

# Discussing the Application of Situational Teaching Method in Junior High School Art Appreciation Classes

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**Abstract:** Situational teaching method has significant advantages in teaching art appreciation classes in junior high school. By constructing vivid artistic situations, guiding students to immerse themselves in the art works, it can enhance students' emotional experience and aesthetic cognition. At the same time, combined with multimedia technology and interdisciplinary knowledge, situational teaching method not only enriches teaching content, but also improves students' comprehensive literacy and innovation ability. This method respects students' individual differences, encourages them to express unique insights, and promotes students' comprehensive development.

**Keywords:** junior high school art; appreciation class teaching; situational teaching; application

## Introduction:

Art appreciation classes play a crucial role in junior high school education. It is not only an important platform for students' artistic enlightenment, but also a key link to shaping their aesthetic concepts and enhancing cultural literacy. In this context, the introduction of situational teaching method is particularly important. By constructing authentic and vivid artistic situations, students can intuitively experience the charm of art works, thereby deepening their understanding and emotional experience of the works, laying a solid foundation for their comprehensive development.

## 1. The Necessity of Applying Situational Teaching Method in Junior High School Art Appreciation Classes

Art appreciation classes are an important way to

cultivate students' aesthetic ability and cultural literacy. At the junior high school level, students' aesthetic concepts are forming and developing, making it crucial to employ effective teaching methods. The application of situational teaching method in junior high school art appreciation classes is necessary. Firstly, situational teaching method can stimulate students' interest and enthusiasm for learning. Traditional art appreciation classes often rely on teacher lectures, leaving students in a passive state of acceptance. However, situational teaching method creates contexts related to artistic works, allowing students to immerse themselves in the emotions and sentiments conveyed by the works, thereby stimulating their interest and curiosity in learning. In such a learning environment, students will actively participate in learning, actively thinking and exploring the connotations and values of artistic



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works. Secondly, situational teaching method helps cultivate students' aesthetic ability and emotional literacy. Art appreciation is not only about viewing and describing artworks but also about experiencing and understanding the emotions, sentiments, and ideas conveyed by the works. Situational teaching method creates contexts that resonate with artistic works, allowing students to more deeply feel the emotions and sentiments conveyed by the works, thereby cultivating their aesthetic ability and emotional literacy. In such a learning process, students can not only appreciate the surface beauty of artistic works but also understand the cultural connotations and historical backgrounds behind the works, enhancing their cultural literacy. In situational teaching, students need to participate in learning through various ways such as observation, reflection, discussion, and practice. This learning method not only cultivates students' artistic literacy but also enhances their observational skills, thinking skills, communication skills, and creativity. At the same time, situational teaching method also emphasizes personalized learning for students, respecting each student's aesthetic preferences and ways of perception, which helps cultivate students' critical thinking and innovation ability. In conclusion, the application of situational teaching method in junior high school art appreciation classes is necessary. It can stimulate students' interest and enthusiasm for learning, cultivate students' aesthetic ability and emotional literacy, and promote students' comprehensive development.

## **2. Teaching Characteristics of Junior High School Art Appreciation Classes**

### **2.1 Emphasis on Students' Emotional Experience**

Art appreciation goes far beyond superficial viewing of artworks; it is a wonderful journey into the core of art, involving a deep exploration of the emotions, sentiments, and ideas behind artworks. In art appreciation classes, teachers not only instruct students on how to observe artworks but also guide them to delve into the stories and emotions behind the works. This depth of experience requires active participation and heartfelt resonance from students. To guide students in deeply experiencing artworks,

teachers can employ various teaching strategies. By using situational teaching method, teachers can create an emotional atmosphere that resonates with the artworks, making it easier for students to enter the world of the works. Teachers can encourage students to express their feelings and understanding of the works through diary writing or drawing, which can help them to think and experience more deeply. Stimulating students' emotional resonance is also an important goal of art appreciation classes. The charm of artworks often lies in their ability to touch people's hearts and evoke emotional resonance. Teachers can achieve this by sharing the background, stories, and emotions of artists' creations, enabling students to gain a deeper understanding of the works and resonate with them emotionally. Art appreciation classes not only serve as an important means of cultivating students' aesthetic ability and emotional literacy but also as a valuable opportunity for students to engage in deep dialogue with artworks.

