

Enhancing Realistic Art Literacy for Understanding Chinese Painting Traditions in Art Education

Dexu Jia*, Sastra Laoakka

Faculty of Fine-Applied Arts and Cultural Science, Maharakham University, Thailand.

Corresponding author: Dexu Jia, E-mail: 64012461007@msu.ac.th

ARTICLE INFO

Article history

Received: December 23, 2024

Accepted: March 23, 2025

Published: March 31, 2025

Volume: 13 Issue: 2

Conflicts of interest: None

Funding: None

ABSTRACT

Traditional Chinese painting prioritizes expressive brushwork, compositional harmony, and symbolic representation, contrasting with Western realism, which emphasizes technical precision, shading, and perspective. This study examines the enhancement of realistic art literacy in fostering the understanding of Chinese painting traditions in art education. This study involved three key informants, ten casual informants, and general informants in an art education setting. Using a qualitative research approach, the study employed content analysis, semi-structured interviews, and classroom observations to assess the impact of realism-based instruction on students' ability to engage with Chinese painting techniques and philosophies. Findings reveal that while realism-based training enhances brush control, spatial awareness, and compositional accuracy, students struggle to adapt to Chinese painting's expressive fluidity and philosophical depth. The study suggests a balanced curriculum combining realism-based learning with traditional Chinese artistic education, allowing students to navigate both artistic traditions effectively. Future research should explore digital tools, cross-cultural methodologies, and comparative studies on Gongbi and Western realism to further integrate realism with Chinese painting instruction in modern art education.

Key words: Realistic Art Literacy, Chinese Painting Traditions, Art Education, Cross-Cultural Engagement, Pedagogical Strategies

INTRODUCTION

Art education plays a fundamental role in shaping students' artistic literacy, enabling them to develop technical skills while cultivating an appreciation for diverse artistic traditions. Among these traditions, Chinese painting holds a significant place, distinguished by its unique aesthetic principles, brushwork techniques, and philosophical depth. Unlike Western realism, which prioritizes precise representation and technical accuracy, Chinese painting emphasizes expressive brushstrokes, symbolic composition, and the balance of negative space (Cheng & Hung, 2018; Gibson & Ewing, 2020; Shih, 2019). This artistic approach, deeply influenced by Chinese cultural and philosophical traditions, requires a different mode of engagement compared to Western artistic training. However, many students find it difficult to grasp the essence of Chinese painting due to their prior exposure to realism-based techniques that focus on proportion, perspective, and shading (Gu et al., 2020; Peters, 2022). This gap in understanding highlights the need for a structured approach that enhances realistic art literacy to foster deeper engagement with Chinese painting traditions.

A major challenge in art education today is the disconnection between traditional realism-based instruction and

the teaching of Chinese painting. Many students, particularly those trained in Western artistic traditions, approach art focusing on detailed representation and technical precision, making it difficult for them to appreciate the abstract and philosophical aspects of Chinese painting (Darda & Cross, 2022; Xie & Chang, 2021). This issue is further compounded by the lack of curriculum integration that effectively bridges realism and traditional Chinese art. Without a clear understanding of brushwork techniques, compositional balance, and the philosophical underpinnings of Chinese painting, students often struggle to interpret and replicate traditional works (Cao & Champadaeng, 2024; Lilliedahl, 2018; Sullivan, 2023). This lack of realistic art literacy prevents them from fully appreciating the depth and complexity of Chinese artistic expression, leading to a superficial engagement with the art form rather than an immersive learning experience.

This study aims to examine the enhancement of realistic art literacy in fostering the understanding of Chinese painting traditions in art education. It seeks to explore how the principles of realism can be adapted to improve students' ability to analyze, interpret, and engage with Chinese painting techniques. This study will identify pedagogical approaches that help students bridge the gap between technical accuracy

and expressive interpretation by investigating effective teaching strategies incorporating realism-based learning into traditional Chinese art instruction. Additionally, it will assess how a structured integration of realistic art literacy can foster a more comprehensive appreciation of Chinese painting, allowing students to develop a more holistic perspective on artistic traditions. Through qualitative analysis, classroom observations, and interviews with educators, this study will provide insights into the effectiveness of realism-based learning in deepening students' artistic literacy and engagement with Chinese painting (Fang et al., 2025; Gu & Laoakka, 2024; Kuo et al., 2024; Lyu & Sangiamvibool, 2025; O'Leary, 2020; Zhao et al., 2018).

