

Innovative Practice of Traditional Color Aesthetics in Vocational Image Design Courses: A Case Study of Song Dynasty Attire and "Moonlight Over Wuyi Mountain"

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Abstract: Integrating traditional color aesthetics education into vocational image design courses holds significant importance for meeting the demand for traditional costume design talents in the film and theater industry and enhancing students' professional competencies. This paper explores the teaching practice of traditional color aesthetics in vocational image design, using Song Dynasty clothing colors as the instructional content and the graduation project "Moonlight Over Wuyi Mountain" as a case study. By constructing a Song Dynasty clothing color teaching module, developing a teaching case library, designing ideological and political integration points in the curriculum, and adopting a "three-tier progressive" teaching model with information-based teaching methods, the effective implementation of traditional color aesthetics education was achieved. Through an analysis of the creative process of "Moonlight Over Wuyi Mountain," the paper demonstrates students' growth in digital rendering of traditional colors and the application of cultural elements. Additionally, a multi-dimensional evaluation system was established to reflect on and improve teaching practices, proposing future directions such as dynamic heritage transmission and interdisciplinary collaborative teaching.

Keywords: vocational education; image design; traditional colors; Song Dynasty attire; information technology; ideological and political education in curriculum

DOI: 10.63887/jse.2025.1.2.6

I. Course Development Background and Educational Value

With the rapid development of the film and theater industry, the market's demand for traditional costume design talents is increasingly growing. These demands not only require designers to possess a solid foundation in image

design but also emphasize a profound understanding of the aesthetic connotations of traditional colors. Song Dynasty clothing colors, as treasures within China's traditional color system, hold significant importance in film and theater works due to their unique cultural value and artistic charm^[1]. Therefore, vocational image

design education bears the crucial mission of cultivating professionals skilled in applying traditional colors for design.

Taking the colors of Song Dynasty attire as an example, its classic hues such as "sky blue" and "deep red silk" carry the essence of traditional Chinese color philosophy. In film and television works like "Serenade of Peaceful Joy" and "Royal Nirvana," these colors have demonstrated their cultural vitality by transforming from historical vocabulary into visual symbols. This not only confirms the contemporary value of traditional aesthetic resources but also highlights the urgency of aligning vocational education with industry demands. However, current teaching practices in the image design program of secondary vocational schools still face structural challenges in traditional cultural education. The instruction of traditional colors in the curriculum is often limited to superficial recognition of color palettes, lacking in-depth interpretation of color semantics and cultural metaphors, leaving students stuck in a cognitive gap of "recognizing the colors but missing their essence." Notably, the binary divide between technical training and cultural inheritance in teaching methods often reduces design practice to mechanical collage, making it difficult to achieve the creative transformation of traditional aesthetics. This teaching reality not only restricts the in-depth development of students' professional skills but also weakens their cultural distinctiveness in vocational competition.

The core value of traditional color aesthetic education lies in reconstructing the chain of ability cultivation: "skill acquisition—cultural immersion—innovative transformation." By

systematically analyzing the symbolic systems and compositional logic of traditional colors, students can master color-matching principles while developing a deep identification with traditional cultural spirit. This cultivation of cultural decoding ability is precisely the key pathway to modernizing professional competence^[2]. Teaching practices show that traditional color aesthetic education holds irreplaceable value in fostering professional competence. It not only effectively enhances students' technical skills but also serves as a critical component in cultivating their professional competence. Moreover, it can stimulate innovative thinking, encouraging students to blend traditional cultural heritage with modern aesthetic demands, thereby injecting new vitality into the development of the film, television, and theater industries.

Thus, this course study not only aims to address the superficial challenges of traditional cultural teaching but also focuses on establishing a deep dialogue mechanism between traditional aesthetics and modern vocational education. By reshaping the curriculum content system and teaching methodology, traditional color education can become a bridge connecting historical context with industrial innovation^[3].

II. Course Content Design

The construction of the Song Dynasty attire color teaching module is based on the competency requirements of the film and theater industry for traditional costume design talent, closely aligned with the curriculum standards of the image design program in secondary vocational schools. The core objective of this module is to cultivate students' in-depth understanding and practical abilities

regarding the cultural background, color characteristics, and symbolic systems of Song Dynasty attire colors. Through job competency analysis, the course content is tightly integrated with real-world work scenarios, ensuring that the knowledge and skills students acquire meet industry needs^[4].