### **2.2 Emphasis on Interdisciplinary Integration**

Art appreciation classes are not just about the content of the art discipline; they are interdisciplinary courses that have profound connections with other subjects such as history, literature, and philosophy. This interdisciplinary learning mode provides students with a broader perspective and deeper understanding, allowing them to more comprehensively appreciate and understand artworks. In art appreciation classes, integration with the history discipline enables students to understand the historical background of artworks and the influences and shaping of art in different historical periods. This connection enables students to better understand the style, techniques, and themes of artworks, thereby enhancing their appreciation. Integration with the literature discipline allows students to understand the emotions, thoughts, and sentiments expressed by artworks through reading related literary works. Literary works often provide richer background information and emotional resonance, helping students to better understand and feel artworks. Integration with the philosophy discipline allows students to contemplate philosophical issues explored by artworks, such as life, existence, and value. This integration helps students to understand the deeper meanings and connotations of artworks,

enhancing their thinking depth and breadth.

### **2.3 Advocacy of Personalized Learning**

Each student is a unique individual with their own aesthetic preferences and ways of perception. In art appreciation classes, it is essential to respect students' individual differences and encourage them to freely express their opinions and feelings. This respect not only helps to create an inclusive and diverse learning environment but also fully stimulates students' critical thinking and innovation. To respect students' individual differences, teachers should adopt diversified teaching methods and approaches in art appreciation classes. For example, through group discussions, role-playing, and artwork creation, students have the opportunity to appreciate and understand artworks from different perspectives and levels. At the same time, teachers should encourage students to express their own opinions and feelings, regardless of whether these opinions align with mainstream aesthetic concepts. In this open and inclusive learning environment, students' critical thinking and innovation are fully exercised and enhanced. They learn to think independently, not blindly follow others, but interpret artworks based on their own aesthetic preferences and ways of perception. This critical thinking not only helps to improve students' artistic appreciation skills but also lays a solid foundation for their future development. Therefore, in art appreciation classes, teachers should always focus on students, respect their individual differences, and encourage them to freely express their opinions and feelings. Through this teaching approach, not only can students' artistic literacy and aesthetic ability be cultivated, but also strong support can be provided for their comprehensive development.

## **3. Application of Situational Teaching Method in Junior High School Art Appreciation Classes**

### **3.1 Application of Situational Simulation**

The importance of situational simulation in junior high school art appreciation classes is not only evident in creating a real artistic environment or background for students but also in providing them with the opportunity to deeply experience and appreciate the charm and cultural connotations of artworks. When teachers simulate the environment of ancient

palaces or temples, they are not just arranging a scene or displaying some artworks but creating a world where students can immerse themselves. This immersive feeling allows students to travel through time and be placed in the ancient art halls. In such scenarios, ancient paintings are no longer just pictures in textbooks but become vivid, filled with historical atmosphere and cultural significance. Students can understand the historical information and aesthetic concepts conveyed by these works through observation, experience, and even interaction. They can carefully observe the details of the paintings, feel the skills and emotions of the painters, and even try to imitate the strokes and use of colors. Situational simulation also helps enhance students' artistic perception ability. In simulated environments, students need to use their senses to perceive, understand, and appreciate artworks, undoubtedly improving their artistic perception ability. Through this teaching method of situational simulation, students not only deepen their understanding and appreciation of artworks but also cultivate their artistic literacy and aesthetic ability.