The significance of this study lies in its potential to transform art education by promoting a more integrated and inclusive approach to learning. By enhancing students' realistic art literacy, educators can equip them with the necessary skills to analyze, interpret, and appreciate traditional Chinese painting meaningfully. This study will not only contribute to the refinement of art education curricula. Still, it will also help students develop a more versatile artistic skill set, allowing them to navigate different artistic styles confidently. Moreover, by bridging the gap between realism and traditional Chinese painting, this research will encourage students to appreciate the cultural values embedded in Chinese artistic heritage. Ultimately, the findings of this study will contribute to the broader discourse on cross-cultural artistic education, emphasizing the importance of incorporating diverse artistic traditions into contemporary art instruction to cultivate a better-rounded and globally aware generation of artists.

Research Question

- How does enhancing realistic art literacy contribute to a deeper understanding of Chinese painting traditions in art education?

LITERATURE REVIEW

Realistic art literacy has long been a cornerstone of Western art education, emphasizing accurate representation, observational drawing, and technical mastery. However, traditional Chinese painting follows a different trajectory, prioritizing expressive brushwork, symbolic representation, and philosophical depth over strict realism. Given these differences, bridging the gap between realism and Chinese painting traditions presents an important challenge in art education. This literature review explores three key areas relevant to this study:

Realistic Art Literacy in Art Education

Realistic art literacy is creating artwork with technical accuracy and precision. In Western art education, realism is a key component, focusing on skills like proportion, perspective, and shading to create lifelike depictions. This approach involves direct observation, anatomical studies, and replicating classical works to enhance artists' precision. However,

Chinese painting approaches artistic literacy differently, emphasizing the internalization of nature's essence and the artist's interpretation. This divergence highlights the need to adapt realistic art literacy to complement Chinese painting traditions. By integrating elements of realism into Chinese painting studies, students can enhance their technical skills and gain a deeper understanding of traditional Chinese art's unique stylistic and philosophical aspects (Gu, 2021; Roy et al., 2019; Shiao, 2020).

Chinese Painting Traditions

Chinese painting is a complex art form influenced by philosophical and aesthetic traditions, emphasizing expression over exact representation. Two primary techniques, Gongbi and Xieyi, represent different approaches to artistic expression. Gongbi involves detailed, precise brushwork, often found in court paintings and narratives, while Xieyi is characterized by expressive, spontaneous brushstrokes that capture the essence of a subject. These techniques are rooted in a philosophical framework influenced by Confucianism, Taoism, and Buddhism. Confucian ideals promote harmony, balance, and the moral purpose of art, while Taoist philosophy emphasizes natural spontaneity and energy flow. Buddhist influences, particularly Zen painting, encourage simplicity and contemplation of emptiness. Understanding Chinese painting requires a balanced approach that allows students to appreciate its abstract qualities while still employing realism-based techniques to analyze composition, structure, and brushwork (Gao, 2019; Woon et al., 2022; Yang, 2023; Zhuo & Hou, 2024).

Integrating Realistic Art Literacy in Chinese Painting Education

Incorporating realistic art literacy into Chinese painting education involves pedagogical strategies that respect artistic traditions and foster technical and conceptual growth. Comparative analysis helps students understand the differences between Western realism and Chinese painting styles, allowing them to appreciate Chinese painting traditions without disregarding their realism training. Technical brush control and compositional balance training help students transition between detailed depiction and expressive abstraction, broadening their artistic capabilities. Historical contextualization gives students a deeper understanding of Chinese painting's evolution, relationship with calligraphy, and cultural significance. By enhancing realistic art literacy, educators can foster a holistic approach to art education that respects cultural diversity and encourages artistic exploration. This deepens students' understanding of Chinese painting and enhances their ability to interpret and appreciate the artistic values of different cultural traditions (Chang, 2019; Goldberg, 2021; Gu & Laoakka, 2024; Kuttner, 2020; Zhao et al., 2018).

METHOD

This study employs a qualitative research approach to examine how realistic art literacy enhances students'

understanding of Chinese painting traditions in art education. The study integrates content analysis, semi-structured interviews, and classroom observations to comprehensively explore educational practices and students' learning experiences (Leavy, 2020; O'Leary, 2020; Zhao et al., 2018). The participants include three key informants, ten casual informants, and general informants, selected through purposive sampling to provide diverse perspectives on realistic art literacy about Chinese painting traditions.

Research Design

The study follows a qualitative research design, employing multiple data collection techniques to gather in-depth insights from artists, educators, and students. The methodology combines content analysis, interviews, and classroom observations to ensure a holistic understanding of how realistic art literacy influences students' engagement with Chinese painting traditions. Table 1 shows three primary qualitative research methods were utilized in this study.

Participants

Participants were divided into three groups: key informants, casual informants, and general informants. Three key informants were experienced artists with a recognized style in realistic painting, while casual informants were ten oil painting students who participated in classroom observations and discussions. General informants included middle-aged and elderly individuals who appreciate realistic painting and traditional Chinese styles, as well as young art enthusiasts who are more inclined towards contemporary realistic painting. These informants provided a broader societal view of realistic art literacy and its role in artistic education and appreciation.

Data Collection

A combination of document analysis, interviews, and classroom observations was employed to collect data. Each method provided complementary insights, contributing to a well-rounded understanding of realistic art literacy in Chinese painting education. As shown in Table 2, the study incorporated three main data collection techniques.

Data Analysis

The study employed thematic analysis to organize and interpret collected data. The data was categorized into key themes from the participants' experiences and learning observations. As shown in Table 3, data analysis focused on three primary themes.

RESULTS

The study reveals that realistic art literacy significantly enhances students' understanding of Chinese painting traditions. It improves technical skills, conceptual appreciation, and cross-cultural engagement. This approach enhances

Table 1. Research design overview

Method	Description
Content Analysis	Reviewing textbooks, historical documents, and educational curricula to identify how realistic art literacy is represented in Chinese painting education
Semi-Structured Interviews	Conducting interviews with selected artists and educators to understand their perspectives on realistic art literacy and its role in Chinese painting instruction
Classroom Observations	Observing students' application of realistic techniques in learning Chinese painting styles and analyzing their progression

Table 2. Data collection methods

Method	Description
Content Analysis	Examining historical documents, educational curricula, and textbooks to assess how realistic art literacy is integrated into Chinese painting instruction
Semi-Structured Interviews	Conducting interviews with three key informants (artists and educators) to explore their perspectives on the intersection of realism and Chinese painting traditions
Classroom Observations	Observing students in art classes to analyze their engagement with realistic techniques and their adaptation to traditional Chinese painting styles

Table 3. Thematic categories of data analysis

Theme	Description
Technical Skills	Examining how realistic art literacy influences students' ability to apply brushwork, shading, and perspective in Chinese painting
Conceptual Understanding	Assessing how students interpret artistic meaning, symbolism, and aesthetic values in traditional Chinese painting
Cross-Cultural Appreciation	Analyzing students' ability to compare and appreciate differences between Western realism and Chinese artistic traditions

brushwork and compositional abilities and enables students to grasp the philosophical and symbolic essence of traditional Chinese paintings.

Improved Technical Understanding

One of the most significant findings in this study is the role of realistic art literacy in enhancing students' technical proficiency in Chinese painting. Informants expressed that incorporating realism-based training improved their brush control, compositional awareness, and mastery of ink

application techniques. Before engaging with realism techniques, many students struggled with stroke precision and spatial arrangement in traditional Chinese painting. They often found balancing line variation and ink consistency challenging, resulting in stiff and unnatural compositions. However, after strengthening their literacy in realism, they demonstrated a more refined approach to brushwork and composition, making a smoother transition into traditional Chinese painting methods.

As shown in Table 4, informants shared how realistic art literacy played a key role in their development of technical skills. One student stated, “Before learning realism-based techniques, my brushwork in Chinese painting felt uncontrolled and imprecise. Through practicing realistic shading and contouring, I developed a better sense of movement and balance in my strokes.” Another participant emphasized how realism-based exercises in spatial awareness allowed them to construct more dynamic and well-balanced Chinese compositions instead of the rigid and disproportionate depictions they had previously produced.

This technical improvement is particularly evident in Figure 1, where the controlled brushstrokes and gradual ink shading create a delicate sense of movement and depth. Informants highlighted that practicing realism helped them analyze how traditional Chinese painters manipulated brush pressure, ink flow, and composition to achieve a harmonious effect. Integrating realism-based literacy into their training enabled them to approach Chinese brush techniques with greater accuracy and expressive intent.

Enhancing realistic art literacy helped students develop a more profound awareness of Chinese painting’s structural and technical components. The transition from Western realism to Chinese brush techniques allowed them to refine their skills, ultimately leading to a stronger appreciation for the nuances of traditional Chinese artistic expression.

Enhanced Conceptual Appreciation

Beyond refining technical skills, realistic art literacy significantly influenced students’ conceptual appreciation of Chinese painting traditions. This development allowed students to move beyond viewing Chinese paintings as simple depictions and instead interpret them as complex visual narratives infused with philosophical meaning, symbolic elements, and cultural values. Informants in this study reported that training in realism sharpened their analytical skills, helping them identify underlying themes that were previously

overlooked. This shift in artistic literacy fostered a deeper engagement with traditional Chinese painting, elevating students’ ability to understand and interpret these works beyond their surface appearance.

A key informant highlighted how realistic art literacy altered their perspective on traditional Chinese art: “I used to see Chinese paintings as just decorative representations, but after studying realism, I now appreciate how they convey abstract ideas about nature, balance, and spirituality.” This sentiment was shared among multiple students who realized that traditional Chinese paintings often communicate deeper meanings through brushstroke techniques, empty spaces, and symbolic imagery rather than through strict realism. The training in realistic techniques helped them contrast realism’s precision and detailed shading with the expressive and intuitive approach of Chinese brushwork, which often relies on gestural marks to convey emotion and movement.

This development in conceptual literacy is illustrated in Figure 2, which highlights Chinese painting’s ability to depict subjects with minimal but intentional brushstrokes. Unlike realism, where every detail is meticulously rendered, the bird illustrations in Figure 2 use simple yet expressive lines to convey a sense of movement and vitality. As shown in Table 5, informants described how realistic art literacy helped them recognize the expressive power of minimalistic brushwork, allowing them to appreciate how Chinese artists capture the essence of a subject without excessive detail.

In addition to enhancing their understanding of brushwork, informants noted that realistic art literacy improved their ability to interpret artistic symbolism in Chinese paintings. One student reflected, “When I first studied traditional Chinese paintings, I didn’t understand the use of blank spaces and abstract forms. Through my training in realism, I learned how composition and brush technique are used to express themes rather than to replicate reality.” This realization marks a crucial improvement in artistic literacy as students begin to recognize the function of abstraction in conveying artistic intent.

Furthermore, realism-based learning helped students understand the contrast between realistic and abstract elements in Chinese painting, particularly in how both styles

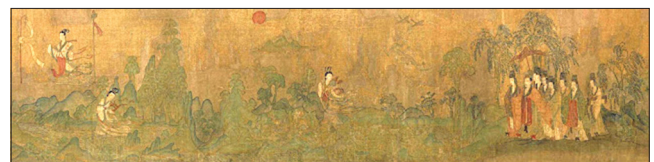


Figure 1. The Nymph of the Luo River
Source: Plinius (n.d.)



Figure 2. Sketches of birds
Source: Birds, Insects and Turtles (n.d.)

Table 4. The impact of realistic art literacy on technical understanding

Informant	Key Observations on Technical Improvement
Informant 1	Improved brush control and stroke precision after practicing realism techniques
Informant 2	Enhanced compositional awareness and spatial arrangement in paintings
Informant 3	Better understanding of ink application and color blending in Chinese painting

approach perspective and form. Informants found that while realism relies on depth, light, and shadow to create three-dimensionality, Chinese painting employs negative space, calligraphic brushwork, and tonal variation to achieve a similar effect. By developing literacy in both artistic traditions, students gained a more holistic understanding of how Chinese painting differs from and complements realism, allowing them to appreciate its uniqueness rather than judge it based on Western standards.

One informant emphasized that studying realism helped them decode the emotional depth of traditional paintings. Now I see how an artist’s emotions and philosophy shape their brushstrokes. Instead of just looking at a painting’s subject, I think about what the artist was trying to express through the movement of ink.” This ability to interpret emotion and intent through artistic literacy reflects a profound shift in students’ engagement with Chinese painting traditions.

Additionally, the study found that exposure to realism-based techniques improved students’ ability to distinguish between different Chinese painting styles. Students learned to identify Gongbi (meticulous brushwork) and Xieyi (freehand brushwork) as distinct methods with different artistic goals. They realized that while Gongbi follows a more controlled and detailed approach similar to realism, Xieyi prioritizes expressive movement and spontaneity, aligning more closely with the philosophical principles of Daoism and Zen Buddhism. This awareness allowed students to better analyze and categorize traditional Chinese paintings based on their stylistic characteristics, further enhancing their artistic literacy.

Greater Cross-Cultural Engagement

A crucial outcome of this study is how realistic art literacy enhances students’ ability to engage with Chinese artistic heritage from a cross-cultural perspective. Informants reported that learning Western realism and traditional Chinese techniques gave them a more nuanced perspective on artistic traditions, allowing them to bridge cultural gaps and compare artistic methodologies across different civilizations. Developing artistic literacy through realism-based learning helped students appreciate the historical and cultural context of Chinese painting, situating it within a broader artistic

discourse rather than seeing it as an isolated or antiquated practice.

One participant shared their experience: “Realism helped me see Chinese painting not as an isolated practice but as part of a global artistic evolution. Instead of focusing on its differences from Western art, I now see how Chinese painting and realism explore themes of nature, light, and movement in their ways.” This observation highlights how art literacy fosters a deeper understanding of artistic traditions by allowing students to compare techniques, themes, and philosophies across cultures.

A key comparison emerged between Western landscape painting and Chinese Shanshui (mountain-water) painting, with students noting how the structural precision of realism contrasts with the expressive brushwork of Chinese landscapes. Figure 3 exemplifies this contrast, showcasing the abstract yet dynamic nature of Chinese landscape painting, which relies on symbolic composition and calligraphic strokes rather than the rigid perspective and light-based modeling seen in realism. Informants noted that studying realism helped them understand the unique visual language of Chinese painting, making them more receptive to its artistic and philosophical significance.

Table 6 summarizes the effects of realistic art literacy on cross-cultural engagement. It displays key insights from informants about their improved understanding of Chinese painting through a comparative approach.

Beyond stylistic comparisons, informants also gained insight into Chinese art’s cultural and philosophical underpinnings. One participant explained, “Before, I thought Chinese painting was just simple lines and ink washes. After studying realism, I saw how Taoist and Confucian principles shape how landscapes are created. The emphasis on balance and emptiness in Chinese painting differs greatly from realism, but both styles aim to depict the world in their way.” This awareness underscores how art literacy goes beyond



Figure 3. The autumn colors on the Ch’iao and Hua mountains

Source: Meng (n.d.)

Table 5. The role of realistic art literacy in conceptual understanding

Informant	Key Observations on Conceptual Appreciation
Informant 1	Learned to analyze the philosophical themes in traditional Chinese paintings
Informant 2	Gained an appreciation for the emotional depth in brushwork
Informant 3	Developed skills in distinguishing realism from symbolic representation

Table 6. Cross-cultural engagement through realistic art literacy

Informant	Key Observations on Cross-Cultural Engagement
Informant 1	Understood how Chinese painting differs from Western realism
Informant 2	Developed an appreciation for traditional Chinese aesthetics
Informant 3	Recognized the influence of philosophy in Chinese painting compared to realism

technical training and extends into cultural interpretation and philosophical engagement.

Additionally, informants recognized the role of historical exchanges in shaping artistic traditions. Several participants reflected on the influence of Western artistic techniques on modern Chinese art, particularly how some contemporary Chinese painters incorporate elements of realism into traditional ink painting. This realization prompted discussions about how cultural exchange fosters artistic innovation, leading students to see Chinese painting as a dynamic and evolving art form rather than a static tradition. One student noted, "I used to think of Chinese painting as an ancient style, but now I see how it adapts and evolves, sometimes borrowing from realism while maintaining its unique identity."

This shift in perception is critical for fostering artistic literacy that embraces multiple traditions rather than viewing art through a singular cultural lens. As students develop the ability to analyze different artistic approaches critically, they become more informed and open-minded artists, capable of engaging with multiple traditions while appreciating their unique contributions.

Another informant emphasized how realistic art literacy enabled them to recognize common artistic goals across cultures despite differences in technique. They stated, "Even though Chinese painting and realism use different methods, both seek to meaningfully capture nature and human experience. By understanding realism first, I was able to appreciate how Chinese painting achieves expression through abstraction and minimalism rather than precise detailing." This realization suggests that literacy in one artistic tradition can be a gateway to understanding another, reinforcing the value of cross-disciplinary education in the arts.

DISCUSSION AND CONCLUSION

This study demonstrates that enhancing realistic art literacy significantly contributes to students' understanding of Chinese painting traditions in art education. The findings indicate that integrating realism-based techniques into traditional Chinese painting instruction improves technical proficiency, deepens conceptual appreciation, and fosters greater cross-cultural engagement. These results align with prior research emphasizing the role of technical accuracy in developing artistic literacy (Gu, 2021; Roy et al., 2019). However, while realistic training strengthens students' technical skills, the study also reveals that a rigid adherence to realism may hinder their ability to embrace the expressive and philosophical dimensions of Chinese painting. This observation supports previous studies arguing for a balanced approach in art education, where students are exposed to structured realism and freehand expressive traditions (Gibson & Ewing, 2020; Lilliedahl, 2018).

The study's results are consistent with theoretical frameworks emphasizing cultural learning and artistic literacy. The findings affirm Kuttner's (2020) argument that art education should encourage cultural citizenship by integrating multiple artistic traditions rather than reinforcing a dominant approach. Furthermore, the study supports Shih's (2019) assertion that artistic literacy should not be limited

to technical training but must also incorporate conceptual and cultural understanding. The research findings illustrate that exposure to realism-based techniques enables students to transition more effectively into traditional Chinese painting methods, providing a structured foundation to interpret abstract artistic expressions. This corroborates studies indicating that students trained in realism develop a stronger analytical framework, allowing them to dissect Chinese art's symbolic compositions more effectively (Cheng & Hung, 2018; Zhao et al., 2018).

Despite these consistencies, the study also identifies challenges that are inconsistent with previous art education research. While some studies emphasize that technical precision enhances students' ability to engage with traditional Chinese aesthetics (Darda & Cross, 2022; Gao, 2019), this research suggests that excessive focus on realistic representation can sometimes create cognitive dissonance when interpreting Chinese brushwork. Informants reported difficulties transitioning from realism's detailed shading and proportional accuracy to the fluid, spontaneous strokes of Xieyi's painting. This finding aligns with Sullivan's (2023) critique of rigid technical training in contemporary art education, which may limit students' ability to adapt to non-realistic traditions. These challenges highlight the need for a more adaptive teaching model that helps students develop artistic approaches flexibly.

The study also underscores the role of cross-cultural engagement in fostering artistic literacy. Findings indicate that students who were initially unfamiliar with Chinese painting traditions gained an appreciation for its philosophical foundations after undergoing realism-based training. This supports the argument that comparative artistic education encourages students to understand different cultural aesthetics without imposing value hierarchies (Goldberg, 2021; Gu & Laoakka, 2024). However, it also raises concerns about potential biases, as students accustomed to realism-based evaluation initially struggled to recognize the intrinsic value of Chinese painting's abstract forms. This suggests that while realism can serve as a gateway to understanding traditional Chinese art, it should not be the primary lens through which students assess artistic quality.

The study emphasizes the importance of enhancing realistic art literacy in Chinese painting education to bridge the gap between Western and Chinese artistic traditions. It suggests that integrating realism-based techniques helps students refine their technical skills, deepen their appreciation of Chinese painting, and engage in cross-cultural comparisons. However, the study also highlights the challenges of adapting realism to non-representational artistic traditions and the need for a flexible curriculum. The findings suggest a structured yet adaptable pedagogical approach, incorporating comparative methodologies, historical contextualization, thematic analysis, and hands-on practice with different painting styles. However, the small sample size limits the generalizability of the findings. Future research should explore the impact of realistic art literacy on a larger, more diverse group of students and explore interdisciplinary approaches that merge art education with cultural studies. The study

contributes to the broader discourse on cross-cultural artistic education and emphasizes the need for inclusive and adaptable teaching strategies.

