Research on the Construction of Project-Based Aesthetic Education Curriculum of Intangible Cultural Heritage Skills in Basic Education Stage

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Abstract: The skills of intangible cultural heritage (ICH) contain rich aesthetic values and cultural genes, serving as an important resource for aesthetic education in the basic education stage. Based on the concept of project-based learning and combined with theoretical foundations such as cultural ecology and constructivism, this paper addresses the current problems of fragmentation and single teaching methods in ICH aesthetic education curricula, and constructs a systematic framework for project-based aesthetic education curricula of ICH skills from four dimensions: curriculum objectives, content selection, implementation paths and evaluation systems. By integrating practical cases of primary and secondary schools in multiple regions, the feasibility and effectiveness of the curriculum construction are verified, providing theoretical references and practical paradigms for realizing the goal of "cultivating people through beauty and culture" in the basic education stage. The research shows that a scientifically constructed project-based aesthetic education curriculum of ICH can effectively improve students' aesthetic literacy, cultural identity, practical and innovative abilities, and promote the living inheritance of ICH and the high-quality development of aesthetic education.

Keywords: Intangible cultural heritage skills; Basic education; Project-based learning; Aesthetic education curriculum; Curriculum construction

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At present, some primary and secondary schools have carried out practical activities of ICH aesthetic education, but there are common problems such as the lack of systematic curriculum design, teaching limited to skill imitation, and insufficient excavation of cultural connotations, making it difficult to achieve the deep integration of aesthetic education and cultural inheritance. Based on this, focusing on the physical and mental development characteristics of students in the basic education stage and combining the core elements of project-based learning, this paper explores the organic integration path of ICH skills and aesthetic education curricula, and constructs a scientific and sound curriculum system. It aims to solve the fragmentation dilemma in the practice of ICH aesthetic education, realize the collaborative education goal of aesthetic cultivation, cultural inheritance and ability development, and provide theoretical support and practical guidance for the regular and high-quality implementation of ICH aesthetic education curricula in primary and secondary schools.

1.The Core Value of Integrating ICH Skills into Aesthetic Education in Basic Education

1.1 Cultural Inheritance Value: Consolidating the Foundation of Cultural Identity

ICH skills carry the historical memory and national wisdom of specific regions, and are important carriers of cultural identity. Students in the basic education stage are in a critical period of value formation. Through learning ICH skills, they can intuitively perceive the cultural symbols, aesthetic orientations and life philosophies in

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traditional crafts. For example, the concept of harmony between man and nature contained in the Li nationality's indigo dyeing art, the folk cultural connotations in Dongchangfu woodblock New Year paintings, and the folk aesthetic taste in Langzhuang dough modeling. These cultural elements are transformed into perceptible and practical content for students through curriculum teaching, which can arouse students' cultural memory, enhance their sense of identity and pride in local and national culture, and realize the intergenerational inheritance of excellent traditional Chinese culture.

1.2 Aesthetic Cultivation Value: Improving Comprehensive Aesthetic Literacy

ICH skills possess unique artistic charm, and their aesthetic value is reflected in various aspects such as material application, craft techniques and modeling design. The hollow rhythm of paper-cutting, the texture beauty of tie-dyeing, and the shape creation of pottery art can provide students with rich aesthetic experiences and cultivate their observation, imagination and aesthetic judgment. Under the project-based learning model, through hands-on operation and creative transformation, students internalize the aesthetic characteristics of ICH skills into their own aesthetic literacy. They can not only feel the lingering charm of traditional aesthetics, but also form a diversified cognition of beauty, realizing the improvement of ability from aesthetic perception to aesthetic creation.

1.3 Practical and Innovative Value: Promoting the All-Round Development of Abilities

The learning process of ICH skills itself is a process of practical exploration, covering multiple links such as design, production, improvement and innovation, which is highly consistent with the practical attribute of project-based learning. In the curriculum implementation, by completing specific ICH project tasks, students can not only master basic craft skills, but also cultivate practical hands-on ability, problem-solving ability and collaborative innovation ability. For example, in the indigo dyeing project, students need to go through a series of processes such as indigo identification, cloth selection, design, dyeing and drying. They explore methods for process optimization in practice and complete creative works through collaboration, realizing the organic unity of skill improvement and the development of comprehensive abilities.

2.Theoretical Foundations for the Construction of Project-Based Aesthetic Education Curriculum of ICH Skills

2.1 Cultural Ecology Theory

Cultural ecology theory emphasizes the interdependent relationship between culture and the environment, holding that the inheritance and development of culture cannot be separated from the specific ecological environment. This theory provides important guidance for the localized construction of ICH aesthetic education curricula, requiring that the selection of curriculum content should give priority to local ICH resources closely related to students' living environment, such as local handicrafts and folk art, so as to construct a curriculum system with regional characteristics. At the same time, curriculum design should pay attention to the coordination of culture and educational environment, create a campus cultural atmosphere conducive to ICH inheritance, and build an open curriculum ecology through school-local cooperation and the invitation of ICH inheritors to campus, strengthening students' emotional connection with local culture.

2.2 Constructivist Learning Theory

Constructivism holds that knowledge is independently constructed by learners through active participation and practical exploration. The inheritance characteristics of ICH skills are highly consistent with constructivist learning theory. ICH aesthetic education curricula should abandon the traditional model of "teacher lecture + student imitation", create real project scenarios, and enable students to independently construct cognition and understanding of ICH skills through practical exploration. Through task-driven and problem-oriented methods, students are guided to actively explore craft principles, excavate cultural connotations, carry out creative transformation, and realize the deep integration of knowledge, skills and emotions in autonomous learning and collaborative communication.

2.3 Theory of Multiple Intelligences

Gardner's Theory of Multiple Intelligences points out that human intelligence is diverse, including multiple dimensions such as linguistic intelligence, spatial intelligence, bodily-kinesthetic intelligence and interpersonal intelligence. ICH skills themselves cover a variety of intelligent elements, for example, folk music corresponds to musical intelligence, traditional handicrafts correspond to spatial intelligence and bodily-kinesthetic intelligence, and folk rituals correspond to interpersonal intelligence. The construction of project-based aesthetic education curricula should fully respect the differences in students' intelligence, design diversified project tasks and learning paths, provide opportunities for students with different intellectual strengths to display and develop their abilities, realize the goal of personalized education, and promote the all-round development of students' multiple intelligences.

2.4 Experiential Learning Theory

Experiential learning theory emphasizes that learning is a cyclic process of "concrete experience - reflective observation - abstract conceptualization - active experimentation", which is highly consistent with the inheritance method of ICH skills featuring "oral instruction and heart-to-heart transmission, and learning by doing". The core of ICH aesthetic education curricula is to enable students to gain direct experience. Through field visits, workshop practice, hands-on creation and other methods, students can personally experience the craft charm and cultural connotations of ICH skills. In the process of experience, students deepen their understanding of skills through hands-on operation and form cognition of culture through reflection and summary, realizing the sublimation from practical experience to cultural perception, and achieving the dual goals of aesthetic education and cultural inheritance.

3.Construction Paths of Project-Based Aesthetic Education Curriculum of ICH Skills

3.1 Three-Dimensional Collaborative Education Orientation

The objectives of the project-based aesthetic education curriculum of ICH skills should be constructed around three dimensions: cultural inheritance, aesthetic cultivation and practical innovation, forming a collaborative education goal system. In the dimension of cultural inheritance, the focus is on the cultural connotations and spiritual core of ICH skills, cultivating students' cultural identity and inheritance awareness; in the dimension of aesthetic cultivation, attention is paid to the aesthetic characteristics of ICH skills, improving students' abilities of aesthetic perception, judgment and creation; in the dimension of practical innovation, it is emphasized to develop students' hands-on operation, collaborative exploration and creative transformation abilities through project practice.

The setting of curriculum objectives should take into account the physical and mental development characteristics of students in different grades. For lower grades, the focus is on perceptual experience, allowing students to feel the beauty and fun of ICH skills through interesting practical activities; middle grades focus on skill learning and cultural cognition, enabling students to master basic craft skills and understand the cultural stories behind ICH; senior grades pay attention to creative transformation and comprehensive application, encouraging students to carry out innovative practice on the basis of respecting traditions, realizing the contemporary activation of ICH skills.

3.2 Integration of Localization and Appropriateness

The selection of curriculum content should follow the principles of localization, appropriateness and systematicness, constructing a scientific and reasonable content system. The localization principle requires giving priority to selecting ICH resources in the region where the school is located, such as Li nationality's indigo dyeing in Hainan, woodblock New Year paintings in Shandong, and folk handicrafts in Chongqing. These resources are close to students' lives, facilitating field investigations and practical teaching, and enhancing students' cultural affinity. The appropriateness principle emphasizes simplifying and transforming ICH skills according to the cognitive level and hands-on ability of students in the basic education stage, eliminating complex and obscure craft links, and retaining

core skills and cultural elements to ensure that the curriculum content meets students' learning needs.

The systematic principle requires the gradient design of curriculum content by grade, forming a content system that progresses from easy to difficult and rises spirally[1]. The curriculum content can be divided into three modules: the basic cognition module, including theoretical knowledge such as the historical origin, cultural connotation and craft characteristics of ICH skills; the skill practice module, covering the core crafts and operation methods of ICH skills, enabling students to master basic skills through practical courses; the creative innovation module, guiding students to carry out creative transformation of ICH skills in combination with the needs of modern life, and developing achievements such as ICH cultural and creative works and artistic performances.

3.3 Project-Driven Practical Path

The curriculum implementation adopts the project-based learning model, with specific ICH projects as carriers, and the teaching is carried out through four links: "project initiation - practical exploration - creative transformation - achievement display". In the project initiation stage, through scenario creation and problem introduction, students' learning interest is stimulated, and project tasks and objectives are clarified, such as projects of "indigo dyeing cultural and creative product design" and "arcade-themed art creation", allowing students to clearly understand the learning direction.

The practical exploration stage is the core link of curriculum implementation, adopting a combination of "classroom teaching + practical experience". Classroom teaching focuses on the explanation of theoretical knowledge and the demonstration of craft techniques, and ICH inheritors are invited to campus to provide guidance, helping students master core skills; practical experience includes on-campus workshop practice and off-campus field visits. On campus, ICH workshops are established to provide students with a regular practice venue; off campus, students are organized to visit ICH inheritance bases and folk cultural blocks, allowing them to experience the ICH cultural atmosphere in real scenarios.

In the creative transformation stage, students are guided to carry out innovative practice of the learned ICH skills in combination with modern aesthetic and living needs. Cross-disciplinary integration is encouraged, combining ICH skills with the knowledge of art, music, literature, science and other disciplines. For example, integrating indigo dyeing skills with clothing design, and woodblock New Year paintings with cultural and creative design, cultivating students' comprehensive application ability and innovative thinking. In the achievement display stage, through campus art festivals, creative markets, works exhibitions and other forms, a platform for students to display their achievements is provided, enhancing their sense of accomplishment and self-confidence, and expanding the campus influence of ICH aesthetic education at the same time.

3.4 Diversified and Three-Dimensional Evaluation System

Curriculum evaluation should break through the traditional single evaluation model, construct a diversified and three-dimensional evaluation system, taking into account process evaluation and result evaluation, quantitative evaluation and qualitative evaluation. The evaluation subjects include teachers, students, ICH inheritors, parents and other stakeholders, forming an all-round evaluation perspective; the evaluation content covers multiple dimensions such as cultural cognition, skill mastery, aesthetic expression, practical innovation and collaborative ability, comprehensively reflecting students' learning effects.

Process evaluation focuses on the tracking and recording of students' project implementation process. Through learning portfolios, classroom observation, practice records and other methods, students' learning process data are collected to evaluate their performance in exploration, practice and collaboration; result evaluation focuses on students' project achievements, including ICH works, creative schemes, display performances, etc., evaluating the craft level, aesthetic value and innovative awareness of the works. At the same time, student self-evaluation and peer evaluation are introduced to cultivate students' reflective and evaluative abilities, promoting their all-round development through diversified evaluation.

4.Verification of Practical Cases of Project-Based Aesthetic Education Curriculum of ICH Skills

4.1 Case 1: The "Li Nationality's Indigo Dyeing" Project Curriculum of Haikou Binhai No.9 Primary School

Based on Hainan's local ICH resources, Haikou Binhai No.9 Primary School has developed a project-based aesthetic education curriculum of "Li Nationality's Indigo Dyeing", constructing five teaching sections of "Indigo Identification - Cloth Inquiry - Indigo Experience - Poem Recitation - Dyeing Dreams", realizing the integration of ICH skills with multiple disciplines. In the curriculum implementation, the school has built the "Mulanfang" Children's Dyeing Art Workshop, equipped with professional indigo dyeing tools and materials, and invited Li nationality's ICH inheritors to serve as off-campus instructors to provide professional guidance for students[2].

Students understand the historical origin and cultural connotation of indigo dyeing skills through field visits to Li nationality villages; master the core skills of indigo dyeing such as tying, dyeing and drying in workshop practice; design and produce cultural and creative works such as indigo dyeing clothing, backpacks and decorative paintings combined with modern design concepts in the creative transformation link; display learning achievements through campus indigo dyeing fashion shows and works exhibitions. Since the implementation of the curriculum, more than 80% of students can independently complete the creation of indigo dyeing works, and have won a number of provincial and above awards, effectively improving students' aesthetic literacy and cultural identity.

