistic activities in primary and secondary schools, and then puts forward the principles of curriculum design, and elaborates on the construction of curriculum system, including teaching content, teaching methods, and teaching evaluation. Finally, this paper summarizes the recommendations for curriculum implementation and provides an outlook for future research.

Keywords: Primary and Secondary School Campuses; Cultural and Artistic Activities; Design & Organization; Curriculum System

1. Introduction

As an important base for cultivating educational talents, normal colleges must keep up with the pace of the times and strengthen the setting of courses related to aesthetic education. The course "Design and Organization of Campus Cultural and Art Activities in Primary and Secondary Schools" can not only help students master the design and organization methods of campus cultural and artistic activities and improve their practical ability, but also guide students to pay attention to the current situation of art education in primary and secondary schools, and cultivate educational feelings and innovative spirit. The purpose of

this paper is to discuss the construction of the curriculum system, in order to provide a useful reference for the education and teaching reform of normal colleges.

2. Analysis of the Current Situation

The author used a combination of questionnaire survey and interview method to investigate the art activities of 15 primary schools in Changsha. The questionnaire survey mainly focused on the basic situation, curriculum setting, activity development, and school needs of primary school art teachers, and a total of 15 questionnaires were distributed and 15 valid questionnaires were collected. At the same time, in-depth interviews were conducted with 8 art teachers to obtain more detailed and comprehensive information. The results of the survey showed that:

2.1 Curriculum

Most primary schools offer art courses such as music and art, but the curriculum does not meet the requirements of the "Compulsory Education Art Curriculum Standards" (2022 Edition). The compulsory education art curriculum should include five subjects: music, art, dance, drama (including opera), and film and television (including digital media arts), but there are 3 primary schools that do not offer drama (opera) and film and television education courses, and other primary schools also pay more attention to traditional music and art courses, and dance, drama, and film and television have less weight.

2.2 Design and Organization of Art Activities

The design of most primary school art activities is simple, the organization is not standardized, and there is a lack of innovation. The cultural and artistic activities of some schools mainly stay in the traditional forms of singing, dancing, painting, etc., which lack novelty and sense of the times, and it is difficult to meet the

diversified needs of students. When some schools organize cultural and artistic activities, the overall and systematic arrangements are insufficient, the lack of clear plans and goals, and the random arrangement of activities, resulting in poor results of the activities.

2.3 School Needs

Among the 15 primary schools, 4 need to increase the number of art teachers, and the other 11 primary schools are enough, mainly because some older teachers are difficult to be qualified for the current art education positions, especially the lack of teachers who can be qualified for drama and film and television teaching. However, the design and organization skills of art activities are generally insufficient for both old and young teachers, and the root cause of the problem is that they have not received education and training in the design and organization of art activities.

The course "Design and Organization of Campus Cultural and Art Activities in Primary and Secondary Schools" can help students in normal colleges to master the design and organization methods of campus cultural and artistic activities and improve their practical ability, which can greatly meet the needs of current school art education, campus cultural construction and aesthetic education.

3. Principles of Curriculum Design

3.1 Closely Focus on the Needs of School Aesthetic Education

As an important part of education, aesthetic education aims to improve students' ability to recognize, understand, appreciate and create beauty through aesthetic education, sentiment education and spiritual education. It is the basic requirement of aesthetic education to educate people with aesthetics, beautify people, and cultivate yuan with beauty, and incorporate aesthetic education into the whole process of school talent training, which runs through all stages of school education.

As an important place for cultivating future teachers, normal colleges must attach great importance to aesthetic education in the context of education in the new era. The design of "Design and Organization of Campus Cultural and Artistic Activities in Primary and Secondary Schools" must closely focus on the needs of aesthetic education, master the basic rules and

methods of campus cultural and artistic activities, and lay a solid foundation for the effective organization and implementation of related activities in school aesthetic education in the future.

3.2 Fully Meet the Requirements of the New Curriculum Standards for Compulsory Education

With the release of the "Art Curriculum Standards for Compulsory Education" (2022 Edition), the status of art education in primary and secondary education has been further enhanced. The new curriculum standard emphasizes the diversity and comprehensiveness of arts education, and encourages students to develop all-round artistic interests and abilities through participating in a variety of arts activities. This adjustment not only reflects the great importance attached to art education, but also provides an important guideline for the education and teaching of normal colleges.

The design of the course "Design and Organization of Cultural and Art Activities in Primary and Secondary Schools" must enable normal students to be familiar with and master the latest concepts and methods of art education, understand the actual needs and characteristics of art education in primary and secondary schools, and provide strong support for the development of art education in primary and secondary schools in the future.

