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Discussion on the teaching mode of children's art in picture books

Ho chichio

City University of Macau

Abstract

With the development of China's society and economy, the demand for education is also changing. In the era of multimedia information, the traditional children's art teaching methods in the past were single and boring. Children needed to teach knowledge in a variety of ways when receiving art teaching. In recent years, picture book teaching has been paid more and more attention in different educational fields, and art teaching is no exception. However, at present, there are still many parts worth exploring in depth in integrating picture book teaching into children's art education. Therefore, from the perspective of visual art of children's art education, this article explores the model of integrating picture books into children's art teaching, so as to help art teachers have more diverse teaching methods and students have more interesting art classes.

Keywords: picture book teaching, children's art teaching, teaching mode, art elements

I. Foreword

1.1 Research background

With the development of China's society and economy, children's art education not only

means the learning of art techniques, but also the people-oriented art education teaching policy. In the article, scholar Chen Liling mentioned that children's art education is no longer simply learning painting skills, but "playing while learning and playing in middle school", so as to stimulate children's nature (Chen Liling, 2022). In China's traditional art education in the past, it was mainly based on teachers' demonstration and then students' imitation. Scholar Sun Shiyao believes that this teaching method has one-sided and single-sided problems, which will make students feel pressure and reduce their interest in learning, which is not conducive to cultivating students' imagination (Sun Shiyao, Yu Wei, 2020). As a result, in recent years, more and more scholars have discussed more creative, interesting and more suitable art teaching methods for children.

At present, the teaching method of integrating picture books has attracted the attention of scholars, whether it is mental health education or education in other fields. Wu Xiaoyan and other scholars mentioned in the article that the penetration of picture book teaching into children's mental health education is a new teaching model (Wu Xiaoyan, 2024). Scholar Chen Liling believes that integrating into picture books can make the art teaching method no longer single, and can make knowledge interesting through picture books with rich pictures and texts (Chen Liling, 2022). The exploration and practice of picture book teaching strategies co-authored by Zou Xiaoli, Fan Xuezhen and Wang Linfa also discusses all aspects of picture book teaching in detail, reflecting the importance of integrating picture books into today's teaching. Therefore, under the background of children's art teaching paying more and more attention to creativity and fun, it is necessary to make good use of the resource of picture books to explore children's art teaching methods that are more in line with contemporary needs.

1.2 Purpose of research

At present, the exploration and practice of picture book teaching has accumulated certain discussions, and many scholars agree with the importance of children's art education with picture books. In the article, scholar Zhou Pingping mentioned integrating picture books into art activities to help children learn picture books and cultivate skills and aesthetics in the process through situational reading and classroom guidance (Zhou Pingping, 2022). As scholar Chen Liling said, the advantage of picture book teaching lies in the literary and aesthetic literacy of the picture book itself, so as to cultivate students' creativity and reduce the distance from teachers through teaching design, and make the classroom lively and interesting (Chen Liling, 2022). However, at present, the integration of picture books into

children's art education has not been paid enough attention, and early childhood teachers at this stage are still not good at using picture books for art education (Zhou Pingping, 2022).

It is learned that although the importance attached to picture book teaching has been theoretically improved, the discussion and practice in different fields of education are still insufficient. Therefore, the purpose of this article is to explore the teaching mode of children's art education through the analysis of the content of picture books and combined with the key points of children's art teaching.

1.3 Significance of research

At present, some scholars are discussing the aspect of integrating picture books into children's art teaching. Chen Liling, a scholar, has disassembled the content of picture books into three parts and discussed how each part can be integrated into children's art teaching (Chen Liling, 2022). Wang Yashi and other scholars analyze the integration of electronic picture books into children's art teaching (Wang Yashi, Tian Hao, 2024). At present, scholars are mainly discussing the teaching design strategy of integrating picture books into children's art teaching, which can be roughly summarized as follows: first, choose appropriate picture books, second, create interactive experience in the classroom, and third, share the content of paintings. As shown in the figure below. Although some theories have been able to help teachers properly use picture books to design lesson plans, they still need to be discussed with children's art teaching as the main body, exploring the composition and interest of the picture, and then combining the art teaching mode of picture books. Therefore, through the analysis of picture books in this article, artistic elements are introduced to analyze picture books to explore the children's art teaching mode integrated into picture books, so as to provide reference for children's art teachers when designing lesson plans, and also provide certain reference value for picture book teaching and children's art teaching.