4.2 Case 2: The "Woodblock New Year Paintings" Project Curriculum of the Primary School Affiliated to Liaocheng University

Relying on the national ICH resource of Dongchangfu woodblock New Year paintings, the Primary School Affiliated to Liaocheng University has developed a project-based aesthetic education curriculum, constructing a teaching process of "theoretical learning - skill practice - creative innovation - achievement transformation". In the curriculum, students first understand the historical culture and artistic characteristics of woodblock New Year paintings through videos, pictures, physical displays and other methods; then learn the craft skills of New Year painting such as engraving, printing and coloring under the guidance of ICH inheritors; in the creative innovation link, students adapt and design New Year painting patterns in combination with modern aesthetic needs, developing cultural and creative products such as New Year painting-themed notebooks, bookmarks and postcards; display and sell their works through the "campus creative market" platform, realizing a closed loop of "industry-university-research".

In the process of curriculum implementation, students not only master the basic skills of woodblock New Year paintings, but also deeply understand the folk cultural connotations contained in them. Their innovative thinking and practical abilities have been significantly improved, and at the same time, it has promoted the campus inheritance and living development of Dongchangfu woodblock New Year paintings.

4.3 Case 3: The "Digital + ICH" Project Curriculum of Fenghuanghu Primary School in Yongchuan District, Chongqing

Combined with the trend of educational digitalization, Fenghuanghu Primary School in Yongchuan District, Chongqing has developed a project-based aesthetic education curriculum of "Digital + ICH", organically integrating ICH skills with digital technology. The school has built a digital art center, equipped with digital drawing boards, artificial intelligence painting tools, intelligent temperature-controlled kilns and other equipment, providing technical support for ICH teaching. The curriculum selects ICH projects such as paper-cutting, pottery art and folk music, and optimizes the teaching process through digital technology, for example, using artificial intelligence painting tools to assist students in paper-cutting pattern design, and allowing students to experience the fun of playing folk music through the virtual band accompaniment platform.

In the project implementation, students learn ICH skills through digital tools and carry out creative creation, display and communication by using information technology. They not only master traditional ICH skills, but also improve their digital literacy and innovative abilities, constructing a new paradigm of ICH aesthetic education

featuring "tradition + modernity", and providing a new path for the contemporary inheritance of ICH skills.

5.Safeguard Strategies for Curriculum Construction

5.1 Integrating School-Local and School-Enterprise Resources

The effective implementation of ICH aesthetic education curricula requires sufficient resource support. Schools should strengthen school-local, school-enterprise and school-museum cooperation, integrating multi-stakeholder resources to serve the curriculum. Establish cooperative relations with local ICH protection centers, cultural centers and museums, taking them as off-campus practice bases and organizing students to carry out field investigations and experience learning activities; invite ICH inheritors and folk artists to campus to serve as curriculum instructors and provide professional skill guidance; cooperate with cultural and creative enterprises to provide students with a platform for creative transformation and achievement display, realizing the social transformation of curriculum achievements.

5.2 Strengthening Teachers' Professional Development

Teachers are the core force in curriculum implementation. Schools should strengthen the construction of the ICH aesthetic education teaching team and improve teachers' professional literacy. Through special training, research studies for ICH inheritors, teaching seminars and other methods, help teachers understand the cultural connotations and craft characteristics of ICH skills, and master the methods and strategies of project-based teaching; encourage teachers to carry out research on ICH aesthetic education topics, explore effective paths for the integration of ICH and aesthetic education, and improve teachers' teaching and research capabilities; establish a teacher resource sharing mechanism, strengthen inter-school teacher exchange and cooperation, and realize the sharing of high-quality teacher resources.

5.3 Creating a Campus ICH Cultural Atmosphere

The campus cultural atmosphere is an important environmental support for curriculum implementation. Schools should pay attention to the campus infiltration of ICH culture and create a strong ICH aesthetic education atmosphere. Popularize ICH cultural knowledge through campus publicity boards, cultural walls, broadcasting stations and other carriers; regularly hold campus ICH culture festivals, ICH skill display weeks and other activities to provide students with a platform to experience the charm of ICH; integrate ICH elements into campus environment construction, such as incorporating paper-cutting, New Year paintings, pottery art and other ICH symbols into campus landscape design, allowing students to imperceptibly feel the beauty of ICH in daily campus life, and forming a campus cultural atmosphere where "everyone loves ICH and everyone inherits ICH".

6.Conclusion

The construction of project-based aesthetic education curriculum of ICH skills in the basic education stage is an important path to realize cultural inheritance and the quality improvement of aesthetic education, which has important theoretical and practical significance. Based on theoretical foundations such as cultural ecology and constructivism, and combined with practical cases of primary and secondary schools in multiple regions, this paper constructs a systematic and sound project-based aesthetic education curriculum system of ICH skills from four dimensions: curriculum objectives, content, implementation and evaluation, providing a clear path guide for the implementation of ICH aesthetic education curricula in primary and secondary schools.

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