

# Innovations

## Comprehensive Printmaking Course Influence on Art Teaching

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**Abstract:** *Printmaking art as a visual art, is a form of painting expression based on various materials through artist conception. This study is designed to explore its creative and cultural influence in art education in five primary schools in Tianjin. Mixed method was used, a questionnaire where 40 teachers participated and 5 selected expert printmaking teachers were interviewed to validate and explain the results. The impact level of integrated printmaking courses on art courses on creative exploration is effective which indicated that integrated printmaking courses can enrich art education. The interplay historical, geographical and technological factors as variables showed the cultural impact level of integrated printmaking which is effective and it has a cultural significance and relevance within diverse cultural contexts. Overall, this study aims to empower art educators with the knowledge and skills to effectively incorporate printmaking into their teaching practices, encouraging students to explore their creativity, cultural heritage, and social awareness through this versatile and impactful medium.*

**Keywords:** *Art education, comprehensive printmaking, materials, inspiration, creative thinking*

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### Introduction

Integrated print is a medium to test the students to create art based on aesthetic ability and its practice. Teaching elementary students through

comprehensive print course as an art have a valuable role on student learning. Specifically, art integration provides opportunities that build concentration, create student success, foster creativity, allow for positive change, and develop engagement (Cress & Holm, 2016). Art improves elementary students attention (Oghabi,2016; Ostroff,2012;Sylwester and Cho,1992) Creativity (Biger, 2015;Beghetto and Kaufman,2014;Tyler & Likova, 2012)thus there is a need for the arts to foster self discovery and thinking (;Beghetto and Kaufman, 2014;Robinson, 2012; Azzam, 2009)because of its positive impact towards student learning(Oghabi,2016;Bigger,2015;Fagan,2015;Miller,2015;Mathieson,2015 ;Smithrim and Upitis,2005)

Tianjin Binhai New Area enjoys the reputation of "the hometown of printmaking" because of its well known in Chinese printmaking industry and have given birth too many outstanding printmaking artists. Xinqiaoyuan Primary School, Guilin Road Primary School and many other schools have integrated printmaking art into their daily teaching and have known to be models school with their outstanding educational achievements. This study took five primary schools in Tianjin as the research object, went deep into the classroom, and observed and analyzed the implementation of comprehensive printmaking teaching in primary schools.

Wang,D (2003) gave suggestions on how to improve the practical application effect of art printmaking in primary school art teaching due to its current situation.LiY (2023) believes that the kind of printmaking teaching chosen by the teacher reflects his/her profound understanding of printmaking education. Wang J (2022) pointed out that the "graffiti" resources should be skillfully used to improve the artistic language of printmaking works.

Wang W (2021) suggested the development and application of "interesting printmaking" school-based textbooks in primary school. Huang H (2021) also believes that the integration of comprehensive

printmaking form into the classroom teaching of primary school art can effectively stimulate students 'creative thinking and imagination, cultivate students' artistic accomplishment, so as to improve students' comprehensive quality and gave suggestions as to the application strategy of comprehensive printmaking form in modern primary school art teaching.

The aforementioned literature did not deeply analyze the influence level of comprehensive printmaking on primary school art teaching it is imperative that this paper will focus on the influence comprehensive printmaking to primary school art teaching level, mainly of its importance to the teacher and teaching, to students as to their development and improvement, and their understanding of its long history and the appreciation of the community towards comprehensive printmaking course. Through empirical research, this paper reveals the profound influence of comprehensive printmaking teaching on art education, and provides strong theoretical support and practical reference for the innovation and development of primary school art education.

## **Methods**

This paper uses mixed method, descriptive statistical analysis in understanding influence level of comprehensive printmaking curriculum in art teaching from the two aspects of art education creative exploration and culture, interview will be done to expert teachers to substantiate the results. Using a questionnaire that was validated by the experts it was given 40 teachers teaching comprehensive print making in the respective schools of study. These teachers were chosen selectively and deliberately based on their knowledge, expertise and known as creative artists in comprehensive printmaking in these schools. The schools chosen in this study were selected because of their honor and prestige towards printmaking.

Questionnaire was used to answer the queries of this research. During the data collection respondents' understanding of the text content was an

important factor in image data collection. At the same time, when the researcher organized and translated the data into English for accuracy and consistency. The inventory has 5 items. It was scored by Likert 4-level method. Inter views to selected participants due to availability was also used to substantiate the queries. The questionnaires were distributed and collected through links or social media, which can improve the convenience. The data collected were statistically analyzed, including descriptive analysis, average analysis. Weight mean was used to reflect the degree of concentration of data and had used a 4-point Likert scale.

