



## From Design to Appreciation and Value: An Exploration of Cultural Connotation Based on Art Education (Part 3)

Xiao Chen

Guangzhou University, Guangdong, China

**Abstract:** As a branch of the education system, fine arts education can not only help the dissemination of traditional culture, popular culture and contemporary culture while giving full play to its own value, avoid the fault of cultural inheritance, but also let cultural audiences and learners feel the unique charm of culture and art. The main idea of the overall design method and aesthetic optimization method for art education is to integrate aesthetic cognition in the whole process of art education design, fully consider the mutual influence and coupling effect of aesthetic and value, apply effective design and optimization strategies, make full use of the synergistic effect produced by art education, so as to obtain the overall optimal solution of art education.

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### Introduction

Cultural imparting cultivates recipients' artistic creativity, ability to discover beauty and ability to think about beauty independently. Art education needs targeted teaching content, ideological connotation permeated by cultural connotation, and the connection between educational knowledge and real feelings in real life. When Zheng Banqiao, an important representative of the Eight Strange artists in Yangzhou, talked about his experience in creating bamboo, he told us that in order to create artistic works with cultural connotation and artistic conception, professional thinking process must be involved in order to create artistic works with the unity of opposites both conscious and unconscious. Taking the process of Zheng Banqiao's teaching bamboo painting as an example, the paper analyzes how cultural connotation is analyzed through teaching in art education. Zheng Banqiao divides the creation process of bamboo into three stages -- "Bamboo in the eye", "bamboo in the chest" and "bamboo in the hand". "Bamboo in the Eyes" refers to how the author observed and appreciated bamboo images through his eyes before creation. "Bamboo in the chest" refers to transferring the image observed by the eyes to the mind through the subjective initiative of the creator. In this process, the second image formed in the mind is integrated with the aesthetic consciousness and creative judgment of the creator. "Bamboo in the hand" means that the creator processes the symbols and images materialized in his mind, and then expresses the processed images through specific materialized carriers. In the whole process of artistic creation, the transmission of culture is

combined with the subjectivity of the creator, thus forming artistic works with cultural connotation. Therefore, in art education, culture should also be deeply infiltrated into the teaching process to complete the purpose of cultural education and aesthetic education.

### I. Characteristics of art

#### 1. Art is an important carrier of human emotion

Susan Langer's "Modern Imitation Theory" tells us that art is a pictographic symbol of human emotions [1]. Throughout the history of all the relevant works of art, we can find that these works are more or less in the transmission of the creator's thoughts and emotions. Good is what Hegel called "the perceptual manifestation of the idea". Artists like to use different artistic media to convey their subjective ideas. Before conveying and expressing these ideas, artists will design their subjective ideas in their minds and then express them in the styles presented by specific media. As one of the most important media of human emotion expression, art plays a very important value and significance. We can learn from the background of Picasso's famous art work *Guernica* that the creator hated fascism and the pain and harm it brought to Spain. Picasso's "*Guernica*" depicts the desolate and miserable scene after the invaders bombed the small town of *Guernica* in Spain during the anti-Fascist war. The whole picture of the work shows the brutality of Fascism through exaggeration. It is undeniable that art is higher than life and must come from life, and its expression is more three-dimensional and vivid, very appealing. Art is a perceptual thing, it is to use our

mind to understand, to perceive. Since each of us is unique, it is natural that our feelings are different. This feeling is more alive and dynamic than any other.

## **2. Fine arts focus on cultivating people's ability of observation and form**

The former Soviet educator Sukhomlinsky once said: "Aesthetic education is a kind of spiritual gymnastics, it makes our spirit upright, conscience pure, emotional faith correct." [2] Fine arts education plays an important role in improving students' ability of aesthetic education, because it is more intuitive, specific and directly strikes people's hearts without language expression. Through systematic learning of art education, students can greatly improve their sensitivity to objects and convert objects into formal symbols on the media.

## **3. Art is an important channel for people to feel beauty**

The goal of art education can enhance students' aesthetic ability, strengthen their emotional communication ability, and cultivate students' creative thinking [3]. Beauty can be seen everywhere in our daily life, but not everyone has the ability to find and appreciate beauty. In this process, people are not born with the cognition of various dimensions of beauty, but need to learn, cultivate and train to gradually acquire this ability, and the learning of "art appreciation" is a major way [4]. With the influence of the consumption era of fast fashion and the convenience brought to us by the Internet, we can see the display of art works on various occasions. As a gathering place where works gather, art venues deserve us to enjoy a large number of excellent works here. Different venues will have professional docents to explain the art composition and art form of the works. It is in this way that we can feel the thoughts and emotions of the creator and at the same time sublimate our cognition of beauty instead of staying at a shallow level. Aesthetic appreciation through art can be said to be a new discovery of personal understanding. This "beauty" does not only refer to the ease of direct perception of people's eyes, ears, nose and other organs, but also a kind of shock to the human mind, and then resonance.

## **II. Art appreciation analysis**

### **1. Work 1: Mona Lisa by Da Vinci**

#### **(1) Historical background:**

Mona Lisa was created by the famous painter Da Vinci in the Italian Renaissance period, which took four years to complete. It is an outstanding representative work of humanistic thought and artistic achievement in the Renaissance period [5]. This masterpiece of art created by Da Vinci has received widespread attention from people since the creation of

the world. Coupled with the sense of subjective participation in the era of fast fashion consumption, the artistic value and charm of Mona Lisa have been further enhanced.

#### **(2) Creation Background:**

Before creating Mona Lisa, Da Vinci had already created many famous oil paintings, such as the famous oil painting Isleworth Mona Lisa. The creation of Mona Lisa by Da Vinci involves four creation steps. The first step is portrait draft. In this preliminary draft, the object to be expressed is not visible, and the whole is rather sloppy. Looking at the outline in the draft, you can see that the portrait has a large head outline, a nose, small cherry lips and hands below the ribcage. Step 2 Because of Leonardo's bizarre ideas, he created "Portrait with Pearl Hair Ornaments" above the original manuscript, so that the original manuscript was obscured by the later work. Step three, in 1503, Da Vinci painted the Portrait of Lisa Gradini, in which the Mona Lisa's eyes are always pointed to the left and forward, her lips slightly smiling. Fourth, Da Vinci made a slight modification of the 1503 painting, with the face facing slightly to the right and the eyes looking the same way. Therefore, in the whole stage of Da Vinci's creation, it is not achieved in one move, but in the practice of life constantly modify and observe, which left us with the world's masterpiece Mona Lisa.

#### **(3) Form and content:**

The Renaissance emphasized humanism and advocated the liberation of human nature [6]. In the composition of Mona Lisa, we can observe that in order to strengthen the characteristics of the figures in The Times, the composition of the works does not follow the traditional composition, in order to strengthen the expression of female characteristics. Da Vinci depicted women from the head to the abdomen, the overall image of elegance and quiet women. In addition, the expression in Mona Lisa is naturally somewhat alive, in contrast to the visual rigidity of a medieval figure's face. However, in the Middle Ages, the church believed that the expression below the abdomen in creation was an expression of lust, so it prohibited the expression below the abdomen in the creation of portraits. So, when we look at the Mona Lisa as a whole, we can feel Da Vinci's defiance against the medieval ideas.

### **2. Work 2: Starry Night by Van Gogh**

#### **(1) Historical background:**

"Starry Night" was painted in a mental hospital by Dutch post-impressionist painter Van Gogh. On May 8, 1889, when Van Gogh suffered another mental breakdown, he went to Saint-Remy for voluntary treatment, and took the initiative to understand his

physical condition. Van Gogh lived in this place for a total of one year. Due to the great injury and suffering caused by the disease, his original purpose was to come to SAN Remy to help himself get rid of the torture of the disease. A great artist works with his life. It may be the passion of the moment, or it may be the vicissitudes deposited by the wind and rain. The vibration of the soul is condensed into the work, and the connoisseur may also be able to appreciate some of the artist's "inner voice", and the heart is also shaken by it. Is this the life of an artist? There is no leisure, there is only the soul of the long pain. Perhaps the feeling of the more rich and delicate people, the greater the pain of the soul. What did he feel, yet could not be changed, no one understood, and all this stirred his delicate nerves, drove him to despair or madness, and the great works of art were precipitated out of this struggling life?

### (2) Creation Background:

Van Gogh lived in Saint-Remy for 12 months, during which time he struggled to find effective treatment. After communicating with his doctor, Van Gogh was able to go out and sketch with his doctor's permission. The painting, *Starry Night*, was painted a month after Van Gogh was admitted to the hospital, and it shows the scene in Saint Remy where he was treated. The Saint Remy he depicted in his wonderful art is like the world in a fairy tale, where the clouds and the stars and the moon are dancing in the sky like naughty children, and the trees and cypresses are running towards the sky with their indomitable spirit. It seems that Van Gogh's spiritual virtue of not yielding to fate can be felt through this painting.

### (3) Form and content:

In Van Gogh's *Starry Night*, obvious brushstrokes are used to show the beauty of technique, movement, strength, surface and emotion in the works of art [7]. In this work, we can see that the stars and the moon rotate inward and contract in a restless form. The colors of azure blue, Napoli yellow and white make the sky more wonderful and profound. The fiery cypress trees in the foreground shoot upward, and the houses in the middle look so peaceful and serene against the blue night sky. Throughout the painting, Van Gogh uses a strong brush touch and blue tones to express a fantasized world. Because the creator would express his thoughts and emotions through unique artistic techniques and media during creation, we can associate Van Gogh with the beautiful fantasy world he imagined in his mind under the high-pressure environment at that time, in which he searched for the ID and ego.

### Conclusion

As an important cultural inheritance activity, fine arts education can not only help us inherit our national

culture, but also help us cultivate our sentiments and make our life more colorful. In our current life, when we appreciate each work of art, we can feel the connotation of the work through external images and symbols, and understand the thoughts and emotions that the creator wants to convey to us. In a broad sense, art can let us learn to look for beauty in life, and art is a way for us to understand and discover beauty in life, improve the quality of the audience themselves, edify sentiment. When fine arts education helps us to enhance our aesthetic ability, it is of great significance to the inheritance of traditional culture, and also plays a positive role in promoting the development of the whole society.

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