

World Cultural Heritage Zuojiang Huashan Rock Art in High School Art Education: A Review

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ABSTRACT

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World Cultural Heritage plays an important role in preserving history, culture, and national identity. Zuojiang Huashan Rock Art, recognised as a UNESCO World Cultural Heritage Site in 2016, reflects the history, beliefs, and artistic achievements of the ancient Luoyue people in Guangxi, China. However, its integration into high school art education remains limited. This review article examines the importance of incorporating Huashan Rock Art into high school art education from the perspectives of cultural heritage education, multicultural education, interdisciplinary learning, and Discipline-Based Art Education (DBAE) theory. Based on a review of previous studies, the article highlights the educational value of using Huashan Rock Art to enhance students' cultural awareness, artistic appreciation, creativity, and understanding of cultural diversity. It also identifies existing research gaps and discusses how heritage-based art education can support cultural preservation and improve teaching practices. The review provides a theoretical foundation for future curriculum development and research on integrating World Cultural Heritage into secondary school art education.

1. Introduction

Cultural heritage serves as an important carrier of historical memory, cultural identity, and social values (Lei et al., 2025). In an era characterized by rapid globalization and modernization, cultural heritage is increasingly confronted with challenges associated with environmental degradation, urban development, and cultural homogenization. Consequently, heritage preservation has become a global concern, and education has emerged as one of the most effective approaches for safeguarding and transmitting cultural heritage to future generations.

The Zuojiang Huashan Rock Art Cultural Landscape is located in Chongzuo City, Guangxi Zhuang Autonomous Region, China. Created more than 2,000 years ago by the ancestors

of the Zhuang people known as the Luoyue people, the rock paintings provide valuable evidence of ancient social life, religious beliefs, ceremonial activities, and artistic expression (Zhang, 2025). The paintings are distributed along the cliffs of the Zuojiang River Basin and constitute a remarkable cultural landscape integrating natural and cultural elements. Due to its outstanding universal value, the site was inscribed on the UNESCO World Heritage List in 2016, becoming an important representative of Chinese cultural heritage.

The educational significance of cultural heritage extends beyond preservation. Cultural heritage provides opportunities for students to understand history, appreciate artistic achievements, and develop cultural awareness. Through heritage education, students can establish connections with their cultural roots while cultivating respect for cultural diversity and global cultural heritage. Integrating cultural heritage into school curricula has therefore become an increasingly important educational objective worldwide (Lei et al., 2025).

In China, multicultural education and cultural confidence have become important educational priorities. The integration of local cultural heritage into school education not only enriches educational resources but also promotes students' understanding of local culture and strengthens cultural identity. As an important symbol of Zhuang culture, Huashan Rock Art possesses significant educational value. However, existing educational practices have not fully utilized this cultural resource. Students' understanding of Huashan Rock Art remains limited, and systematic educational approaches for integrating this heritage into high school art education are still underdeveloped (Li & Sikka, 2026).

Furthermore, contemporary educational reform emphasizes interdisciplinary learning and innovative teaching approaches. Art education is no longer confined to artistic skills training but increasingly incorporates historical, cultural, social, and technological dimensions. The integration of Huashan Rock Art into high school art education aligns with these educational trends by providing opportunities for cross-disciplinary learning involving art, history, geography, literature, and digital technologies.

Several research gaps remain in the existing literature. First, limited studies have examined the practical integration of Zuojiang Huashan Rock Art into high school art education. Second, there is insufficient discussion regarding how interdisciplinary approaches can balance educational objectives with cultural heritage preservation. Third, the application of emerging educational technologies, such as digital media and virtual reality, in heritage-based art education remains inadequately explored. These gaps highlight the need for a comprehensive review of the educational potential of Huashan Rock Art within contemporary high school art education.

Therefore, this review article aims to examine the integration of Zuojiang Huashan Rock Art into high school art education from the perspectives of cultural heritage education, multicultural education, interdisciplinary integration, and Discipline-Based Art Education (DBAE) theory. The study seeks to provide theoretical insights and educational implications that support the development of innovative and culturally responsive art education practices in Chongzuo City and beyond.

2. Research Methods

This study adopts a review article approach through comprehensive literature analysis. The purpose of the review is to synthesize existing scholarly knowledge concerning world cultural heritage education, Huashan Rock Art, multicultural education, interdisciplinary integration, and DBAE theory in relation to high school art education.

The research methodology involves the systematic examination of academic books, journal articles, conference proceedings, policy documents, master's theses, doctoral dissertations, and official heritage publications. Particular attention is given to literature related to the educational value of cultural heritage, the cultural significance of Huashan Rock Art, multicultural educational theory, interdisciplinary curriculum development, and the application of DBAE theory in art education (Greer, 1993).