### **3.2 Application of Emotional Rendering**

Emotional rendering indeed occupies a crucial position in art appreciation classes. When teachers create an emotional atmosphere that resonates with artworks through various means, students are more easily moved by the works and resonate with them emotionally. This resonance not only enhances students' understanding and appreciation of the works but also enriches their emotional experiences. Taking the appreciation of sad or melancholic paintings as an example, when teachers use soft lighting, sad music, and corresponding textual descriptions to create a calm and melancholic atmosphere, students seem to be brought into an emotional world. In such scenarios, they are not merely looking at a painting but truly experiencing the sadness and melancholy conveyed by the artwork. This emotional experience allows students to understand the emotions and mood expressed by the work more deeply and also enables them to cherish and appreciate the beauty of life. Emotional rendering also helps cultivate students' emotional literacy and aesthetic ability. In art appreciation classes, students not only need to appreciate the beauty of artworks but also need to understand and feel the emotions conveyed by the

works. Through the teaching method of emotional rendering, students can more deeply experience the emotional connotations of artworks, enhancing their emotional literacy and aesthetic ability. This is of great significance for their future artistic learning and personal development.

### **3.3 Application of Role-playing**

Role-playing is an attractive and effective situational teaching method, especially suitable for art appreciation classes. In this method, students have the opportunity to temporarily immerse themselves in the artist's creative environment or the perspective of art critics, exploring and understanding artworks more deeply through simulating the process of artistic creation or criticism. When appreciating a famous painting, for example, by playing the role of the painter, students not only need to carefully observe every detail of the painting but also try to interpret the painter's creative ideas, techniques, and emotional expressions. This process requires students to delve into the painter's life, cultural background, artistic style, as well as the historical period and social environment in which the painting was created. Thus, students can gain a more comprehensive understanding of the artwork and experience the hardships and joys of the artist's creative process. Role-playing also helps cultivate students' creativity and critical thinking. In simulating the artistic creation process, students need to use their imagination and creativity to express their emotions and viewpoints using different techniques and materials. In simulating art criticism, students need to use critical thinking to objectively analyze the strengths and weaknesses of the work and offer their own insights and suggestions. Role-playing activities not only enhance students' understanding and appreciation of artworks but also cultivate their creativity and critical thinking, laying a solid foundation for their comprehensive development.

### **3.4 Application of Multimedia Technology**

The application of multimedia technology in junior high school art appreciation classes undoubtedly injects new vitality into situational teaching methods. With the help of advanced devices such as projectors and touchscreens, teachers can present artworks in front of students in high-definition and delicate

ways, allowing them to closely observe every detail and feel the emotions and skills conveyed by each stroke and mark. This immersive viewing experience makes students feel as if they are in the world of art, establishing deeper emotional connections with artworks. Multimedia technology can also provide rich audio, animation, and other effects, making art appreciation classes more vivid and interesting. For example, when appreciating sculptures, traditional teaching methods may only allow students to see flat images of sculptures, making it difficult for them to fully understand their form and structure. With the use of three-dimensional modeling technology, teachers can display the sculpture from various angles and details, allowing students to experience the three-dimensional beauty and spatial composition of the sculpture through rotation and zooming. This teaching method not only enhances students' interest in learning but also improves their spatial imagination and aesthetic ability. More importantly, multimedia technology provides students with an interactive and exploratory learning environment. Students can interact with artworks by touching screens and other devices, observing details and expressive techniques, and even attempting to simulate the creative process. This interactive learning method allows students to experience the charm and cultural connotations of art firsthand, thereby gaining a deeper understanding and appreciation of artworks. In such multimedia scenarios, students' aesthetic ability and cultural literacy are comprehensively improved, laying a solid foundation for their future development.

### **Conclusion:**

The application of situational teaching method in junior high school art appreciation classes not only promotes students' aesthetic experience and emotional resonance but also deepens their understanding of artworks. By immersing themselves in vivid artistic contexts, students can intuitively feel the charm of artworks, thereby stimulating innovative thinking and critical thinking. Looking ahead, the situational teaching method will continue to play an important role in junior high school art education, helping cultivate students' aesthetic taste and innovative ability, and laying a solid foundation for them to become comprehensive talents with creativity and critical thinking.

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