

On the Significance and Feasibility of integrating "Classical Dance" into "Body Art" in Colleges and Universities from a Cross-Border Perspective

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Abstract. At Present, In Colleges and Universities, the Elegant Art Education Is In A State Of Lack Or Slow Development, Generally Due To The Lack Of Education Platform, Teachers And Other Factors; While The Public Physical Education Course "Body Art" Has Some Integration And Penetration With Art Education At Some Levels, And The Development And Innovation Of The Course Itself Can Also Be Carried Out From The Perspective Of Interdisciplinary And Integration. If

The Elegant Art Such As "Classical Dance" Is Integrated Into The Course Of "Body Art", The Development Of Art Education In Colleges And Universities Will Be Promoted To A Certain Extent, Meanwhile, The Connotation Of The Course Itself Will Be Improved, And The Campus Cultural Atmosphere Will Be More Harmonious.

The Positive Significance of the Integration of Elegant Art and Body Art

The Connotation Culture of Body Art Has Been Further Improved. The course of "body art" generally includes the basic combination of marching steps, turning combination, mobile steps, group dance, yoga and ballet. Because many students do not have dance training experience, they often only learn a set of actions at the end of the course, but the inner rhythm and beauty are not well developed, and the aesthetic value of the course is not fully reflected. If we want to achieve the goal of "the course improves both the internal and external beauty of students", it is necessary to develop and innovate the course. The body rhyme of classical dance is different from the general dance combination. It is to practice the basic elements of classical dance, integrate the knowledge of inner feelings and external forms, and constantly fill in the rhythmic language of the style beyond the functional training of students' limbs, so as to achieve the performance essence of "shape, spirit, strength and law" required by body rhyme, so as to achieve both shape and spirit, internal and external cultivation. Therefore, the introduction of classical dance into the curriculum can improve the shape control ability of the practitioners to a certain extent, and at the same time enhance the ability of the practitioners to express their inner emotions, so as to realize the aesthetic value of the body curriculum.

Build a More Advanced and Harmonious Campus Culture. The introduction of classical dance teaching into the body art course is conducive to the construction of a harmonious campus culture with the times, which is mainly reflected in two aspects.

First of all, dance activity is a common form of campus culture, but the group attached to dance activity is generally School Art Troupe, with a small audience of students; and as a public quality course, body art course, if classical dance teaching is introduced, can undertake the function of dance education to a certain extent, and most of ordinary students can take public quality courses, so campus dance To a certain extent, the audience group of activities is bound to expand, thus promoting the construction and development of campus culture at the curriculum level.

Secondly, campus culture is also an atmosphere, a spirit and the soul of school development. Good campus atmosphere is an important part of harmonious campus culture. Classical dance body rhyme practice has a smooth and pure rhythm, which embodies the essence of Chinese dance art and national aesthetic style for thousands of years. Through this kind of body rhyme practice, students

can enhance their pursuit of internal and external beauty, and improve the quality of learning and life, so as to form a good campus atmosphere and build a harmonious campus Of great significance.

Feasibility Analysis on the Integration of "Classical Dance" and "Body Art" Courses of Elegant Art

Basis for the Integration of "Classical Dance" And "Body Art" Courses. First, both the body art course and the classical dance are practical projects with a high pursuit of body beauty. They have a relatively consistent theoretical basis for cross-border integration. In terms of training methods, they are based on body movement and have a practical basis for cross-border integration. Secondly, as a physical education course, body art has the responsibility of inheriting the traditional sports culture of the Chinese nation, while the essence of classical dance and its sports culture is blended and permeated with each other. Chinese traditional sports culture is formed under the influence of Confucian culture, its unique temperament lies in its internal and external cultivation; and the body rhyme in classical dance is a form of expression with both body and spirit, which pays attention to the combination of the temperament connotation of Chinese classical form and dance action, thus forming the internal and external unity. Therefore, it is of great significance to absorb classical dance into the course of body art for inheriting the essence of sports culture.

Third, most of the movements in the body rhyme textbook of classical dance are derived from or derived from traditional martial arts such as Taiji, which have the same origin. If the body rhyme essence which has been stylized by dance is introduced into the physical education curriculum, it is no different to use another kind of return, so that the essence of Taiji of martial arts can play a great role in the field of physical education again. And the body art itself is a physical education curriculum integrating movements and music, which has a strongInclusive, the original form of martial arts Taiji evolved into the essence of body rhyme, and combined with the corresponding music, it should be able to get better promotion and popularization in the body class

Form of Integration of Classic Dance and Body Art. The form of integration of classical dance and body art course of elegant art mainly includes two aspects: body charm teaching of classical dance and finished body dance. Among them, body rhyme teaching includes element training, combination training, breathing, etc., while the finished body dance pays attention to air rhyme and arranges body dance with popular music. The body rhyme teaching is mainly embodied in the following three processes. First, in the initial stage of teaching, it mainly focuses on element training to improve the control ability of the trunk part of the trainee.

