

# Innovative Research on Curriculum Design of Intangible Cultural Heritage Skill Activation and Art Practice

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## ABSTRACT

This study takes as a case study the Zhuma culture of the ancient city of Yongning in Beijing to explore the crucial role of documentaries in intangible cultural heritage (ICH) education. As an audiovisual medium, documentaries can convey the core values of intangible cultural heritage skills through multisensory narrative methods, enhancing the depth and breadth of cultural heritage. Based on cultural adaptation theory and innovation diffusion theory, this paper proposes an innovative framework for incorporating documentaries into the design of arts education curricula, promoting the integration of traditional skills and contemporary artistic expressions through modern audiovisual technology. Combining symbolic interaction theory and Toulmin's argumentation model, this paper shows how to strengthen students' cognitive and critical thinking skills regarding the connotations of intangible cultural heritage through argumentation structures. The paper concludes that documentaries not only provide a practical pathway for the modern inheritance of intangible cultural heritage skills, but also offer effective theoretical support for innovation and curriculum design development in higher arts education.

## 1. Introduction

In the context of the rapid development of artificial intelligence and digital technology, the reorganization of classrooms to introduce advanced teaching methods has become an important issue. Curriculum design plays a decisive role in this transformation process, not only influencing the speed of students' absorption of professional content, but also the adaptability of teacher-student interaction. The case of "Art Practice Course - Taking Zhuma Culture in the ancient city of Yongning as an example" shows that curriculum design depends on both

technological optimization and its cultural foundations: art teaching centers, learning party construction and caring for intangible cultural heritage. In recent years, with the development of new-quality productive forces, building a powerful country in higher education from the perspective of new-quality productive forces must pay attention to cultural heritage and innovation<sup>[2]</sup>. This study aims to provide practical insights and explore how to promote the activation of intangible cultural heritage competencies through digital transformation and provide an effective curriculum design solution for the specialization in digital media art majors in colleges and universities.

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## **2. Activation of intangible cultural heritage competencies and curriculum innovation**

### **2.1 The combination of intangible cultural heritage and audiovisual art**

The transmission of Intangible cultural heritage is a complex cultural project that requires multiple ways to ensure its continuation in modern society. In domestic and foreign research, the protection of intangible cultural heritage focuses mainly on cultural policies, legal protections, and cultural education. Here, the discussion is mainly from the perspective of combining intangible cultural heritage and the audio-visual art form of documentary filmmaking.

Audio-visual art plays a crucial role in the inheritance of intangible cultural heritage. Through the combination of sight and hearing, it can more intuitively convey the cultural connotations of intangible cultural heritage skills and promote their activation and inheritance in modern society. Audiovisual art can fully show the intrinsic value of intangible cultural heritage skills through narrative structure and symbol construction, making the transmission of its cultural connotations intuitive. For example, “The Power of Inheritance,” which won the China Documentary Association’s “Best Intangible Cultural Heritage Documentary” award in 2021, focuses on intangible cultural heritage projects in different regions of China. The documentary reflects the interaction and dialogue between heirs, audiences and production teams. Through cooperation with different platforms, it realizes cross-border marketing and dissemination of intangible cultural heritage IPs, fully showing the intrinsic value of intangible cultural heritage skills. The intervention of film and television art provides new means for the protection of intangible cultural heritage competencies, presenting them to the public in a more vivid form. For example, “The Temperature of Crafts,” which won the “Best Humanities Documentary” award at the International Documentary Film Festival (IDFA) in 2022, records the cultural connotations and emotional values behind crafts through international cooperation and cross-cultural exchanges in different countries. The delicate language of the lens and emotional storytelling make intangible cultural heritage skills come alive. Audiovisual artworks not only record the details of intangible cultural heritage skills, but also integrate traditional skills into the modern context through artistic processing and narrative functions, promoting the activation and legacy of intangible cultural heritage. For example, “Traces of Time,” which won “Best Documentary” at the China TV Golden Eagle Award in 2023, records the inheritance process of multiple intangible cultural heritage projects in

China. This documentary adopts a multi-angle and multi-level narrative method, excavates the depth of content and value of intangible cultural heritage, and provides spiritual comfort and cultural nourishment to the audience through delicate images and emotional narratives, allowing traditional skills to be reconstructed and activated in the modern context.