The core knowledge points of the Song Dynasty clothing color teaching module encompass three dimensions: cultural background, color characteristics, and symbolic systems. In terms of cultural background, students are helped to understand the formation and development of Song Dynasty clothing colors through explanations of the era's society, culture, and art. Regarding color characteristics, the module delves into aspects such as hue, brightness, and saturation of Song Dynasty clothing colors, guiding students to grasp the application principles of traditional colors. For the symbolic systems, it explores the cultural connotations and social symbolism embedded in Song Dynasty clothing colors, enabling students to comprehend the deeper meaning of colors from a cultural perspective.

In the construction of the teaching case library, representative theatrical works such as "Li Qingzhao" and "Only This Green Blue" are selected. Through deconstructive analysis of the clothing colors in these works, students are guided to learn the application techniques of traditional colors in theatrical styling. During the teaching process, instructors lead students to analyze the color coordination, layering, and the relationship between colors and plot in the works, helping them understand the role of traditional colors in shaping character images and creating atmospheres. The

color deconstruction teaching method enables students to thoroughly examine the application principles of traditional colors, enhancing their understanding and practical skills. Additionally, contemporary film and TV works like "The Secret of the Riverside Scene at Qingming Festival," "Dreaming Splendor," and "Serenade of Peaceful Joy" are incorporated to conduct practical training on balancing commercial and historical needs. In this training, students are required to redesign and adjust the clothing colors in the works based on modern commercial demands while respecting historical authenticity^[5]. Through this exercise, students learn to strike a balance between traditional colors and modern aesthetics, improving their adaptability and innovative thinking in real-world tasks.

In the ideological and political integration segment of the course, the analysis of Song Dynasty clothing craftsmanship is incorporated to guide students in learning the exquisite skills and dedication of ancient artisans. By explaining the production techniques of Song Dynasty attire, students gain insight into the complexity and precision of traditional garment-making, fostering respect and reverence for craftsmanship. Simultaneously, students are encouraged to embody the artisan spirit during their studies, paying attention to details and striving for excellence to enhance their professional competence and ethics^[6]. Furthermore, contemporary case studies of Eastern color aesthetics in modern communication are used to help students build cultural confidence. Through analyzing the application of traditional colors in modern theatrical and film designs, students

recognize the unique charm and contemporary value of traditional color aesthetics. Instructors should motivate students to boldly incorporate traditional colors into their design works, inheriting and promoting China's outstanding traditional culture, thereby strengthening their sense of identity and pride in it.

III. Teaching Implementation Strategies

(I) The "Three-Tier Progressive" Teaching Model

The "Three-Tier Progressive" teaching model constructed in this study systematically promotes the inheritance and innovation of traditional color aesthetics through the orderly connection of cognitive construction, practical transformation, and creative output. In the cognitive stage, immersive learning is conducted using museum digital resources, guiding learners to deeply deconstruct the compositional principles and aesthetic characteristics of Song Dynasty clothing color palettes through virtual gallery tours and artifact digital twin technology, thereby establishing a historical color cognition framework. The practical transformation stage adopts a strategy of replicating color schemes from classic theatrical productions, utilizing digital color analysis tools for deconstruction and recombination training, mastering the application paradigms and technical standards of traditional colors during dynamic replication processes. The innovation stage focuses on regional cultural theme creation, forming design solutions that blend tradition and modernity through the extraction of "localized" cultural elements and the creative transformation of Song Dynasty aesthetic

genes. This teaching model breaks through the unidimensional limitations of traditional skill instruction, forming a spiral improvement path of "cognitive foundation - technical internalization - creative generation," effectively fostering students' progression from color cultural cognition to innovative design capabilities.

(II) Application of Informatized Teaching Methods

During the teaching process, informatized teaching methods are actively integrated to enhance students' practical abilities and innovative thinking, constructing a multi-dimensional informatized teaching system. Specifically, in the color analysis dimension, specialized software such as ColorIMax and Color Picker Adropper are utilized for targeted skill training. Functions like color spectrum analysis and intelligent color scheme generation assist learners in mastering traditional color matching paradigms, promoting the systematic acquisition of color coordination skills. This not only improves teaching efficiency but also stimulates students' learning interest. Additionally, virtual simulation technology is introduced in the classroom to construct a historical clothing restoration experiment module. Through 3D modeling and color rendering technologies, digital twins of Song Dynasty clothing are realized, enabling students to deepen their understanding of traditional clothing forms and color aesthetics through immersive interactive experiences. This blended virtual-physical teaching model not only compensates for the lack of physical resources in traditional teaching but also forms a closed-loop learning path of "data-

driven analysis - virtual environment verification" through technological empowerment. It breaks through teaching resource limitations, enhances the accuracy of color application and the feasibility of innovative design, fully demonstrating the innovativeness of technology-enabled education.

