

The Combined Impact of Color Instruction in Classical and Contemporary Art Classes

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Abstract. As outlined in the research background, amid the ongoing evolution of art education in the contemporary era, conventional pedagogical frameworks exhibit insufficient capacity for innovation, whereas modern curricula tend to overlook the inculcation of fundamental technical skills. Against this backdrop, the present research centers on the synergistic effect of color instruction within both traditional and modern art courses. Through comparative analysis of the similarities and disparities between these two instructional paradigms—encompassing their teaching content, methodologies, and core concepts—the study seeks to identify loci for complementary integration. With regard to research methodology, this investigation employs a combination of literature review and comparative research approaches. It incorporates practical case studies into its analysis while integrating Munsell and Iton color theories, alongside modern technological tools, to underpin its analytical framework. The research results reveal the unique value of traditional color teaching theory in modern education, and the effective complementation of modern color teaching concepts to traditional theories. The final research conclusion indicates that the synergy between traditional and modern concepts in color teaching. It not only lays a solid foundation for students but also stimulates their innovative thinking, paving a new path for innovation in art education.

Keywords: Color teaching, tradition and modernity, synergistic effect, color system.

1. Introduction

This study focuses on the evolving field of art education, where innovation in teaching methods and techniques has become a core element in enhancing teaching quality and meeting the demands of the times. Currently, art teaching is facing some challenges: Although the traditional teaching model has a profound historical accumulation and lays a solid artistic foundation for students, it is insufficient in stimulating students' innovative abilities; although modern art courses emphasize innovation and diversified expression, encouraging students to explore the infinite possibilities of art. However, the systematic teaching of basic techniques and theories has been neglected, resulting in students lacking a solid foundation in practice. Therefore, as a crucial aspect of art education, the integration of traditional and modern teaching concepts in color teaching is particularly urgent and important, reflecting the significant meaning of this study for students' development in the field of art.

This article primarily explores the synergistic effect of color teaching in traditional and modern art courses. To achieve this goal, it compares and analyzes the similarities and differences between the two in terms of teaching content, methods, concepts, and other dimensions, precisely exploring their complementary and integrative points. The purpose is not only to systematically sort out the unique value of traditional color teaching theory in modern education and clarify its key role in cultivating students' basic abilities, but also to deeply reveal how modern color teaching concepts effectively complement and expand traditional theories, thereby injecting new vitality and momentum into art education.

This article delves into the synergistic effect of traditional and modern art courses in color teaching, further elucidating the applicability and vitality of traditional color teaching theories in modern education, as well as the innovative significance and driving force of modern color teaching concepts on traditional teaching. To achieve the aforementioned research objectives, this study adopts a research approach that combines literature review and comparative research methods, with an emphasis on supporting and validating practical cases.

Firstly, systematically sort out the literature on color teaching, traditional art education, modern art education, and art education innovation both domestically and internationally, and clarify the research positioning and contribution of this study in this field; Secondly, by comparing and analyzing the similarities and differences in color teaching between traditional art courses and modern art courses, an analytical framework and theoretical model for integrating color teaching with traditional and modern art courses are constructed; Furthermore, through in-depth exploration and empirical analysis across multiple dimensions, we analyze the specific issues and challenges of color teaching in the integrated development of traditional and modern art courses; Finally, select schools or teacher cases that have achieved remarkable results in integrating color teaching with traditional and modern art courses for in-depth analysis and experience summary, providing reference models and paths for educational practice.

By integrating Munsell color theory as a theoretical bridge, combining practical cases from Iton's color theory for verification and expansion, and utilizing modern technological means such as online learning platforms and digital painting software to enhance teaching effectiveness and quality, this presentation demonstrates innovative paths and practical strategies for integrating the essence of traditional color teaching with modern teaching methods. This interdisciplinary and multidimensional research approach facilitates a more comprehensive and in-depth understanding of the essence and principles of color teaching, providing new directions and ideas for innovation in art education.

2. Literature review

In the field of domestic theory, the birth of research on color - related teaching can be traced back to the Pre - Qin period. Professor Song Jianming proposed ideas with future vision and enlightenment.

In view of the rapid economic development and far-reaching social changes in China, problems related to color education and teaching, which include traditional color teaching methods and the use of modern technology in color teaching, gradually emerged as pressing issues in current society. These problems have attracted extensive attention and in-depth research from domestic economists and scholars in related fields.

In his article "Analysis of Methods in Artistic Color Teaching", Zhu Mingtao discusses in depth the importance of color teaching in art courses. Zhu Mingtao believes that color teaching is an important task in art teaching. Through color teaching, students can improve their understanding and matching of colors, and at the same time, the effect of art works can be enhanced, and the effect of

art works is further enhanced, so that the appreciation and art of art works are enhanced. It can also improve students' ability to appreciate art and creativity [1].

