



Practical Strategies to Enhance Chinese Primary Students' Creativity in Learning Art

Yujie Zhang

Kasemrat Wiwitkunkasem



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01

Background and Statement of the Problem

Nowadays, in the teaching methods of art in primary schools, teachers often overemphasize the basic skills of students in creating art or copying works. Students learn passively and mechanically, which hinders the development of students' personality and imagination, leading to the decline of students' interest in art and the lack of awareness of their creative potential. Therefore,

I believe that in order to better promote the creativity of Chinese primary school students in art learning, it is necessary to conduct targeted research and put forward practical strategies.



01

Background and Statement of the Problem

1. The **practical strategies** of creativity in art learning can stimulate students' interest and engagement in art and make them more actively involved in the learning process. This has important implications for students' learning experience and motivation.

2. There is an **increasing demand for creative thinking and innovation** in today's society. The practical strategies to improve the creativity of art learning of primary school students are helpful to cultivate talents needed by the future society and make students better adapt to the challenges of the future society.

approach or method that are effective in the context of encouraging artistic creation and are applicable to achieve desired results.



01

Background and **Statement of the Problem**

Research Questions:

1. What are the practical strategies to enhance primary Chinese students' creativity in learning art?
2. Do the primary art teachers agree on the practical strategies that I found?

Research Objectives:

1. To find the practical strategies to enhance primary Chinese students' creativity in learning art
2. To study the opinions and satisfaction of primary art teachers on practical strategies

Scope of Research

Variables:

1. *Independent variable:*

- 1) Teaching and learning management
- 2) Students' learning style
- 3) teachers and students' personal factors

2. *Dependent variables:*

- 1) The practical strategy
- 2) The opinions and satisfaction

Research area:

2 Primary schools in the field of art at Hohhot, China name Xinhua Primary School and Dongjie Primary School

Research tools:

Questionnaire,
Interview and
learning style inventory

Data analysis:

Qualitative analysis: Content analysis of the interview data

Quantitative analysis: Descriptive statistical analysis

(n, f, %, X, S.D.)

Scope of Research

Population & Sample:

Name of Primary School	Teacher		Students grade 4		Students grade 5	
	Population	Sample	Population	Sample	Population	Sample
Xinhua	84	45	120	60	130	90
Dongjie	96	55	130	80	170	110
total	180	100	250	140	300	200



02

Research Method

What and How I do
To find the practical strategies

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02

Research Method

1. **Review and analysis** the related literature
2. **Create the 2 research tools**: interview form and questionnaire for asking opinions and satisfaction and learning style inventory for primary students online (Leonard. 2005).
3. **Collect all data**: interview teachers + students and collect students' learning style.
4. **Analyze all data** under the supervision of master project advisor and expert.
5. **Design and Present** the practical strategies to teachers.
6. **Ask** all teachers for **opinions and satisfaction** about the practical strategies.
7. **Analyze the data** of teachers' opinions and satisfaction.
8. **Summarize** and **make** a master project report.



03

Research Results and Research Conclusion

During the interview, I found that various practical strategies such as providing rich art materials and resources, holding art exhibitions, providing a variety of art experiences, and organizing collective creative activities can effectively improve the creativity of primary school students in art learning.

Personalized training and the use of modern technology painting software are also important methods.

At the same time, encouraging students to express their views on social issues through art works, learning about art forms from different cultures, and developing problem-solving skills in the creative process all contribute to enhancing their creativity and social responsibility.



03

Research Results and Research Conclusion

In the analysis of students' learning styles, it is concluded that there are differences in students' learning styles, but they generally prefer visual and kinesthetic styles.

There is no significant difference in learning style between different schools and different grades.

Therefore, teachers should fully consider the differences of students' learning styles in the teaching process, and adopt a variety of teaching methods and means to meet students' different learning needs.



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Research Results and Research Conclusion

According to the research objectives, the research results are summarized as follow:

1. Encourage students to create freely on their thinking.
2. Provide a wealth of art materials and resources to stimulate stud
3. Encourage students to integrate knowledge from different fields
4. Guide students to learn different art style.
5. Organize art exhibitions to stimulate students' desire for expression
6. Teachers provide inspiration for creation to students
7. Encourage students to express their views in social issues through artworks.
8. Provide diversified artistic experiences, such as music, drama, dance, etc.
9. Encourage children to come up with a variety of possible artistic solutions.
10. Guide children to think differently



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Research Results and Research Conclusion

According to the research objectives, the research results are summarized as follow:

11. Use modern technology, such as digital art tools or online resources.
12. Regular visits to art galleries and exhibitions.
13. Learn outside classroom (in school).
14. Interact and collaborate with artists.
15. Learn art history of different cultures.
16. Learn art forms of different cultures.
17. Give students improvisation for class work.
18. Activities should be field trips. 19. Activities should be simulations and in class activities.
20. Activities should be problem-solving task. 21. Activities should be group projects.



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Research Results and Research Conclusion

- When studying primary school art teachers' satisfaction with practical strategies, it can be seen from relevant data that most of them agree with each of the practical strategies for improving the creativity of primary school students' art learning and think it is practical.
- Some strategies illustrate the advantage of elaboration in terms of originality, fluency, flexibility, and elaboration.



04

Relevant Suggestion and Summary



Art class: Students create scenes in class



04

Relevant Suggestion and Summary

To improve the quality of arts education:

- Teacher training and professional development are essential.
- School administrators need to provide good resources to support teachers' innovative practices.
- Establish a supportive teaching environment, strengthen assessment and feedback mechanisms, and constantly improve teaching strategies with feedback from students and parents.
- Actively explore new ideas and methods to innovate teaching models to meet the needs of students and promote education development are essential, too.



04

Relevant Suggestion and Summary

Teachers' recognition of these practical strategies also reflects their emphasis on art education and their expectations for students' art learning development. Art is not only a skill, but also a comprehensive discipline, which can cultivate students' creativity, beauty and comprehensive thinking.

Teachers realize that adopting these strategies is great significance to the overall development of students, and are willing to actively use them in teaching practice.

Expect

**This will be benefit to
all Art Primary Teachers**

Thank You!