IV. Course Practical Achievements – Analysis of the Creation "Moonlight Over Wuyi Mountain"

At the initial stage of creating "Moonlight Over Wuyi Mountain," the primary task was to organize students to conduct a comprehensive and in-depth study of the script. This phase aimed to establish the overall artistic style and color palette of the work by meticulously analyzing the characters' traits, plot development, and scene settings. Script analysis, as the cornerstone of project-based learning, effectively guides students' creative direction, laying a solid foundation and providing clear references for subsequent color design and styling proposals. Building on the script study, efforts were made to establish a Song Dynasty color database. Students extensively researched historical documents and cultural relics, systematically collecting clothing color samples from the Song Dynasty and scientifically converting them into Pantone color standard values. The creation of this database aimed to provide students with accurate and abundant traditional color references, enabling them to precisely apply Song Dynasty colors in their creative practices and achieve a modern representation of historical hues.

Based on the script content and the Song Dynasty color database, students proceeded to

develop character styling proposals. Throughout this process, an iterative design approach was adopted to continuously refine and improve the proposals. Teachers provided professional guidance during iterations, assisting students in overcoming challenges in styling design. Through multiple iterations and optimizations of the character styling proposals, students' design capabilities significantly improved, ultimately yielding results rich in cultural significance and dramatic tension. This end-to-end practice not only strengthened the contemporary revitalization of traditional aesthetic resources but also validated the effectiveness of the "cultural heritage + technological innovation" teaching model in cultivating applied art talents.

V. Teaching Evaluation and Reflection

(I) Construction of a Multi-dimensional Evaluation System

In this course's teaching evaluation, a multi-dimensional evaluation system was established to ensure comprehensiveness and objectivity. Specifically, the system included feasibility scoring of color schemes by industry mentors, which emphasized assessing students' professionalism and practicality in color application from real-world industry needs. Additionally, real enterprise project benchmarking was introduced, testing students' abilities and outcomes in applying Song Dynasty clothing colors through simulated or actual participation in corporate projects. This evaluation method, combining industry mentors and enterprise projects, helps more accurately reflect students' learning outcomes and career adaptability. By

comparing the differences and shortcomings between students' design proposals and actual enterprise projects, students were guided to recognize gaps in their design skills and practical experience, learning to draw on corporate insights to enhance their design proficiency. This approach assists students in better understanding market demands and industry trends, improving the feasibility and practicality of their designs.

(II) Directions for Teaching Improvement

In terms of living inheritance, to further strengthen the teaching and practice of traditional color aesthetics, plans are underway to establish intangible cultural heritage (ICH) craft workshops. By inviting ICH inheritors to conduct on-site teaching and guidance, students will learn and master traditional garment-making techniques and color coordination skills. The curriculum will integrate modern design concepts and market demands to foster innovative designs, achieving the living inheritance and development of ICH crafts. On another front, to broaden students' knowledge and enhance their comprehensive abilities, future courses will explore collaborative teaching with the digital media discipline. Through interdisciplinary cooperation and exchange,

traditional color aesthetics will merge with digital media technology to create innovative and practical design works. Simultaneously, collaborative teaching will cultivate students' teamwork and innovation capabilities, offering more possibilities for their future career development.

This teaching practice research demonstrates that traditional color aesthetics education exhibits significant career empowerment effects in the image design curriculum of secondary vocational schools. Students' study and application of Song Dynasty garment colors not only enriched their color knowledge and aesthetic skills but also enhanced their professional accomplishment and innovation capabilities, laying a solid foundation for long-term career growth. Moreover, the dual-track teaching model of "cultural inheritance + technological innovation" proposed in this research has yielded practical results, showcasing broad potential for spread. Balancing the inheritance of traditional culture with technological innovation, this model aligns with current societal trends. Through continuous optimization, it is poised to provide valuable insights for educational reforms in secondary vocational image design and related fields.

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