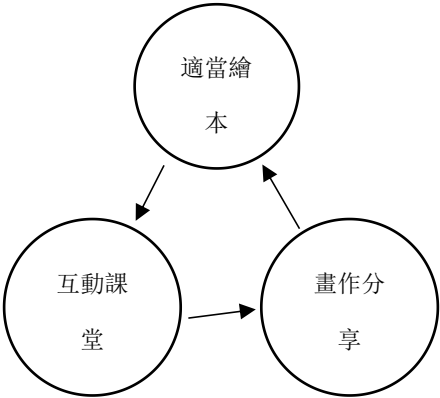


Figure 1 Review of the key points of children's art education integrated into picture books(Self-made by the author)

II. Literature review

2.1 Picture book teaching

On the whole, Chinese picture books are created and published for children under the influence of Western children's literature, and the term "picture book" is more used (Zou Xiaoli, Fan Xuezheng, Wang Linfa, 2018). And the use of picture books for teaching can be from different angles. For example, Chen Liling believes that it can be from four perspectives, namely: from the perspective of pictures, from the perspective of words, from the perspective of adults, and from the perspective of children (Chen Liling, 2022). The above four perspectives are very important for discussing children's art teaching. First of all, the difference between picture books and other books is that he mainly expresses the content or theme of the story through images rather than words (Lang Yuli, 2018). This characteristic is very important for early childhood education. For younger children, images are the most intuitive way to receive information. Excellent picture books are not only beautiful in images, but also can convey the content of stories through images, so as to teach children profound truths to give full play to the function of aesthetic education.

Therefore, it is necessary to analyze the content of the picture book from the perspective of pictures and text. At the same time, Chen Liling's scholar also roughly divided the picture book into three parts, namely: theme idea, storyline, and expression (Chen Liling, 2022). The theme idea is the value that you want to convey in the end, which belongs to the spiritual level. The storyline is more like actual content and belongs to the text level. The form of expression is the way of visual presentation, which belongs to the visual level. The children's art teaching in this article only discusses the teaching of painting art. From this point of view, the picture angle and the text angle correspond to the visual level and the text level respectively. Then through the analysis of the adult perspective and the children's perspective, the values suitable for children are obtained, that is, the spiritual level, are taught.



Figure 2 Children's Story Picture Book

(Image source: <https://www.booknerdmommy.com/12-fantastic-large-format-nonfiction-books-for-kids/>)

2.2 Children's art teaching

The reason why children's art teaching is different from other art teaching is the audience, that is, children's groups. Compared with children's art teaching, it is adult art teaching. For adults, it is easier to complete realistic works of art in hand control and thinking understanding. However, children's art teaching should not be required with the same criteria, but should be based on children to stimulate their imagination and creativity. Tang Kaiyi, a scholar, believes that children's creative art education is inseparable from entertainment experience and cultural experience. Teachers should teach children the life knowledge, cultural knowledge and aesthetic knowledge involved in art in a relaxed and pleasant way (Tang Kaiyi, 2019).

From the perspective of visual art, Qiu Hua believes that the artistic elements in fine art are part of works of art and are the basic raw materials and medium for artists to make up their creations (Qiu Hua, 2020). The traditional mode of children's painting teaching is mainly based on teachers' demonstration, and students practice imitation. Although this method will seem monotonous and uninteresting for children, it is the key to convey knowledge and practice in teaching. The problem of this teaching method lies in continuous imitation, not the guidance and demonstration of teachers. Therefore, for children, they should give full play to their creativity and creativity while adding certain artistic knowledge, and learning and absorbing in practice. And art elements are an important part of art knowledge, so we should analyze and explore the transformation of art elements in picture books into art knowledge, and then let children absorb the aesthetics and values of picture books in learning through practice, so as to integrate picture books into children's painting teaching and make teaching interesting.

Qiu Hua also mentioned in the article that artistic elements are the basic raw materials and media that make up works, and artistic elements are not only the patents of art professionals. They exist in our lives and need the guidance of mentors to bring them to children (Qiu Hua, 2020). Artistic elements include: lines, colors, shapes, forms, spaces, textures, light and dark. They exist in most works of art and are a good entry point for teaching children's art. As shown in the figure below.

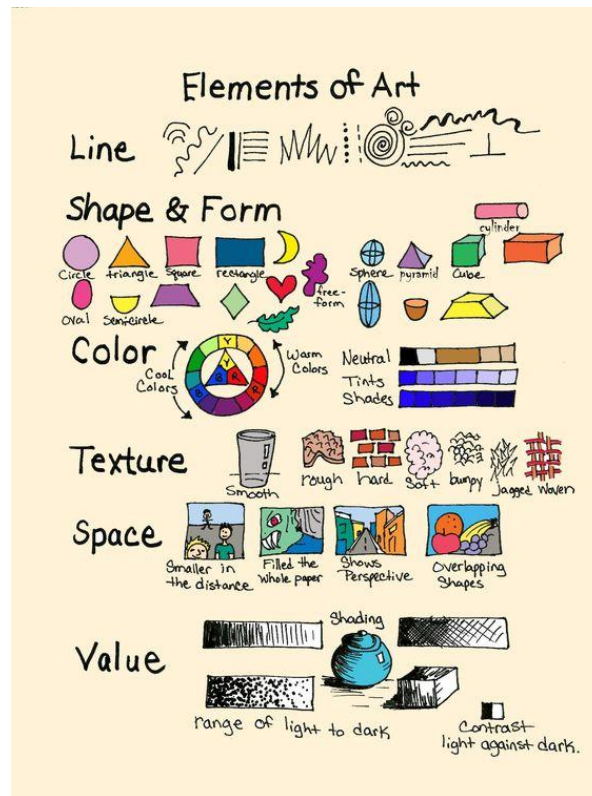


Figure 3 Schematic diagram of artistic elements

(Image source: <https://2soulsisters.blogspot.com/2016/03/elements-of-art.html? M=1>)

III. Picture book children's art teaching design

The first step in designing picture book children's art teaching is to choose the appropriate picture book. This article will choose "Where are you going?" by Japanese picture book writer Gomitaro. The picture book depicts the story of the protagonist starting from home and walking far away. Along the way, he will pass through many buildings and places, so as to discover the strange appearance of the city where he lives. The visual style is presented in a two-dimensional plane, combined with childish modeling features, forming an interesting and vivid walking story from the perspective of children, which is more suitable for children between the ages of 6 and 8. Children of this age group have accumulated a certain understanding of the things around them, and because they have entered the primary school stage, they are mainly designed with pictures and supplemented by text, which is also in line with the characteristics of this age group. The story guides children to observe the things around them and cultivate the habit of observing and discovering. The painting style is also simple and interesting. The simple black lines express the road, and the roadside buildings are

contrasted with color, and the villains create a sense of bringing in.



Figure 4 Children's picture book "Where to go?"

(Image source: [https://www.books.com.tw/products/0010514204?](https://www.books.com.tw/products/0010514204?SrsItd=AfmBOortG0kucKuG6RUMJBsBIWHnwcfvO41XSW3qZusSwpJQncFlwi1g)

SrsItd=AfmBOortG0kucKuG6RUMJBsBIWHnwcfvO41XSW3qZusSwpJQncFlwi1g)



Figure 5 Picture book "Where are you going?"

(Image source: taken by the author)

From the perspective of artistic elements, the flat style picture is composed of lines, colors and shapes. The more obvious line elements are the road in the picture. In terms of color, it can be guided to the black road and white background as the main body, with color to depict

other roadside things, and the shape teaches the shape of different things. For the year Slightly older students can guide students to adjust the picture with composition and scale. Finally, combined with the story of the picture book, students can bring into their own imagination and situation, and then add character modeling to enrich the picture.

Artistic elements are an important part of the picture. In art teaching, it is necessary to effectively present artistic elements in different ways. This picture book has more paths composed of "lines", so it is necessary to use different ways to draw lines. The author will use a brush to paint black lines on white paper. In the process, students can be guided to understand the knowledge of thick lines, thin lines, long lines, short lines and so on. Then the "color" part can also use brushes and paint to draw buildings of different shapes, and then take the content of the picture book story as the starting point to ask questions to increase the students' sense of immersion and imagination. Students add their own characters and stories to form their own unique classroom works. The design process of children's art teaching integration into picture books is shown in Figure 6.

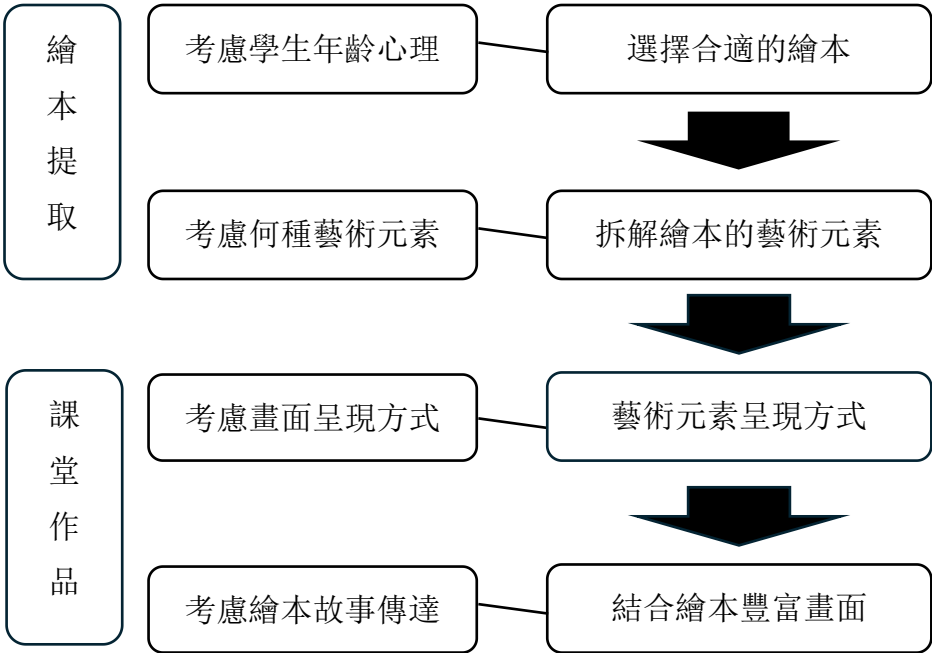


Figure 6 Picture Book Children's Art Teaching Design Process

(Self-made by the author)

The author uses this process to carry out teaching design and teaching practice. The class is for two 6-year-old children, and the total duration of the class is 90 minutes. The class is divided into four parts. The first part is to introduce the class theme - lines and roads, using pictures and teaching the lines that professors see in daily life and linking them to the roads in

daily life. The second part is to create different line shapes with brushes through demonstration and teaching, so as to form a road network. The third part is to guide students to associate the buildings seen in daily life, and stimulate students' understanding of architectural shapes through the modeling pictures of different buildings. The fourth part is the lecture of the picture book and the richness of the picture. By teaching the story of the picture book in the classroom, we can deepen students' understanding, and we can also learn how to present visual effects in the picture book and cultivate aesthetics. Finally, let the students bring themselves into the picture, add characters with pens, and enrich the picture. As shown in Table 1. The works of classroom students are shown in Figure 7 and Figure 8.

Table I Teaching Flow Table (Self-made by the author)

教學流程	教學內容	教學方法
第一部分	引入課堂主題	圖片、講授法
第二部分	示範作畫	示範法、講授法
第三部分	引導學生聯想	圖片、聯想法
第四部分	講授繪本豐富畫面	圖片、繪本講授

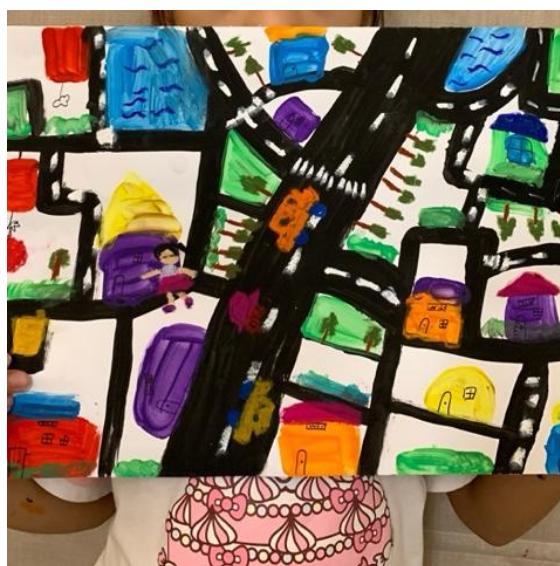


Figure 7 Students' Classroom Art Works

(Image source: taken by the author)



Figure 8 Students' Classroom ArtWorks

(Image source: taken by the author)

IV. Results

The first is the part of the picture book. In the selection of picture books, it is in line with the cognition and psychology of the students in the class. The content theme of the selected picture book is to the extent that students can understand and accept. Secondly, the discussion of the introduced artistic element lines also has a certain response, and then extends to the understanding of the road, and establishes students' cognition through some panoramic urban road planning pictures. Then there is the part of the painting. When demonstrating the drawing of the road, by explaining different types and combinations of lines, students can happily draw their own road pictures. Some students can broaden their thinking and draw circular or curved roads. Then it is to associate the buildings and places around them in daily life. With a simple demonstration of modeling, students can develop their imagination to depict their own cities. Finally, explain the story of the picture book to the students, and add some pictures of people and things. Students can tell the stories of their own pictures.

On the whole, compared with the single imitation of the teacher's painting, the children's art teaching mode is more creative and interesting. Students are also willing to associate their own life experience. In the process, the connection between teachers and students has also increased. Students can "share in painting, share middle school". At the same time, there is no single boring picture in classroom painting. Each student has his own story content, has a story he wants to share, and explore the same topic together.

V. Post-word

In the face of today's changes in educational needs, picture books have become an excellent educational resource in many fields of education. Picture books are rich in themes and diverse in fields, which is a rare educational resource. There are many categories of picture books, such as infant picture books, story picture books, wordless picture books, three-dimensional picture books, popular science picture books, etc. mentioned by Zou Xiaoli and other scholars in the book (Zou Xiaoli, Fan Xuezheng, Wang Linfa, 2018). This article only selects picture books that are more suitable for the age group of students in this classroom, which are story picture books. Other picture books suitable for different age groups need to be developed. This article mainly discusses the category of art and painting, and uses the theoretical perspective of seven artistic elements to cut into it, hoping to provide a reference for primary school art teachers and students.

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