### **Results and Discussions**

Researchers found that with the diversification and rapid development of primary school art education in recent years, comprehensive printmaking curriculum has attracted more and more attention, especially in primary schools in Tianjin, and comprehensive printmaking curriculum has become an important part of primary school art education. Comprehensive printmaking has a positive and effective influence on primary school art teaching, including teaching content, teaching level, teaching methods, and art practice, inspiring and encouraging students to explore and integrate Chinese and foreign art and modern art. It also affects the artistic life and art appreciation level of community residents, and cultivating talents for the society.

The researchers used questionnaires to evaluate the impact of integrated printmaking on art curriculum, culture, and community. Forty comprehensive printmaking teachers from five primary schools in Tianjin were selected to fill in the questionnaire, including 20 full-time teachers and 20 external teachers.

### **Art Curriculum**

Comprehensive printmaking teaching can enrich the content of art courses, covering different styles, techniques and materials. Teachers need to make

corresponding teaching plans according to the students' actual level and ability. Through differentiated teaching methods, students can meet their personalized needs and stimulate their learning interest and creative potential.

**Table 1:** Impact level of integrated printmaking courses on art courses on creative exploration

<b>Indicators</b>	<b>average value</b>	<b>Descriptive Interpretation</b>
1. Itinspire students to draw connections between past and present, leading to deeper insights and more meaningful creative explorations.	<b>2.40</b>	Slightly Effective
2. It encourages students to experiment with various methods of image-making, expanding their technical repertoire and fostering creative exploration.	<b>2.72</b>	Effective
3. It encourages students to experiment with different approaches, troubleshoot problems, and adapt their techniques to achieve their artistic vision	<b>2.85</b>	Effective
4. Itencourages students to push boundaries and discover new possibilities in their artistic practice.	<b>2.72</b>	Effective
5.It encourages students to think outside the box and explore new ways of creating art.	<b>2.72</b>	Effective

Total	<b>2.68</b>	Effective

As can be seen from the values obtained in the table of the 5 items show that the higher the value, the more likely the teacher to think that the level of the influence of comprehensive printmaking is higher on the art course.

Using the table the impact level of integrated printmaking courses on art courses on creative exploration is effective which indicated that integrated printmaking courses can enrich art education. The students are provided students with new technical skills, interdisciplinary perspectives, and historical context that enhances their creative exploration and artistic development. Among them, the lowest average value of question 1 is 2.4 which is still effective, indicating that comprehensive printmaking is at the level of slightly effective in historical and cultural context. The reason for this results is that comprehensive printmaking teachers do not think that comprehensive printmaking is not much different from other art categories in nature. This results was seconded by T1 in a formal interview (Teacher 1) who agrees that students needs to understand that Printmaking has a rich history and cultural significance that can provide valuable context for their creative exploration and that students have different perceptions according to how they see and view its relevance to them (Personal Communication, Dec 9,2023). The average value of item 3 is 2.85 which is still effective, indicating that the comprehensive printmaking teachers believe that this course enhances student’s critical thinking and problems solving skills. The interviewed T2 (Teacher 2) agrees because in the process students must navigate technical challenges and make creative decisions throughout(Personal Communication, Dec 9,2023). The average scores of item 2, 4, and 5 were the same (2.725) having its qualitative value to be effective. Item 2 talks about the diversification of techniques where

Printmaking introduces students to a diverse range of techniques where students will explore as narrated by T1(Teacher 1)(Personal Communication, Dec 9,2023).Item no 4is all about the exploration of materials because Printmaking involves working with a wide range of materials where students can discover unexpected effects and textures, leading to innovative artistic expressions as explained by T3 (Teacher 3)(Personal Communication, Dec 9,2023). Item no 5 is all about interdisciplinary approaches where Printmaking often involves collaboration across disciplines where it encourages students to combine printmaking techniques with other mediums to create hybrid forms of expression according to T2(Teacher 2)(Personal Communication, Dec 9,2023). The interviewed teachers agrees to all these results and had shared all these ideas about it. As for teaching reference when a student is actively engaged in arts based on studies it has been linked with empirical research denoting positive influenceson creativity, motivation, language and literacy development, mathematicaland scientific aptitude, memory, attention and cognition (Ahola & Kovacik ,2007; Dunbar, 2008; Petito, 2008; Posner, Rothbart, Sheese & Kieras 2008;Scholes& Nagel,2012; Sprenger, 2008; Posner & Patoine 2010; Wang,2019)

**Culture:** Teachers can help students to understand the printmaking technology and style under different cultural backgrounds through the teaching of comprehensive printmaking. Through the explanation of prints under different cultural backgrounds, teachers let students experience the diversity and richness between cultures, which helps to cultivate students' cross-cultural awareness and inclusive thinking, so that they can better appreciate and respect the artistic expression forms of different cultures, and promote the coexistence and communication of cultural diversity.

## **Table 2**

Cultural impact level of integrated printmaking courses

<b>Indicators</b>	<b>average value</b>	<b>Descriptive Interpretation</b>
1. It enriches the students' understanding of the history of printmaking.	<b>2.67</b>	Effective
2. It integrates of technology that introduces new possibilities for artistic expression and cultural engagement	<b>2.45</b>	Slightly Effective
3. It inspires students to explore the art of Chinese and foreign printmaking.	<b>2.67</b>	Effective
4.It inspires students to express cultural identity and heritage that reflects the values, beliefs, and traditions of a particular community or group	<b>2.62</b>	Effective
5.It promotes understanding and respect between different cultures.	<b>2.45</b>	Slightly Effective
<b>Total</b>	<b>2.57</b>	Effective

As can be seen from the values obtained in the table of the 5 items show that it is more likely the teacher thinks that the higher value, the higher level of the influence that comprehensive printmaking does to the art course.

Using the table above it shows that printmaking was effective having its weighted mean as 2.57.Using the interplay historical, geographical and technological factors as variables we can assess the cultural impact level of integrated printmaking that it hasa cultural significance and relevance within diverse cultural contexts.

Among them, the average value of items 1 and 3 is 2.625 having its qualitative value to be effective. Items no 1 talks about the historical context indicates that the comprehensive printmaking teachers' pay more attention to the explanation of the history of comprehensive printmaking,



according to the interviewed T4 (Teacher 4) the historical context of printmaking is well stressed to students, its origins, evolution, and cultural significance over time, because it significantly influences its cultural impact level (Personal Communication, Dec 9, 2023). Item no 3 talks about the geographical influence primarily about the Chinese and foreign printmaking in the teaching process which T3 (Teacher 3) agrees because Printmaking traditions varies from different regions and cultures, each contributing unique perspectives and techniques to the medium (Personal Communication, Dec 9, 2023).

Item no 4 having the weighted mean of 2.62 which is still effective talks about cultural identity. The cultural identity represented in printmaking artworks can range from indigenous art forms to contemporary expressions of cultural diversity, which according to T4 (Teacher 4) they emphasize to students that Printmaking contributes to the cultural impact and relevance (Personal Communication, Dec 9, 2023). Item no 2 having a weighted mean of 2.45 which is slightly effective talks about the integration of technology into printmaking practices which introduces new possibilities for artistic expression and cultural engagement. Technological innovation in printmaking is evident according to T5 (Teacher 5) however it is limited due to some factors that it is still a traditional one although students can explore new methods of creation and dissemination in response to evolving technological

landscapes (Personal Communication, Dec 9, 2023).

Item no 5 talks about cross-cultural exchange having a weighted mean of 2.45 which is slightly effective. Printmaking has historically facilitated cross-cultural exchange and interaction, one can draw inspiration from diverse cultural traditions and collaborate across geographic and cultural boundaries. However according to T5 (Teacher 5) they are still looking forward to this so that sooner or later the students can enrich their artistic

discourse and fostering cultural understanding(Personal Communication, Dec 9,2023).

Wang, B (2020) believes that printmaking, as a part of The Chinese traditional culture, and its birthplace is China, plays an irreplaceable role in cultivating students to attach importance to the traditional culture. By learning printmaking, primary school students can improve their image thinking ability, creative ability, practical ability, perceptual ability and so on. The above results show that the integrated printmaking course can provide useful support for students because of its significant impact positively contributing to social and cultural success (Colwell, 1999; Harland, Kinder & Lord 2000;Arnold, 2001; Ashbury & Rich, 2008Scholes & Nagel,2012)

### **Conclusion**

Comprehensive printmaking course in art teaching has been a transformative experience for both educators and students alike. Through a deep exploration of printmaking techniques, history, and cultural significance, participants have gained valuable insights into the creative and cultural influence of this medium.

One of the key takeaways is that its a powerful tool for artistic expression and cultural preservation. Educators have learned how to integrate printmaking into their curriculum in meaningful ways, fostering a deeper understanding of cultural identity and social issues among their students.

Additionally, the hands-on workshops and collaborative projects have encouraged experimentation and innovation, leading to the creation of diverse and thought-provoking artworks. A newfound appreciation for the technical skill and artistic vision required in printmaking will inspire them to further explore this medium in their own practice and teaching.

Overall, the comprehensive printmaking course has enriched the

educational experience by bridging creativity, cultural awareness, and technical proficiency.

It is recommended that institutions and educators consider integrating the comprehensive printmaking course into their art teaching curriculum because of its rich and multidimensional learning experience that not only enhances technical skills but also deepens cultural understanding and fosters creative expression.

Overall, the comprehensive printmaking course equips educators with the knowledge, skills, and resources to create dynamic and culturally enriching learning environments for their students. It is highly recommended that institutions and educators to consider implementing this course to enhance their art teaching programs and empower students to explore their creativity and cultural identity through printmaking.

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