### **2.2 The application of documentaries in intangible cultural heritage education**

Documentaries play a bridging role in intangible cultural heritage arts education. Through through visual storytelling and actual recording, they can deeply convey cultural connotations and enhance audiences’ cultural identity and activation of intangible cultural heritage skills. Documentaries capture the details of intangible cultural heritage through visual storytelling, enabling audiences to gain a deeper understanding of cultural context and heritage. For example, in Garcia’s (2019) research, documentaries influence cultural identity through narrative strategies and promote students’ understanding of intangible cultural heritage<sup>[10]</sup>. Documentaries strike a balance between art and authenticity, have both entertainment and educational significance, and inspire public interest in traditional skills. For example, the production of “A Bite of China” not only attracts a large number of viewers with its vivid visual representation and rich informational content, but also enhances their attention to traditional Chinese food culture and the skills behind it. Documentaries enhance the perceptibility of culture through the strategy of amplifying individual experience and subjective memory and are suitable for application to intangible cultural heritage inheritance. Thompson (2022), for example, analyzed how to use documentaries to promote education and cultural heritage. Through the expression of individual experience, audiences can perceive more deeply the humanistic emotions and historical depth contained in intangible cultural heritage<sup>[11]</sup>.

It is not difficult to understand the multiple values of documentaries in the dissemination and education of intangible cultural heritage. They not only provide an exhibition platform for traditional skills, but also offer new opportunities for audiences to deeply understand and participate in traditional culture.

## **3. Case study: The integration and practice of Zhuma culture in the ancient city of Yongning, Beijing, and the design of art education curriculum**

As an important means of cultural heritage, art edu-

cation has a wide range of applications in modern society. Its main goal is to stimulate students' creativity and cultural identity. The American model of K-12 design education particularly emphasizes the stimulation of students' creativity in daily life through problem-solving and life-oriented teaching methods. This model is similar in goals and methods to the Intangible Cultural Heritage Skills Activation teaching model in China.

The Zhuma Culture Intangible Cultural Heritage Skills Activation Course in the ancient city of Yongning, Beijing, is a basic course<sup>[3]</sup> with comprehensive and practical features. It is also a specific practice of this educational model. This project uses documentaries as a means of presenting traditional skills in a modern form, greatly enhancing students' understanding and ability to express intangible cultural heritage skills. Taking the documentary "Singing While Walking" as an example, this film records the process of inheriting Zhuma culture skills from the perspective of college students, showing the deep cultural connotations and emotional values of Zhuma culture. Unlike traditional recording methods, students are not just passive observers, but experience and participate in the process of inheriting intangible cultural heritage skills through interaction and filming. In the film, the boundaries between fiction, documentary and experimentation are blurred. There is a shift from external documentary to the presentation of "psychological reality" reflecting the inner world of the main creators<sup>[1]</sup>. This practical education method offers new possibilities for the activation of intangible cultural heritage skills by combining traditional culture with modern film and television technology to form an effective interdisciplinary teaching practice.

In terms of curriculum design, the argumentative structure based on Toulmin's theory can effectively guide students' creation of documentaries.

### **3.1 Defining the thesis statement**

At the beginning of the course, teachers should clearly define the central thesis of the documentary. For example, discuss how documentaries convey specific cultural or social information through visual storytelling. For example, the social value of Zhuma culture helps students establish the central picture of cultural heritage.

### **3.2 Provide evidence**

Collect relevant cases and data as supporting evidence. Specific documentaries can be selected as objects of analysis to discuss how they use specific visual and auditory elements to strengthen the thesis. Using symbolic interaction theory, analyze the symbolic significance of Zhuma's

intangible cultural heritage and its impact on students' understanding. Through field evidence, such as the details of skills and the historical background of heirs, students can thoroughly explore the cultural connotations of intangible cultural heritage skills. As knowledge diplomacy in action, it promotes mutual water learning among civilizations. Respecting cultural and group differences as an inherent requirement, it establishes a culture of future-oriented higher arts education based on global common interests and social justice, thus contributing to the building of a community with a shared future for humanity<sup>[4]</sup>.

### **3.3 Establish assurance**

Explain why this evidence can support the thesis. Discuss the unique advantages of documentaries in terms of cultural dissemination, authenticity and emotional resonance. Analyze successful cases of film and television education on intangible cultural heritage skills abroad. For example, the works of French filmmaker Agnès Varda highlight the interaction between individuals and society, culture and identity. Varda shows the integration of cultural self-reflection and modern society through the documentary form. This personalized and individual expression provides new narrative strategies for film and television of intangible cultural heritage skills. By learning Varda's works, students can more freely express their personal understanding and re-creation of culture, thus enhancing their ability of cultural expression in documentaries.

