

Research and Practice on Optimisation of Curriculum Content in the Teaching Stage of Performance Creation

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Abstract: In contemporary art education, teaching performance creation is vital for fostering students' comprehensive quality and creativity. However, the current curriculum faces issues such as irrational course design, monotonous teaching methods, and lack of student engagement. This study aims to optimize course content in performance creation teaching to enhance educational outcomes. It reviews the current state and challenges of performance creation education globally, and proposes a systematic optimization plan grounded in pedagogical theories and practical needs. The plan includes revised course objectives, content design, teaching methods, and assessment strategies, emphasizing student-centered approaches, creativity, expressiveness, teamwork, and diversified teaching techniques to boost student interest and initiative. To evaluate the effectiveness of the optimized program, an experimental study was conducted in actual classrooms, using questionnaires, classroom observations, and student interviews for data collection. Quantitative and qualitative analyses reveal that the optimized content significantly improves students' performance skills and creativity, while increasing their learning interest and participation. Teachers report that the new methods better stimulate students' potential and enhance teaching outcomes. This study offers theoretical support and practical guidance for performance creation teaching reform and serves as a valuable reference for future educational research and practice.

Keywords: Teaching Creative Performance; Optimization of Course Content; Teaching Methods; Comprehensive Quality Training; Educational Reform; Student Creativity

1. Introduction

In the context of the rapid development of society, the importance of art education, especially the teaching of creative performance[1], is becoming increasingly prominent. The teaching of performance creation not only cultivates students' artistic quality and professional skills but also enhances their comprehensive quality, creativity, and teamwork abilities. However, the current teaching content and methods face several issues, including lack of systematization and a reliance on single methods. These issues hinder the full mobilization of students' enthusiasm and creativity, and teachers face significant challenges in improving students' comprehensive abilities within limited class time.

Scientific optimization of course content is particularly crucial, as it enhances the teaching effect and promotes the overall development of students, laying a solid foundation for their future professional paths[2]. This study aims to improve the status quo of performance creation teaching and enhance the quality of education through a systematic optimization of course content, providing theoretical support and practical references for educational reform. This paper offers a detailed overview of the current situation and problems in performance creation teaching both domestically and internationally. It analyzes the advantages and disadvantages of existing teaching modes and identifies areas for improvement.

Combining pedagogical theories with actual teaching needs, the paper proposes a comprehensive optimization plan. This plan includes revised course objectives, innovative content design, diversified teaching methods, and improved assessment strategies. The plan emphasizes a student-centered approach, fostering creativity, expressiveness, and teamwork. It aims to stimulate students'

interest and initiative through varied teaching methods.

To verify the effectiveness of the optimization plan, actual teaching experiments were conducted, and data were collected through questionnaires, classroom observations, and student interviews[3]. Quantitative and qualitative analyses of this data reveal that the optimized content significantly improves students' performance skills and creativity. Furthermore, it increases their learning interest and participation. Teachers report that the new methods better stimulate students' potential and enhance teaching outcomes. This study provides a proven solution and valuable reference for the continuous improvement of performance creation teaching, contributing to the broader field of educational research and practice.

2. Analysis of the Status Quo of Performance Creation Teaching

At present, the importance of performance creation teaching in art education is becoming increasingly prominent, but there are still many issues with its course content and teaching methods[4]. Firstly, the curriculum lacks systematization and coherence, making it difficult for students to form a complete knowledge system and skill set. Many course contents are too fragmented, lacking relevance and practicality, which hampers the effective cultivation of students' comprehensive quality and professional abilities[5]. The teaching methods are often limited to traditional didactic approaches, with insufficient interaction and practical application, making it challenging to fully engage students and stimulate their creativity.

This reliance on single teaching methods not only restricts the development of students' critical thinking but also inhibits their performance potential and creativity. Teachers face significant challenges in the teaching process, such as how to enhance students' comprehensive abilities within limited class time and how to balance theory and practice effectively. Assessment methods are often too singular, relying mainly on final examinations and presentations, which do not fully reflect the students' actual levels and progress. The lack of process evaluation and diversified assessment means results in insufficient feedback and guidance during the learning

process, which is detrimental to students' overall development.

Given your interest in educational reform and improving teaching outcomes, it's clear that the teaching of performance creation needs scientific optimization in terms of course content, teaching methods, and assessment strategies. By implementing a more systematic and coherent curriculum, diversifying teaching methods to include more interactive and practical components, and introducing varied assessment techniques, we can enhance the teaching effect and promote the overall development of students. This approach not only supports the cultivation of students' artistic and professional skills but also fosters their creativity, comprehensive quality, and teamwork abilities. Such improvements would lay a solid foundation for students' future professional paths, aligning with the broader goals of educational reform that you are passionate about.