In the classroom teaching, teachers should gradually practice the body rhyme elements from simple to complex, including eight elements: lifting, sinking, punching, leaning, containing, thrusting out, leaning and moving. It makes a more detailed mining and refining of the trainees' trunk and upper limb action completion ability. In the practice, it follows the circular movement track and the aesthetic characteristics of "points and lines", making the trainees Can be straight and stretched, introverted and implicit without losing the external beauty.

Second, in the middle of teaching, combination exercises are mainly used (such as sudden hand, eyes or round, hand shaking exercises) to enhance the inner verve of the trainees and improve their performance.

The course of body art should include two levels of teaching and practice, that is, the expression of external in shape and the transmission of internal God. The comprehensive performance combination training in the body rhyme of classical dance can integrate the inner feelings and external knowledge, improve the body perception, and constantly fill in the style and rhythm language beyond the body functional training, so as to achieve "shape, spirit, strength and law", and achieve both shape and spirit, internal and external cultivation. For example, the basic hand position combination in the body rhyme combination of classical dance is connected by the traditional single mountain arm, double mountain arm, downwind flag, double holding hands, mountain arm pressing hands, holding hands, punching hands, and double lifting laps. It is mainly controlled by the priority and cadence of rhythm. At the same time, it has a variety of processing of advance and retreat,

wiping and rolling, even if a turn is full of strong and weak contrast and rhythm Change. The rich traditional verve is contained in its changes.

Thirdly, aura teaching runs through the whole teaching process, enhancing the trainees' awareness of the perfect combination of breath and exertion methods, emotional expression and eyes.

The classical dance, which contains the essence of Chinese traditional culture, not only takes "Qi" as the driving force of external posture, but also pays more attention to the experience of flowing form and the embodiment of rhyme. "Qi" runs through the body movement and emotional expression, while "Rhyme" is generated on the basis of "Qi", which not only refers to rhythm and rhythm, but also contains the spiritual temperament and charm of dancers. Therefore, in the whole process of teaching, teachers should start from the breath, roughly grasp the influence of breath on posture and movement form, and further understand the influence of breath on "Rhyme" on the basis of mastering breath.

First, the meaning of breath to the "external form" of classical dance body rhyme. "Form" and breath always exist. When muscles stretch and contract, they need to cooperate with breath to complete, just like "from the heart, from the waist, to the tip". When they move, breath extends, and breath can improve movement and vitality.

Secondly, the breath rhythm includes fast inhalation and fast exhalation; slow inhalation and slow exhalation; fast inhalation and slow exhalation; the fast and slow alternation of rhythm itself contains different internal emotions. Teachers can set the character image according to different action needs, more intuitively convey the internal emotions of human and objects to students, so as to enhance the action texture and verve. If you inhale quickly and exhale slowly, you can convey to the students the feelings of sadness and desire of Dai Yu, the classical character image, so that the students have more sense of picture and substitution, and better convey the inner verve of the action to be expressed.

The Integration Process of "Classical Dance" and "Body Art" Courses of Elegant Art Puts Forward Higher Requirements for Teachers' Qualification. The introduction of classical dance teaching into the body art course is of positive significance for enriching the content of the course, but it also puts forward certain requirements for teachers' personal professional quality. Physical art teachers are generally engaged in rhythmic gymnastics, aerobics, sports dance and other related majors. It is relatively easy for such teachers to expand their learning of classical dance; however, there are also teachers who have not been engaged in sports art professional learning, which will slightly affect the speed and depth of development and innovation of such courses to a certain extent. Fortunately, the current domestic classical dance training, whether from the official level or the grass-roots level, has been quite mature and popular. Teachers of different foundations can continuously improve themselves through various trainings, enrich the content of body art courses and promote the development of courses.

Conclusions and Suggestions

The Introduction Of Elegant Art Classical Dance Into The Physical Art Course Is Conducive To Enriching The Connotation Of The Course, Forming A Good Campus Atmosphere, And Promoting The Construction And Development Of Campus Culture.

Classical Dance And Body Art Courses Have The Basis Of Integration In Theory And Technical Practice, Which Can Play A Positive Role In Promoting The Development Of Body Art Courses.

Teachers Related To The Body Art Course Must Constantly Improve Their Theoretical And Technical Abilities, And Make Corresponding Preparations For The Integration Of Classical Dance And Body Art Course.

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