In his article "Analysis of Teaching Methods in Art Education Courses", Ji Lesheng analyzed art education courses and teaching methods in a whole. Ji Lesheng said that the rational and effective use of information technology is the key way for modern art education to achieve sustainable, efficient and balanced development. This view also shows that information technology is used in the collaborative effect of color teaching [2].

In "Exploration of Teaching Practice in High School Art Color Module Supported by APP", Liu Shanshan explored through practical exploration a design of teaching high school art color module supported by APP. This design includes the rational use of information technology to intervene in classroom teaching. Teachers can establish a new teaching method based on student practice, teachers teach knowledge and skills, and digital learning resources such as images and videos provided by APP are used as teaching resources. A new classroom teaching method based on online evaluation is introduced to evaluate effects. This provides a specific case of how to use modern technology to achieve collaborative effects in color teaching in modern art courses [3].

In the article "The Application of Decorative Arts in Art Education under the Background of Informational Teaching", Shen Qian proposes strategies for the application of decorative arts in art education under the background of informational teaching through a review of the book "Art Informational Teaching Design". Shen Qian emphasized that presenting classic decorative art cases from both domestic and international perspectives through information technology platforms enables students to watch, appreciate, and practice simultaneously, thereby enhancing learning effectiveness. He transforms theoretical and abstract decorative art cases into vivid artistic symbols and utilizes information technology platforms to present these classic decorative art cases to students through various online learning software, multimedia devices, and art learning software. Students can watch decorative art cases, appreciate decorative art, and train and practice artistic knowledge simultaneously, thereby improving learning effectiveness. This study provides practical guidance on how to leverage information technology to achieve synergistic effects in color teaching within modern art courses [4].

In "Exploring the Practice of Using Color and Texture from Traditional Chinese Murals as Curriculum Resources in Junior High School Art Teaching", Hu Jiao explores the color and texture elements in traditional Chinese murals, constructs a distinctive unit course themed around murals, and conducts teaching practice. This approach integrates the artistic resources of Chinese aesthetic spirit with art curriculum teaching in an organic manner, providing a practical path for the inheritance and innovation of color teaching in traditional art courses [5].

Domestic research initiatives have yielded innovations in the techniques and methodologies pertaining to color instruction—examples include the adoption of information technology, the utilization of artificial intelligence, and the incorporation of traditional art components. These innovative endeavors serve to effectively tackle the challenge of how to foster synergy between conventional and contemporary art curricula in the realm of color teaching. However, there are still some research gaps, such as how to integrate traditional and modern color teaching resources more systematically, and how to evaluate the collaborative effect of color teaching more scientifically. These are also important aspects that need further exploration and improvement in the field of art education.

The research on color teaching in the theoretical circle abroad can be traced back to the late Paleolithic era, which is the origin of Western painting. The development of color education and teaching is like a powerful magnet, firmly attracting the attention of international educators. As time

goes by, many educators have devoted themselves to this field, conducting analysis and extensive research from different perspectives.

Yi Guodong's research focuses on higher art education in China, exploring the design concept of oil painting teaching utilizing artificial intelligence technology, which echoes the international trend of applying information technology in art education. It can be inferred that globally, scholars are increasingly focusing on utilizing modern technology to enhance traditional art teaching models, in order to cater to the learning needs and habits of modern students [6].

In her book "Cultural Awareness in Art and Design Teaching", Kirsty Macari expounds on how to better cultivate students' cultural awareness and proposes a series of teaching methods. She emphasizes the central role of education in addressing social and cultural issues, as well as the importance of students encountering and addressing issues that are crucial to various stakeholders. This also indicates that foreign scholars have deeply recognized the importance of cultural awareness in art and design education [7].

In her book "Teaching Art Creatively", Penny Hay integrates philosophical and practical elements of teaching, encouraging a shift from traditional didactic methods to modern classroom teaching techniques to tap into children's creative potential. The book illustrates this through exciting projects, children's works, and case studies of good practices, providing a new model for visual arts education in primary schools [8].

Overall, foreign research on art education has been receiving increasing attention, with the focus gradually shifting towards innovation in art education models, cultivation of cultural awareness, and creative art teaching. Scholars have provided rich theoretical and practical guidance for the development of art education through different research methods and perspectives. These research findings not only offer valuable references for art educators but also point out the direction for the future development of art education.

3. Case analysis

This case study focuses on an art class that integrates AI and VR technology. The class begins with a mysterious package, and the teacher asks the students to open it. Inside, a Rubik's Cube rolls out, and then a virtual character named "Jiayao" appears on the screen, dressed in ancient Chinese attire. She is willing to lead everyone on a journey through a time tunnel. This classroom introduction method can quickly stimulate students' interest. Subsequently, with the help of VR technology, students "travel" to the virtual Mogao Grottoes of Dunhuang to embark on an artistic exploration. During the exploration phase, students observe the details of the murals through VR equipment, understand their historical and cultural value, and engage in lively discussions centered around Dunhuang. When continuing the learning, the teacher utilizes digital Dunhuang resources to showcase the image of Feitian (a mythical creature with wings), explaining its origin, development, and characteristics, emphasizing the crucial role of color in shaping the image of Feitian. In the practical application segment, students utilize VR technology to draw or simulate flying creatures, experiencing the process of color matching and creation firsthand. Meanwhile, teachers provide real-time feedback and guidance, aiding students in mastering the essence of color application.

Traditional art teaching emphasizes the imparting of fundamentals and observation and imitation, laying a solid theoretical foundation in color for students. Just like in this exemplary class, the teacher first guides students to carefully copy the lines in the Dunhuang murals. Through the act of copying, students can truly feel the strength and direction of each stroke, thus understanding the nuances of brushwork and the exquisite layout of the composition. In the fascinating journey of color teaching, copying the flying ribbons is like opening a window into the mysterious palace of

Dunhuang art. As the students intently and repeatedly sketched the graceful and flowing lines of the streamers, it felt as if they were engaged in a timeless dialogue with the artist of a thousand years ago. Every stroke of the pen nib is a deep touch to the smoothness and vividness of the lines, giving them a more intuitive and profound understanding of the unique charm of Dunhuang art. The delicate lines, whether gracefully twisting or flowing freely, seem to narrate every wonderful moment in the stories of Dunhuang. The students immerse themselves in it, feeling the charm of art blooming quietly under their brush. After completing the basic yet crucial step of line tracing, a wonderful journey of the fusion of technology and art officially begins. Students use the magical key of VR technology to endow their works with bright and colorful life. They are like little explorers in the ocean of a virtual color library, picking the colors they like. Every color they choose reflects their own understanding and cognition of the style of color of Dunhuang. They skillfully combine the ancient brushwork and modern color filling according to the internal creative template of students, so that the ancient Dunhuang art gives off new vitality and new vigor in the digital era.

On the stage of the age of modern technology, AI technology is the art hero who works backstage.

At the same time when the students are drawing, AI technology is your art teacher. Based on the content drawn by students, it quickly outputs a variety of color matching schemes with different styles by utilizing powerful intelligent analysis technology. All these bright stars inspire students to come up with new and unique creative ideas. All these bright stars illuminate their thoughts, open up their views and let sparks keep colliding in their hearts. In addition, AI technology also has the powerful ability of real-time analysis. It is like an art analyst who analyzes the key data such as the proportion of colors and saturation of students' colors carefully and outputs corresponding optimization suggestions for them. All these surgical knife-like suggestions help students refine their works and let them better use colors. Finally, they can walk steadily and faster on the road of art. Traditional art class and modern art class met each other perfectly in this class. Just like establishing a solid foundation in the ocean of knowledge, through the process of traditional copying, students learned the basic principles of color.

Through the lifelike Dunhuang art scene painted by VR technology, they feel as if they traveled through time and space and went to the caves of Dunhuang. They can carefully observe the differences in the colors of the murals at different times and angles. All these wonderful experiences are like an adventurous journey that inspires students to explore the color matching, contrast and harmony by themselves. Through their own experience, they are like solving mysterious clues and gradually figured out the mystery of the basic principles of color. AI technology became an intelligent partner that explored the application of color with students. It analyzed the color data in real-time based on students' works and output various creative color schemes. It is as if we opened doors to the art worlds for them. Compared with, experimented and adjusted these doors, they walked freely in the garden of art and contemplated steadily the differences of using colors.

Through repeated practicing and contemplation, they gradually controlled the characters of colors, just like craftsmen who controlled the colors for their crafts adjusted by themselves. They let the theoretical cognition develop and improved for practical ability step by step on the road of using colors.

With such kind of extraordinary art class, the students became dazzling pearls who showed the effect of color teaching in both traditional and modern art courses. The students became patient teachers who laid solid foundation for the road of art and let students stand firmly on the road of art. The students became passionate creative mentors who stimulated the innovative thinking and

creativity for students and let students fly freely in the sky of art. The road of art education was opened up brand new and let students walk on more exciting road in the future.

4. Conclusion

The research outcome of this study indicates that color teaching exhibits a significant synergistic effect in both traditional and modern art courses, traditional teaching lays a solid foundation in color for students, while modern technology stimulates innovative thinking and creativity. The subsequent research conclusion derived from this is that the fusion of the two constitutes the crucial factor in enhancing the quality of art education. This study offers numerous valuable insights for future exploration in this direction, primarily impacting the innovation and implementation of art education models. The research is conducted through interdisciplinary integration. By combining multidimensional analyses of collaborative mechanisms from color theory, psychology, and other fields, and introducing modern technologies such as AI, teaching methods have been enriched. Future research should focus more on how to integrate traditional and modern color teaching resources more systematically, as well as how to scientifically evaluate the collaborative effects, and explore these directions in depth

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