The literature selection was guided by several criteria. First, studies addressing cultural heritage education and heritage preservation were included to establish the theoretical foundation of the research. Second, publications concerning Zuojiang Huashan Rock Art and related cultural studies were reviewed to understand the historical, artistic, and cultural significance of the heritage site. Third, literature on multicultural education and interdisciplinary integration was analyzed to explore contemporary educational approaches relevant to heritage-based learning. Finally, studies examining DBAE theory and its application in visual arts education were reviewed to identify pedagogical frameworks suitable for integrating Huashan Rock Art into high school art curricula (Delacruz & Dunn, 1995).

The analysis focused on identifying recurring themes, educational implications, theoretical perspectives, and research gaps. Through thematic synthesis, the study evaluates the potential contributions of Huashan Rock Art to students' artistic development, cultural awareness, multicultural understanding, and interdisciplinary learning experiences. The findings are organized into thematic sections that discuss the educational significance of world cultural heritage, multicultural perspectives, interdisciplinary integration, and DBAE-based approaches to art education.

As a conceptual review study, the research does not involve primary data collection. Instead, it provides a theoretical and analytical examination of existing literature to support future educational practice and research concerning the integration of cultural heritage into high school art education.

3. Literature Review

3.1 World Cultural Heritage and Zuojiang Huashan Rock Art

The concept of world cultural heritage has become increasingly important in contemporary society as countries seek to preserve and transmit valuable cultural resources to future generations. Cultural heritage not only reflects the historical development of human civilization but also embodies the cultural identity, collective memory, and artistic achievements of different societies. As one of the most representative cultural heritage sites in southern China, the Zuojiang Huashan Rock Art Cultural Landscape possesses significant historical, artistic, and educational value (Lan & Phanlukthao, 2024). Understanding its significance provides a theoretical foundation for exploring its integration into high school art education.

3.1.1 Definition and Significance of World Cultural Heritage

The protection of world cultural heritage gained international recognition through the adoption of the Convention Concerning the Protection of the World Cultural and Natural Heritage by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1972 (Heritage, 2014). The convention established a framework for identifying, preserving, and promoting cultural and natural heritage sites that possess outstanding universal value.

According to the China State Administration of Cultural Heritage (2007), cultural heritage includes monuments, groups of buildings, archaeological sites, and cultural landscapes that possess exceptional historical, artistic, scientific, or cultural significance. These heritage resources represent tangible evidence of human civilization and serve as important references for understanding historical development and cultural evolution (Li & Tang, 2023).

World cultural heritage possesses multiple dimensions of value. Wang (2017) argues that cultural heritage encompasses cultural, historical, artistic, scientific, educational, commemorative, economic, and documentary values. These values contribute not only to academic research but also to public education and cultural development. Through the preservation and interpretation of cultural heritage, societies can maintain connections with their historical roots while promoting cultural continuity and identity formation.

The educational significance of cultural heritage has been emphasized by numerous scholars. Heritage education involves the teaching and learning of cultural resources, including historical monuments, museums, cultural landscapes, traditional practices, historical documents, and artistic expressions (Achille & Fiorillo, 2022). The Council of Europe further defines heritage education as an educational approach based on cultural heritage that employs active learning methods to encourage student engagement and cultural understanding.

Cultural heritage education provides students with opportunities to explore their historical and cultural environments while developing critical thinking and cultural awareness. According to Arar et al. (2022), cultural heritage serves as a lifelong learning resource that enables individuals to understand social issues, cultural identities, and historical developments. Heritage education also encourages students to appreciate the importance of cultural preservation and understand the significance of protecting cultural resources for future generations (Anwar et al., 2025).

Several scholars have identified specific objectives of heritage education. These include helping students explore their cultural heritage, acquire knowledge through direct engagement with cultural resources, understand the relationship between local and global cultures, develop historical awareness, and cultivate responsible citizenship (Dönmez & Yeşilbursa, 2014; Ocal, 2016). Such objectives align closely with contemporary educational goals that emphasize cultural literacy, global awareness, and sustainable development.

In the Chinese context, cultural heritage education plays an increasingly important role in promoting cultural confidence and national identity (Li & Tang, 2023). As China continues to emphasize the preservation of traditional culture, integrating cultural

heritage into school education provides students with opportunities to understand and appreciate the richness of Chinese civilization. Therefore, world cultural heritage can serve as a valuable educational resource for enhancing students' cultural awareness, aesthetic appreciation, and sense of cultural responsibility.

3.1.2 History, Geographical Distribution and Cultural Value of Huashan Rock Art

The Zuojiang Huashan Rock Art Cultural Landscape is located along the Zuojiang River Basin in Chongzuo City, