

# Explore the tie-dye culture and inherit the artistic value

## — Take the Dali Zhou Yangcheng tie-dye culture as an example

Xiangting Chen, Yu Zhao

Yunnan Normal University, Kunming 650500, China.

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**Abstract:** 20 proposed by the party to build a strong education, science and technology, talent, culture, sports, healthy China, significantly enhance the national cultural soft power; during the summer vacation to the hometown town to explore Dali intangible cultural heritage tie-dye culture, this paper will from the source, tie-dye technology, the cultural connotation and tie-dye in the culture and art to discuss.

**Keywords:** tie-dye; art; intangible cultural heritage

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Zhou is located 20 kilometers north of the ancient city of Dali. There are about 1,800 Bai dwellings in the village, which is the largest Bai village in Dali. Through this research, we understand the value of cultural inheritance in the intangible cultural heritage. Dali tie-dye culture not only brings rich and colorful tie-dye handicrafts to Dali people, but also plays a very important role in the process of spreading the intangible cultural heritage and Dali's traditional culture.

### 1. Traceability of tie-dye

After arriving in Zhou City, we saw a lot of tie-dye handicrafts. Well, first of all, we can't wait to understand the history of tie-dye with the local villagers. Tie-dye ancient name "valerian", "valerian", began in the second century BC. It is stated: "During the Han Dynasty, there was a dyeing method, I do not know who made it." Dali has a long history of tie-dye culture. I heard the local villagers say that the Bai ancestors understood the "dyeing and picking grain show" as early as a thousand years ago. It is said among Dali people that the tie-dye of the Bai people in Dali was dyed by water of the melting snow mountains on the top of Cangshan Mountain, which reflects the love of the Dali people for the tie-dye of the Bai people.

In my memory, I was deeply impressed by tie-dye since I was a child. Cloths, door curtains, clothes, ethnic bags, ethnic costumes, scarves, pillowcases, sheets and so on all have tie-dye colors. Since tie-dye has such a long history and a wide range of uses, what is the production process of tie-dye, the cultural connotation of tie-dye and the significance of tie-dye for our art education. Next, the author thinks through the summer vacation research content and related literature.

### 2. Tie-dye process

After listening to the source of tie-dye, we were all curious about this process and began to observe how the Bai aunt made it. The tie-dyeing process mainly includes three steps of tying flowers, dyeing and drying. The design patterns are mostly composed of a variety of circles, local flowers and plants, irregular patterns and some strange shape and strange geometric figures. As The Times evolves, so do the patterns. In the later period, many innovative patterns with the characteristics of The Times appeared. Next, according to the pattern requirements, fold it with a thread and bundle it into the dye cylinder. The traditional use of weekly tie-dye dye is locally called "earth indigo".

The Bai people will use the tie-dye works as tablecloth, bed sheets, headscarves and so on. The people of Zhou have been making tie-dye for generations. With the continuous development of tourism in Dali, it provides conditions for the inheritance of this intangible cultural heritage.

### 3. The cultural connotation contained in the tie-dye

The dissemination of national culture has always been important content of human society, and national craft is the medium for the dissemination of national culture. These media carry the national production and life style, national character, aesthetic taste, etc., and carry out their own cultural communication in different times. Zhucheng Village in Dali is the hometown of Bai tie-dye. The production and marketing of tie-dye handicrafts run around the whole village. At the same time, it also absorbs and exports culture in foreign trade, which has formed

a “tie-dye culture cluster”.[1] Different patterns not only reflect the life of the people of Zhou, but also reflect the beautiful vision of the people. Tie-dye pattern is the embodiment of a kind of culture, which contains the history and culture of a nation.

Will tie-dye art into the university art course can not only enrich the current art course teaching resources, let more people pay attention to and inheriting the tie-dye the folk art, feel the humanistic value and artistic charm, and can change the inherent teaching mode, stimulate students ‘vitality and interest in learning art, cultivate the students’ imagination and creativity. It can be seen that integrating tie-dye art into college art courses is of great significance for stimulating students ‘enthusiasm for artistic creation, improving students’ professional art ability, inheriting the Chinese national culture, and promoting the inheritance and innovation of traditional culture.[2]

## **4. The inheritance value of tie-dyeing in school-based curriculum development in art education**

The educational goal of our country is to cultivate the builders and successors of the socialist cause with all the-round development of moral, intellectual, physical, aesthetic and labor. With the continuous promotion of five education, art education is paid attention to by more and more schools. At the Fifth Plenary Session of the 19th CPC Central Committee, General Secretary Xi Jinping proposed that inheriting and carrying forward the fine traditional Chinese culture and inheriting the fine traditional Chinese culture is one of the important contents of promoting the building of a strong socialist culture. Therefore, some areas actively explore the excellent traditional culture of their own nation for curriculum development. Dali, as an ethnic minority autonomous region, also responds to the call to actively explore the culture of its own nation and innovate cultural and art courses.

Art education is constantly valued, and tie-dye as the local intangible cultural heritage of Dali is also used as a resource for school-based curriculum development. In this process, it not only enriched the content of art education in the school, but also widely spread the tie-dye culture, realizing the inheritance value of tie-dye in the development of school-based curriculum in art education. However, in the application process, we can carry out tie-dye culture inheritance from the following aspects:

### **4.1 Adopt diversified teaching modes**

Traditional art education only stays at the level of students’ appreciation. When teachers show art works and students absorb them, students often only achieve cognitive improvement. The Opinions on the Implementation of the Project for the Inheritance and Development of Excellent Traditional Chinese Culture proposed that traditional culture should be integrated through national education, and by 2025, a system for the inheritance and development of fine traditional Chinese culture should be basically formed. Teachers should guide students to correctly appreciate and evaluate tie-dye art works, and give full play to the artistic characteristics of tie-dye technology, so as to realize the teaching purpose of art course to improve students’ aesthetic quality.[3] In addition to the appreciation of art works in the course, teachers can contact relevant units to organize regular art exhibitions, invite professionals to give lectures or actually carry out manual activities to experience tie-dye. These practical activities can make students truly feel the cultural value of tie-dye culture.

### **4.2 Create an immersive tie-dye atmosphere**

Environment has a subtle influence on people, and the creation of educational environment is also very important in school education. Therefore, creating an immersive tie-dye atmosphere is conducive to students’ learning of tie-dye culture and their mastering of their skills. When I arrived at the tie-dye culture experience store in Zhucheng, I was shocked by the tie-dye works. In a clothes rack of a Bai people, there are lots of tie-dye works, with tables, cloth and large dyeing jars. These arrangements seem to make me understand the production process of tie-dye. In the course of school art education, the tie-dye environment of the Bai nationality can be imitated. For example, set aside a separate art education classroom, with different works of art hanging on the wall of the classroom, relevant tools can be placed in the corner, and even the wall can indicate the creation process on the wall. The specific environment creation will make students better understand the tie-dye process and stimulate their interest in tie-dye.

### **4.3 Make full use of Dali Zhucheng community resources**

Community resources can be roughly divided into two kinds, one is community material resources, the other is community human

resources. Material resources include local tourism and cultural publicity centers, tie-dye experience centers, folk culture centers and museums. The community human resources include the Bai people in Zhoucheng, the craftsmen who make tie-dye and the operators of the tie-dye experience stores. Using these resources to integrate into the school's art education can include the following ways: First, you can go to the tourism and cultural publicity center, tie-dye experience center and folk culture centers and museums to collect photos, record videos, buy tie-dye works, and bring them back to the school for art display. Second, professionals can be invited to the school to explain special tie-dye knowledge, and even to become teaching assistants of the school. Third, lead the students to enter Dali Zhou City for observation, exploration and experience, and truly feel the local art in the life around them. Fourth, we can also communicate with the community to build a special education base. Learn about the local ethnic festivals, and take the students to participate in the community ethnic festival celebrations. The full use of community resources is conducive to the development of school art education. Exploring community resources can enrich the content of school art education, let students go out of the school curriculum, experience the production process of tie-dye culture and traditional minority festivals with local people, and truly feel the Bai culture of Dali Bai Autonomous Prefecture.

#### **4.4 Establish a diversified teaching evaluation system**

Most of the traditional curriculum evaluation is the teachers' evaluation and the final evaluation of students. However, in the process of art education, teachers need to guide students in all links and steps, and process evaluation is also very important. When schools in ethnic minority areas have quality evaluation, they use the national unified examination system to examine and approve, and I think this evaluation method has realized education equality. But in fact, the nations in different cultural environments have different modes of thinking and behavior, and their intellectual development advantages are also different.[4] Therefore, we should break through the traditional evaluation system and establish a diversified teaching evaluation system.

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