### **3.4 Supports and refutations**

Gather additional supporting materials, such as academic literature or expert opinions, and consider possible counterarguments. For example, discuss the balance between the representation of reality and the artistic elaboration of documentary filmmaking. Guide students to question the challenges of traditional skills in modern society. This process stimulates students' innovative thinking and enables them to add modern elements in creation, promoting the innovative development of intangible cultural heritage skills.

### **3.5 Review and synthesize**

Adapt the thesis or method based on student feedback or class discussions to ensure content coherence and logic. Summarize the learning outcomes of the course and emphasize how Toulmin's theory helps students gain a deeper understanding of the narrative structure of documentaries.

Through these steps, students can not only master the application of Toulmin theory, but also improve their

critical thinking skills in analyzing documentaries, better understanding and evaluating film and television works.

Finally, the wide application of digital technology offers new opportunities for the dissemination of intangible cultural heritage skills and also places higher quality requirements. With the development of technologies such as virtual reality and augmented reality, the forms of documentary filmmaking are gradually being transformed.

#### **4. Research findings and discussions: Integration and innovation of documentaries and intangible cultural heritage skills**

As an important tool for intangible cultural heritage (ICH) education, documentaries promote students' knowledge and inheritance of traditional skills. Through the creation and teaching practice of documentaries, Zhuma culture is reinterpreted in modern arts education. In the process of creation, students not only enhance their understanding of intangible cultural heritage skills, but also inject new vitality into traditional skills through innovative means. Documentaries provide a way of expressing intangible cultural heritage skills in the modern context, effectively realizing cultural activation and dissemination.

The process of participating in the creation of documentaries strengthens students' cultural identity and capacity for innovative expression. For example, by studying the traditional work "Zhaojun coming out of the border," students reinterpret the image of Wang Zhaojun in different historical and cultural contexts and explore the cultural expression of women in different periods. Although the epidemic has hindered the filming of new documentaries, this discussion has promoted students' reflection on traditional culture. The creation of documentaries helps students cultivate critical thinking and innovativeness in the interaction between audiovisual language and cultural symbols, and increases their confidence and identity in Zhuma culture.

Documentaries are not only a means of displaying intangible cultural heritage skills, but also an important practical tool of arts education. By combining theory and practice, documentaries provide students with rich learning experiences and promote innovation and development in arts education. In the future, with the development of digital technology, the application of documentaries in intangible cultural heritage culture will continue to expand, providing more opportunities for the inheritance and sustainable development of intangible cultural heritage skills.

#### **5. Conclusions and recommendations**

Taking Zhuma culture in the ancient city of Yongning

in Beijing as an example, this study thoroughly discusses the activation of intangible cultural heritage competencies and its innovative application in art practice curriculum design based on Toulmin's argumentative model, and then provides a new path for art education. By analyzing the role of documentaries in the legacy of Zhuma culture, the paper proposes curricular design strategies to promote innovation and development in arts education.

First, the study discusses the key role and influence of documentaries in intangible cultural heritage education, especially in the context of Zhuma intangible cultural heritage culture heritage in the ancient city of Yongning, Beijing. Through the activation process of audiovisual art, this article reveals how documentaries inherit, deconstruct and reconstruct intangible cultural heritage in modern society. This not only expands the methods of dissemination of Zhuma culture, but also shows its cultural adaptation and innovative expression in the contemporary context.

Second, on the basis of cultural adaptation theory, innovation diffusion theory and symbolic interaction theory, this paper proposes specific strategies for the application of documentaries to the design of arts education programs. These strategies emphasize the transmission of the core values of Zhuma culture through professional practice courses and artistic expressions, giving it new vitality in modern society. This kind of design not only enriches the content of arts education, but also provides strong support for the sustainable development of intangible heritage culture.

Finally, this paper provides a teaching method and practical case based on Toulmin's theory for film and television art education. This teaching method based on the argumentative structure not only helps cultivate students' critical thinking, but also stimulates their capacity for innovation in artistic creation, thus promoting the continuous innovation and development of art education.

In conclusion, this study not only provides new ideas for the inheritance and activation of intangible heritage culture, but also opens a new direction for the design and innovation of the arts education curriculum. Future research can further explore the application of documentaries to other intangible cultural heritages and expand their potential and value in arts education.

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