3. Optimising the Content of Performance Creation Teaching

In order to enhance the teaching effect of performance creation, this study proposes a systematic optimisation scheme. By designing a systematic and coherent curriculum system, the modular curriculum enhances the relevance and practicability of the courses; diversified teaching methods are introduced, such as interactive and experiential teaching, which combines practice and theory to stimulate students' interest in learning and creativity[6]; and through process evaluation and diversified assessment means, students' learning progress and practical application ability are comprehensively assessed. Teachers' professional training and teaching seminars have also been emphasised, aiming to enhance their teaching standards and creativity. Through these measures, the teaching of performance creation will be more systematic and effective, and students' performance skills and comprehensive quality will be comprehensively improved.

3.1 Optimisation of Curriculum

In order to enhance the effectiveness of performance creation teaching, this study proposes a set of systematic optimisation. By designing a systematic and coherent curriculum system, the modularised

curriculum enhances the relevance and practicability of the curriculum; diversified teaching methods are introduced[7], such as interactive and experiential teaching, which combines practice and theory to stimulate students' interest in learning and creativity; and through process evaluation and diversified assessment means, students' learning progress and practical application ability are comprehensively assessed. In addition, teachers' professional training and teaching seminars have been emphasised, aiming to enhance their teaching level and creativity. Through these measures, the teaching of performance creation will be more systematic and effective, comprehensively improving students' performance skills, creativity and comprehensive quality, and laying a solid foundation for their future professional path.

3.2 Optimisation of Teaching Methods

In order to optimize the methods of performance creation teaching, this study proposes a series of innovative measures[8]. Firstly, diversified teaching methods are introduced, including interactive teaching, experiential teaching, and situational simulation. These methods aim to stimulate students' learning interest and creativity by making the learning process more engaging and dynamic. Interactive teaching involves students actively in discussions and activities, encouraging them to think critically and collaborate with their peers. Experiential teaching allows students to learn through hands-on experiences, making the theoretical concepts more tangible and understandable. Situational simulation provides realistic scenarios where students can apply their theoretical knowledge in practical settings. Secondly, the study emphasizes the combination of practice and theory to increase the proportion of practical courses. This approach ensures that students can master theoretical knowledge through practical exercises, enhancing their understanding and retention. Practical courses include case studies and live demonstrations, where students can observe and practice performance techniques in real-time. This method not only improves their practical abilities but also prepares them for real-world applications of their skills.

In addition, students are encouraged to

participate in role-playing and improvisation activities. These exercises help develop their performance skills and teamwork abilities by placing them in various scenarios that require quick thinking and collaboration. Role-playing allows students to step into different characters and situations, enhancing their adaptability and creativity. Improvisation encourages spontaneous and creative responses, which are crucial for performance art.

Through these diversified and interactive teaching methods, students' comprehensive quality and performance levels can be effectively improved. The teaching process becomes more effective and attractive, leading to higher student engagement and better learning outcomes. By fostering a more stimulating and supportive learning environment, these innovative measures contribute to the overall enhancement of performance creation teaching, aligning with the broader goals of educational reform and the development of high-quality, creative artistic talents.

3.3 Optimisation of Assessment Methods

In order to optimise the assessment methods of performance creation teaching, this study proposes a series of improvement measures. Firstly, process evaluation is introduced to pay attention to students' progress and efforts in the learning process, such as classroom performance, drafts of works and stage reports, to provide timely feedback and guidance. Secondly, diversified assessment tools are adopted to comprehensively assess students' knowledge acquisition and practical application abilities by combining various forms of assessment such as written tests, work presentations, oral presentations and live performances. In addition, emphasis is placed on students' self-assessment and mutual assessment, and they are encouraged to take the initiative to participate in the assessment process in order to enhance their awareness of self-reflection and improvement. Through these diversified and comprehensive assessment methods, students' learning outcomes and development potentials can be reflected more comprehensively and fairly, and teaching effectiveness can be promoted.

3.4 Teacher Training and Development

In order to optimise the teaching of

performance creation, teacher training and development are crucial. This study proposes a series of measures. Firstly, professional training is provided to teachers on a regular basis to enhance their teaching level and creativity, including training in the latest performance theories, teaching methods and educational technologies. Secondly, teachers are encouraged to participate in academic exchanges and teaching seminars at home and abroad to share their teaching experience and achievements, and to learn about the latest developments and cutting-edge trends in the teaching of performance creation. In addition, a teacher exchange platform is established to promote cooperation and interaction among teachers and to jointly discuss problems and solutions in teaching. Through these measures, teachers can not only continuously improve their own professionalism and teaching ability, but also better stimulate students' potential and creativity in teaching practice, and promote the overall enhancement and development of performance creation teaching.

4. Implementation and Effectiveness Evaluation of the Optimisation Programme

In the study of optimizing the curriculum content in the teaching stage of performance creation, a systematic optimization scheme is proposed and implemented[9]. This study begins by designing a systematic and coherent curriculum system, modularizing the curriculum to enhance its relevance and practicality. The modular approach ensures that each component of the curriculum is interconnected, allowing students to build a comprehensive and cohesive knowledge and skill base.

Secondly, diversified teaching methods are adopted to combine practice and theory effectively. These methods include interactive teaching, which actively engages students in the learning process through discussions and activities; experiential teaching, which allows students to learn through hands-on experiences; and situational simulation, which provides realistic scenarios for students to apply their theoretical knowledge. These approaches are designed to stimulate students' learning interest and creativity, making the learning process more dynamic and engaging.

In terms of assessment methods, the study introduces process evaluation and diversified

assessment tools. Process evaluation involves continuous assessment throughout the learning process, providing ongoing feedback to students. Diversified assessment tools include various forms of evaluation such as projects, presentations, peer assessments, and self-assessments. These methods comprehensively assess students' learning progress and practical application abilities, encouraging them to conduct self-assessment and mutual assessment. This approach enhances students' awareness of self-reflection and continuous improvement.

To assess the effectiveness of the optimization scheme, the study conducts experiments in actual teaching settings, selecting multiple teaching classes as experimental subjects. Data are collected through questionnaires, classroom observations, and student interviews for both quantitative and qualitative analyses. The quantitative data provide measurable evidence of improvements, while qualitative data offer insights into the students' and teachers' experiences and perceptions.

The results of the study show that the optimized course content significantly improves students' performance skills and creativity. Additionally, students' interest and participation in learning are notably enhanced. Teachers report that the new teaching methods are more effective in stimulating students' potential, leading to a significant improvement in the overall teaching effect.

Furthermore, the feedback from teachers indicates that the new approaches make it easier to balance the relationship between theory and practice, providing students with a more holistic learning experience. The increased use of practical exercises helps students to better understand and apply theoretical concepts, which is reflected in their improved performance and creativity.

Overall, the implementation of the optimization program has achieved positive results, providing strong support for the continuous improvement of the teaching of performance creation. The study highlights the importance of a systematic and coherent curriculum, diversified teaching methods, and comprehensive assessment strategies in enhancing the quality of education. These findings offer valuable insights and practical guidance for educational institutions aiming to improve their performance creation teaching.

By fostering a more engaging and effective learning environment, the optimized curriculum contributes to the development of high-quality, creative artistic talents, aligning with broader educational reform goals and meeting the needs of future generations.

5. Summary and Suggestions

By optimizing the teaching content of performance creation, this study proposes a series of systematic programs aimed at enhancing teaching effectiveness and students' comprehensive quality. The modular program enhances the relevance and practicality of the curriculum by designing a systematic and coherent curriculum system. This system ensures that students can form a complete knowledge framework and skill set, thereby effectively cultivating their comprehensive quality and professional abilities.

Diversified teaching methods, such as interactive and experiential teaching and scenario simulation, are introduced to stimulate students' learning interest and creativity. Interactive teaching methods involve students actively in the learning process, encouraging them to think critically and engage with the material more deeply. Experiential teaching allows students to learn through direct experience, making the learning process more engaging and effective. Scenario simulation provides practical contexts for students to apply their theoretical knowledge, bridging the gap between theory and practice.

The combination of practice and theory is another critical aspect of the optimization. By increasing the proportion of practical courses, students can master theoretical knowledge through practical exercises. This approach ensures that students are not only knowledgeable but also skilled in applying their knowledge in real-world situations. Practical courses help students develop problem-solving skills and creativity, which are essential for their future professional paths. The optimization of assessment methods introduces process evaluation and diversified assessment tools. These tools comprehensively assess students' learning progress and practical application abilities. Process evaluation provides continuous feedback, allowing students to understand their strengths and areas for improvement. Diversified assessment methods, such as projects, presentations, and

peer assessments, offer a more holistic view of students' abilities. Emphasizing self-assessment and mutual assessment promotes self-reflection and improvement, helping students take responsibility for their learning.

Teacher training and development measures are also crucial. Regular professional training, participation in academic exchanges and teaching seminars, and the establishment of an exchange platform for teachers enhance teachers' teaching standards and innovation abilities. These measures ensure that teachers are well-equipped with the latest pedagogical strategies and techniques, enabling them to deliver high-quality education.

Based on these optimization measures, the following recommendations and suggestions are made:

Schools and educational institutions should support and implement these optimization programs to improve the teaching of performance creation systematically and scientifically. Institutional support is essential for the successful implementation and sustainability of these programs. Teachers should actively participate in professional training and teaching seminars to continuously improve their professionalism and teaching ability. Ongoing professional development ensures that teachers remain knowledgeable about the latest educational trends and methodologies. Teachers should pay attention to students' feedback and make timely adjustments to the teaching content and methods through process evaluation and diversified assessment means. This approach ensures that the teaching remains responsive to students' needs and developmental stages. Teachers and students should be encouraged to participate in teaching reform, forming a good teaching interaction and cooperation atmosphere. Such an environment promotes continuous improvement and innovation in the teaching of performance creation. Collaborative efforts between teachers and students foster a sense of community and shared responsibility for learning outcomes.

Through these measures, the overall level of performance creation teaching will be effectively improved. These systematic optimizations will lead to the cultivation of high-quality, creative artistic talents. As students become more engaged and motivated,

their learning experiences will be enriched, preparing them for successful careers in the arts. Moreover, this approach aligns with broader educational reform goals, promoting excellence and innovation in art education. By fostering a supportive and dynamic learning environment, we can ensure that performance creation teaching continues to evolve and meet the needs of future generations.

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