REFERENCES

- Birds, Insects and Turtles. (n.d.). *Introduction*. <https://birdsandinsectsandturtles.weebly.com/introduction.html>
- Cao, H., & Champadaeng, S. (2024). The art of Chinese calligraphy: Educational protection and literacy study of cultural heritage. *International Journal of Education and Literacy Studies*, 12(3), 160-171. <https://doi.org/10.7575/aiac.ijels.v.12n.3p.160>
- Chang, A. (2019). *Painting in the People's Republic of China: the politics of style*. Routledge. <https://doi.org/10.4324/9780429300868>
- Cheng, M., & Hung, T. W. (2018). *Essential terms of Chinese painting*. City University of HK Press.
- Darda, K. M., & Cross, E. S. (2022). The role of expertise and culture in visual art appreciation. *Scientific Reports*, 12(1), 10666. <https://doi.org/10.1038/s41598-022-14128-7>
- Fang, Z., Ke, Y., & Sirisuk, M. (2025). Modern Mazu paintings: Idealized analysis and educational literacy from the perspective of intangible cultural heritage protection. *International Journal of Education and Literacy Studies*, 13(1), 153-158. <https://doi.org/10.7575/aiac.ijels.v.13n.1p.153>
- Gao, J. (2019). *Aesthetics and art*. Springer-Verlag Berlin and Heidelberg GmbH Company K.
- Gibson, R., & Ewing, R. (2020). *Transforming the curriculum through the arts*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-52797-6>
- Goldberg, M. (2021). *Arts integration: Teaching subject matter through the arts in multicultural settings*. Routledge. <https://doi.org/10.4324/9780367809805>
- Gu, C., Sun, J., Chen, T., Miao, W., Yang, Y., Lin, S., & Chen, J. (2022). Examining the influence of using first-person view drones as auxiliary devices in matte painting courses on college students' continuous learning intention. *Journal of Intelligence*, 10(3), 40. <https://doi.org/10.3390/jintelligence10030040>
- Gu, S., & Laoakka, S. (2024). Digital innovation in Anhui Phoenix painting art: Transforming educational literacy in the new era. *International Journal of Education and Literacy Studies*, 12(2), 152-160. <https://doi.org/10.7575/aiac.ijels.v.12n.2p.152>
- Gu, Y. (2021). *Chinese ways of seeing and open-air painting (Vol. 430)*. Brill. <https://doi.org/10.1353/book.113527>
- Kuo, Y. T., Garcia Bravo, E., Whittinghill, D. M., & Kuo, Y. C. (2024). Walking into a modern painting: The impacts of using virtual reality on student learning performance and experiences in art appreciation. *International Journal of Human-Computer Interaction*, 40(23), 8180-8201. <https://doi.org/10.1080/10447318.2023.2278929>
- Kuttner, P. J. (2020). Educating for cultural citizenship: Reframing the goals of arts education. In R. Gaztambide-Fernández & A. A. Matute (Eds.), *Cultural production and participatory politics* (pp. 69-92). Routledge. <https://doi.org/10.4324/9780429294358-5>
- Leavy, P. (2020). *Method meets art: Arts-based research practice*. Guilford publications.
- Lilledahl, J. (2018). Building knowledge through arts integration. *Pedagogies: An International Journal*, 13(2), 133-145. <https://doi.org/10.1080/1554480X.2018.1454320>
- Lyu, Q., & Sangiamvibool, A. (2025). Cultural implications and educational literacy of the fusion between Chinese landscape painting and impressionism. *International Journal of Education and Literacy Studies*, 13(1), 189-196. <https://doi.org/10.7575/aiac.ijels.v.13n.1p.189>
- Meng, Z. (n.d.). *Autumn Scenery of Quehua*. <http://artpc.cn/download/details/955>
- O'Leary, M. (2020). *Classroom observation: A guide to the effective observation of teaching and learning*. Routledge. <https://doi.org/10.4324/9781315630243>
- Peters, M. A. (2022). Educational philosophies of self-cultivation: Chinese humanism. *Educational Philosophy and Theory*, 54(11), 1720-1726. <https://doi.org/10.1080/00131857.2020.1811679>
- Plinius. (n.d.). *The nymph of the Luo River*. <https://some-landscapes.blogspot.com/2018/03/the-nymph-of-luo-river.html>
- Roy, D., Baker, W., & Hamilton, A. (2019). *Teaching the arts*. Cambridge University Press. <https://doi.org/10.1017/9781108552356>
- Shiau, H. C. (2020). Performing Chineseness, Translated histories: Taiwanese cartoonist Chen Uen's ink-brush comic aesthetics and digital pedagogy. *Critical Arts*, 34(5), 55-71. <https://doi.org/10.1080/02560046.2020.1830142>
- Shih, Y. H. (2019). An examination of the functions of a general education art curriculum in universities. *Policy Futures in Education*, 17(3), 306-317. <https://doi.org/10.1177/1478210318811012>
- Sullivan, M. (2023). *Art and artists of twentieth-century China*. Univ of California Press. <https://doi.org/10.2307/jj.8501161>
- Woon, C. C., Patron, E. C. P., & Boo, W. Q. (2022). The significance of 'absence-void space' in Chinese traditional painting. *Asian Journal of Arts, Culture and Tourism*, 4(3), 51-73.
- Xie, G., & Chang, X. (2021, September). Research on application of assembling parts method based on virtual reality technology in interior design. In *Journal of Physics: Conference Series* (Vol. 2025, No. 1, p. 012078). IOP Publishing. <https://doi.org/10.1088/1742-6596/2025/1/012078>
- Yang, Q. (2023). Contemporary Chinese landscape paintings: genealogies of form. *Journal of Visual Art Practice*, 22(4), 347-371. <https://doi.org/10.1080/14702029.2023.2264076>
- Zhao, P., Kynäshlahti, H., & Sintonen, S. (2018). A qualitative analysis of the digital literacy of arts education teachers in Chinese junior high and high schools. *Journal of Librarianship and Information Science*, 50(1), 77-87. <https://doi.org/10.1177/0961000616658341>
- Zhuo, Y., & Hou, G. (2024). The development of the aesthetic spirit connotation of modern Chinese art. *Trans/Form/Ação*, 47(6), e02400299. <https://doi.org/10.1590/0101-3173.2024.v47.n6.e02400299>