

Admire Cultural Classics, Cultivate Humanistic Spirit- Discussion on Art Education in Modern Museums

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Abstract

Making full use of exhibit resources in museum and exploring their educational values, which are effective ways to develop the curriculum resources of art education in schools. Combined with the analysis of "Fine Arts Curriculum Standard of Compulsory Education" and "Art Curriculum Standard of Compulsory Education" promulgated by the Ministry of Education in 2011; this paper teases out the management ideas and the functional transformation background of modern museum, and discusses the significance and method of developing art education with public cultural resources of museums.

Keywords

Museum, New Curriculum Standard, Art Education, Humanistic Quality.

1. Introduction

The creation art is an important part of human civilization and one of human spiritual activities, which permeates all aspects of social life in the cultural history of human beings. As an art form in broad sense, the creation art has profound historical and cultural meanings as well, and it plays a role in the construction of social history and cultural creation. Therefore, when we walk into the museum, watch pieces of exhibits and enjoy the exquisite shapes left behind by the ancients, we not only linger on their thought-provoking forms and exquisite craftsmanship, but also search historical clues hidden behind those objects, and curious about the historical and cultural scenes that have long passed away. The collections which lay quietly in the museum reflect the affectionate historical warmth as well, they reveal vivid historical scenes for us and give us multi-angle cultural and historical information and rich enlightenment. Making full use of exhibit resources in museum and exploring their educational value are effective ways to develop curriculum resources in contemporary art education from this perspective.

Combined with the analysis of "Fine Arts Curriculum Standard of Compulsory Education" and "Art Curriculum Standard of Compulsory Education" promulgated by the Ministry of Education in 2011; this paper teases out the management ideas and the functional transformation background of modern museum, and discusses the significance and method of developing art education with public cultural resources of museums.

2. Cultivate Humanistic Spirit: "Appreciation and Commentary" in the New Curriculum Standard of Art

The Ministry of Education promulgated the "Fine Arts Curriculum Standard of Compulsory Education" and "Art Curriculum Standard of Compulsory Education" in 2011. The contents of the two curriculum standards are joined together and complementary, and propose new requirements for people' quality on contemporary social development, make them learn the transmission and communication methods of image, form the consciousness of visual culture, construct the creativity that faces the 21st century, which have become the basic orientation of contemporary basic art curriculum. Art carries and expresses people's ideas, emotional attitudes and aesthetic taste with visual images, as well as enriching the spirit and material world of human beings. However, Today's art curriculum is characterized by the perception, understanding and creation of visual images, which

are the main ways for schools to carry on aesthetic education. The visual images here are human cultural creations which are relatively broad, which include all forms of visual art in the general sense. Therefore, "Curriculum Standard" clearly stipulates that the art curriculum should highlight the visual, practical, humane and pleasant properties. Among them, the requirements of humanity are that students should learn to appreciate and respect art works with different ages and cultures in learning, pay attention to the art phenomena in life and cultivate the humanistic spirit. The teaching requirements for "Appreciation & Commentary" in the "Curriculum Standard" are: we should pay attention to the students' active participation, strive to arouse the students' subject consciousness, guide students to master the basic methods of appreciating arts through various teaching methods, learn to collect relevant information via various channels such as art gallery, museums, Internet, books and periodicals and so on, and continuously improve students' appreciation and commentary abilities; guiding students to pay attention to the relationship between art and society, understanding art works in cultural contexts and the creation of human material culture, and enhancing humanistic quality. In the expression of modules in the "curriculum standard", "styling & expression", "design & application", "exploration & comprehensiveness" all emphasize the meaning of part-of-speech verb sense, that is to say, the teaching and learning evaluation in these fields are based on the process of practice. Similarly, "Appreciation & Commentary" also emphasize when students face art works, connect cultural situations, and carry on experiences, expressions and judgments for various artistic values, including aesthetic values.

The general objective for the art curriculum is to promote the comprehensive development of students' artistic ability and humanistic quality. Therefore, "Fine Arts Curriculum Standards of Compulsory Education" determine the nature of art curriculum: art have humanistic, comprehensive, creative, pleasant and classic properties. When explaining these properties, the humanity is put in the first place, and thinks that the art curriculum is a curriculum that perfect combine humanity and artistry of art, which guides students to understand the civilization history of the Chinese nation and people around the world via the vivid artistic image, feel the connection among art and human life, emotion, culture, science and technology, and experience the human pursuit of the true, the good and the beautiful. The art curriculum is not only a student's ability to appreciate and express, but also acquire a noble sentiment, thus having rich humanistic concern and more noble value pursuit.

There is no doubt that exploring contents of art appreciation curriculum and understanding the outstanding cultural creations of Chinese and foreign peoples, in addition to established contents compiled in the textbooks, it is a very effective way to guide students into the museum. It should be said that this is not only the need that international museum world transform management idea and realize the social education function of museums, but also an area pursued by Chinese and foreign art education in recent years.

3. Collections of History and Culture: Educational Functions of Museum

The word museum originates from the Greek word; whose original meaning is the places which consecrate the Muse and carry out research; it was a place for engaging in philosophical discussion in Roman times. Therefore, the museum was originally a synthesis of research institution, collected book institution and colleges. And its own collection makes it to be complex of objects, history and aesthetic creation. The modern museums integrate art, practical art, archeology, anthropology, history and science. First of all, the museum is "temple of memory" of human beings, which collect, preserve, display and study typical objects that represent human cultural creation, preserve our past memory and reproduce the social historical and natural values that have disappeared or are disappearing. 1 There are two types of museums in our current museum system:

First: Museum of Fine Arts. Its main function is to collect, display and study paintings, sculptures and practical works which are called as art works and so on, in recent years, various new multimedia art have appeared in the exhibition halls of museums. Such art book museum are called art gallery in China directly, the representatives include the National Art Museum of China and the Shanghai Museum of Art. The large art museums collect art that represent the highest national level since

modern times, meanwhile organize some important art exhibitions from time to time, and engage in research on fine arts and culture, art and society which are centered on the artistic creation practice.

Second: the museum in general sense. Its main features are to collect, display and study material evidence left in human history. For example, National Museum of China, the Palace Museum and so on, these museums are classified in accordance with the source of collections and the discipline of culture, which can be divided into ruins museum, history museum, science museum and special subject museum. Since the 1950s, China has set up provincial and municipal history museum nationwide which take the local history as clues. With the growth of new China archeology, archeological sites continue to be explored, many museums are established, and those museums which in order to effectively protect the cultural relics, reconstruct historical and cultural scenes, the museums which are directly constructed on top of archaeological sites are called as ruins museum. For example, Emperor Qinshihuang's Mausoleum Site Museum, Sichuan Guanghan Sanxingdui Museum etc., there are also theme museums which are for the special historical and cultural legacy, such as the Maritime Museum in Quanzhou, Fujian Province and the Great Wall Museum in Jiayuguan, Gansu Province, and they are exhibit museums that collect specific disciplines in accordance with modern systems. Such as geological museum, marine museum, science museum, etc. Since 2006, in order to rationally arrange the number of visitors, protect cultural relics, the state stipulates that except the ruins museums are charged, other museums are free to the public. This cultural measure has been widely supported by all circles of the society, and reflects that Chinese traditional museums that carry on research as missions are transformed into modern museum systems that integrate research and education causes.

The Ministry of Culture had raised the triple nature and two tasks on nature and function of museums in previous years. It points out that the museums are scientific research institutions, public education institutions, and material evidence collection and protection agency. Two tasks are research and social services. However, there is also a big change in the management idea of the museum in the museum world both at home and abroad. The American museum world considers museums as public cultural institutions and should actively participate in the society. The community centralization of the museum is a museum revolution that has risen in this century; the American scholar Alexander proposed the viewpoint "community centralization of the museum": he thought that the museums are combinations of historical value, research value and educational value, which make the museum become the center of social culture. Its purpose is to build the museums into community cultural centers that integrate many forms of artistic expression. For decades, the influence of this change has expanded year by year. The most important point is that the modern museums adopt popular and colorful forms of communication and education, which adapt to the diverse cultural needs and aesthetic orientation of the modern people, thus receiving the recognition and participation of the community public, and make the museum vibrant and energetic, especially museums in Europe and the United States, which have shown a colorful and new atmosphere in the process of community centralization.²

Deputy curator of the National Museum of China, Dong Qi thinks that education is one of the major social functions of the museum. The development of the times has driven the renewal of educational concepts of museums and the innovation of educational activities. The amount of knowledge and information that is spread to visitor in museum education is increasing; new technology content is getting higher and higher, the spreading of knowledge is no longer one-way transmission from educator to educated, but two-way communication and interaction. The purpose of museum education is no longer "teaching", but to help the visitor "learn." The museums achieve the education purpose by providing self-learning services for the visitor. It can be seen from the various social services developed by the current museums that the categories of educational methods of museums can be divided into: serve for scientific research, serve cultural literacy for the general visitor, serve off-campus education for students, and serve for tours and cultural leisure. The museum is an integral part of human cultural undertakings, whose fundamental tasks are to serve for the reality based on history, and it is linked to society eventually. The museums utilize own collection resources to deliver

the message to the community through the display, exhibition, communication and other means, and achieve social contact, this process is actually to practice educational function of museums. The implementation of education function has become an important symbol of the modernization of museums.³

In a narrow sense, museum education are generally that education department of the museum cooperate with other departments in the museum or related groups, plan and design, attract the visitor, organize education activities in accordance with the museum's collection, the academic resources and the visitor market analysis, activities must have specific education object, theme, goal, content, and definite time, venue, equipment. During the activities, educators should contact, communicate and interact with visitor face to face, and ensure that education activities are organized regularly and systematically, after the end of each activity, museum educators must summarize success and failure of experience in time and report to the other departments of museum, museum peers and visitor.⁴ The broad sense of museum education is that activities in museums can be regarded as museum education as long as it has the function and significance of education, including collection, research and exhibition and so on. As the famous museum scientist Jasmine Harrison said: "Everything that museums do should be educational, even though some activities are not intended for that purpose. However, the design standards for each exhibition, quality of design concepts, the friendly and sincere attitude of service personnel, equipment in the museum, equipment design, printing pattern, content of publications, etc. which are all potential influence of enlightening visitors and are service projects of part of the education"⁵ In addition, some museum experts think that the real museum education comes from the learners' own experience, especially the active participation of learners. Therefore, the word "museum education" only shows the passive acceptance of the visitors and does not reflect the visitor's interests according to the individual, self-oriented visit museums and experience educational activities provided by education departments of museum, the word "museum learning" is more apt than "museum education." In the book "Modern Museum Education: Concepts and Practice" written by Taiwanese scholar Huang Shufang, she summarized the education methods of museum into three categories: first, the basic education activities in the museum; second, the educational activities of tutorial schools; third, the education activities in community services.⁶

Therefore, museum education is not only to spread knowledge, but it is more important to promote the scientific and humanistic spirit, cultivate the sentiments and improve the overall quality. The development of museums must depend on own vitality, through constant theoretical innovation, adjust operational and management mechanisms, stimulate creativity and imagination, use social forces to jointly prosper cultural markets and promote the development of cultural undertakings.

4. Autonomy and Openness: The Form of Art Education in Museums

The Combination of the museum's educational functions and school education can be multidisciplinary, and every discipline can find the connection point of every specialty here, achieve pursuit of cultural history and discipline development that take the exhibits as the center. Compared with school education, the teaching activities here are not only the changes of teaching space, but also the expansion of teaching contents, meanwhile, they are the conversion of teaching methods and teacher-student relationship as well. Teaching and learning in the museum is an autonomous and open process.

Human art activities are to carry and express the human mind, emotional attitude and aesthetic taste, enrich people's spirit and material world based on the visual image. Throughout the history of human beings, especially in the early history of human society, vision and image have always been the main intellectual means for us to understand the world, express thoughts and emotions, and record past events. The primary characteristic of this kind of cultural activity is the visual nature, which is the essential characteristic of its discipline attribution. The material carriers in the museum not only reflect their cultural significance, but also present their visual aesthetic significance, because the forms of material carriers are the external embodiment of cultural connotation. Teaching and research

from the visual are the discipline attribution of art, and it is naturally an important way of art teaching as well.

Modern museum education shows the following characteristics and development trends:

First, the display and education activities of museum have become increasingly lively and diversified, which have created a learning atmosphere with vivid and lively manner and high participation, and given the visitors a pleasurable learning experience and broader imagination space through sensory contact.

Second, viewers can independently choose the educational services provided by the museum in accordance with their own preferences, abilities, and form self-oriented and exploratory learning methods.

Third, the museums improve the visitors' immersion and obtain the immersive learning experience by recreating the scene, restoring the ruins, creating real scenery.

Fourth, the development of computer technology and internet has made the spreading of museum education gradually get rid of the limitations of time and space and deeply penetrate around the world. Therefore, the museums are not only treasury vault of cultural relics and works of art, but also extend their educational roles as learning center, and provide more learning opportunities and cultural resources for visitors.

Education and teaching activities developed in the museum can be more flexible, the activities are various levels and different themes, which can be designed for different exhibits, however, these problems can be roughly divided into three levels:

Observation and Description

When discussing the nature of the curriculum, "Art Curriculum Standard of Compulsory Education" thinks that art curriculum is characterized by the perception, understanding and creation of visual images. The accumulation of visual, tactile and other sensory experience are emphasized in learning, to develop cognitive ability, gradually improve the ability to understand and comment, and learn to understand art in the cultural scene. For the teaching requirements and objectives of this curriculum, the first level of learning in the museum should be observation and description. Observation is the beginning of learning, which is the first step in form appreciation. It is based on a single exhibit.

The individual information of museum collection including: material quality, size dimension, color and texture, exhibits name, function, processing technology, ethnic attributes, display way, space environment and so on. These are the observation contents of the exhibits. Description is based on the observation, which is language expression of observation order and exhibits choice, and it is a logical representation of the observed object. This level of activity can be done independently by the student or in a group. Its process is characterized by independence, openness and complementarity.

Construction and Expression

The exhibits of any museum are composed of display unit on by one in accordance with specific logical relationship; small units with some kinds of correlation form a relatively independent theme. The main body and unit are the main order where the museum is presented, which not only provides convenience for the visitors to visit, but also embodies the exhibition organizers' recognition for exhibits value. The collection and theme of museum collections are historical or cultural constructions based on historical background and time clues. This level of teaching requires teachers to actively create a good museum experience and give play to attraction of the museum's cultural relics and collections for students. Teachers actively understand students' interests and concerns, play the role of cooperative learners, change the attitudes of preachers, and emphasize the freely chosen museum learning atmosphere in the activity. On this basis, students should make further descriptions in line with historical and cultural situations for exhibits.

The above two levels of teaching activities roughly start from the following links: the set of teaching objectives - preparation of the teaching environment - the content hints of the exhibits background unit- visit the exhibition - find the relevant content - read and construct cultural scene of exhibits -

activity review and experience sharing and other steps. The whole education process can be completed many times inside and outside the school, and inside and outside the museum.

Judgment and Analysis

The value of the museum collections is a multi-dimensional structure. It is necessary to make comment and judgment in conformity with own emotional needs and aesthetic perception after understanding the cultural background of object. The activities in this level are based on the second level, which is the inevitable result of the previous level. The reflection, evaluation and suggestion on art and culture in "Art Curriculum Standard of Compulsory Education" think that let students talk about the symbolic meaning of art works, think and discuss the reason for colorful artistic expression way in different nationalities and areas. Through comparative analyses of different cultural scene, different historical backgrounds, different nationalities, different area exhibits, different expression means, comprehensive understanding of the cultural collections in museums are established, to sum up these characteristics how to reflect in the exhibits, thus improve the humanistic quality.

The above three levels of learning processes are not absolute separation, there are interactive characteristics in the specific teaching activities among the three, each learner individual can flexibly learn on the basis of their own interests, knowledge reserve, time and space, obtain artistic aesthetic enjoyment and rich historical and cultural knowledge.

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