3.3 Strive to Improve the Practical Ability of Artistic Activities

Campus cultural and artistic activities are an important part of school art education and quality education, and an important starting point for school aesthetic education. By participating in cultural and artistic activities on campus, students can showcase their spiritual outlook and enhance their aesthetic taste, creativity and sense of social responsibility. At the same time, these activities can also provide students with a variety of practical opportunities to promote their all-round development.

The design of the course "Design and Organization of Campus Cultural and Artistic Activities in Primary and Secondary Schools" must enable normal students to enhance their interest in campus cultural activities, master the connotation and characteristics of campus cultural activities, master the basic rules and methods of activity design and organization,

improve their organizational ability through practical exercises, and make comprehensive preparations for carrying out campus cultural activities in primary and secondary schools in the future.

4. The Construction of the Curriculum System

4.1 Teaching Content

Theory: including the definition, characteristics, and significance of campus cultural activities and their status and role in school education; the classification and characteristics of campus cultural and artistic activities; Standardized management of campus cultural and artistic activities, including activity design, organization, implementation and evaluation.

Practice: including the design and organization of team building activities, including the national flag-raising ceremony, the Young Pioneers joining ceremony, the theme class meeting, etc.; Design and organization of talent competitions, including speech competitions, knowledge competitions, singing competitions, dance competitions, etc.; Design and organization of variety show activities, such as National Day Gala, graduation party, etc.; Design and organization of sports activities, such as sports games, fun games, etc.; Design and organization of festival celebration activities, such as National Day, Children's Day, campus cultural festival, etc.; Design and organization of student club activities, such as literary clubs, art clubs, music clubs, etc.

4.2 Teaching Methods

Case teaching: Through the analysis of representative cases of campus cultural and artistic activities, students can have an in-depth understanding of the design ideas, organization methods and implementation effects of activities. Case teaching can help students better understand theoretical knowledge and improve practical ability.

Simulation practice: Through simulation practice, students can simulate the organization of campus cultural and artistic activities in the classroom. Simulation practice allows students to experience the organization and implementation of activities, and improves teamwork and organizational skills.

Project research: Encourage students to choose their own topics and conduct research on the design and organization of campus cultural and

artistic activities. Project research can cultivate students' research ability and innovation ability, and improve their ability to solve practical problems.

Field trips: Organize students to conduct field trips to primary and secondary schools to understand the current situation of art education and students' needs in primary and secondary schools. Field trips can give students a deeper understanding of the actual working environment and needs, and provide a reference for future education and teaching work.

Special lectures: Experts, scholars or front-line teachers will be invited to give special lectures to introduce the latest art education concepts and practical experience. Special lectures can broaden students' knowledge horizons and improve their professional quality.

4.3 Teaching Evaluation

Teaching evaluation is an important part of the construction of curriculum system. This paper suggests that a variety of evaluation methods should be adopted, including homework evaluation, classroom performance evaluation, project research evaluation and field trip evaluation.

5. Suggestions for Curriculum Implementation

5.1 Strengthen Teacher Training

Improve the professional quality and practical ability of classroom teachers to ensure the quality of course teaching. Teachers can be trained to improve their education and teaching by organizing them to participate in training, seminars, and other means.

5.2 Improve Teaching Facilities

Provide necessary teaching facilities and resource support, such as multimedia classrooms, audio equipment, stage equipment, etc. At the same time, a practice base for campus cultural and artistic activities can be established to provide students with more practical opportunities and platforms.

5.3 Strengthen Curriculum Publicity

Strengthen the publicity of the course through publicity boards, WeChat public accounts and other channels to improve the visibility and influence of the course. At the same time, parents and the community can be invited to

participate in curriculum activities to enhance the social identity and support of the curriculum.

5.4 Encourage Student Participation

Encourage students to actively participate in course learning and practical activities to improve students' practical ability and comprehensive quality. Students' enthusiasm and creativity can be stimulated by setting up reward mechanisms and holding competitions.

6. Conclusions and Prospects

This paper discusses the construction of the curriculum system of "Design and Organization of Cultural and Art Activities in Primary and Secondary Schools", and puts forward the corresponding curriculum design principles and content of the curriculum system. By constructing a sound curriculum system and implementing effective teaching methods, it can help students master the design and organization methods of campus cultural and artistic activities, and improve their practical ability and innovative spirit. At the same time, the opening of this course will also help promote the reform of aesthetic education curriculum in normal colleges and the in-depth development of art education in primary and secondary schools.

Under the guidance of the new era of education, in the future, we can further explore how to introduce new content and new technologies into the curriculum to improve the education, practicality, interest and interactivity of the curriculum. It is believed that in the near future, the course "Design and Organization of Campus Cultural and Art Activities in Primary and Secondary Schools" will make great contributions to the promotion of art education, campus culture construction and aesthetic education in primary and secondary schools.

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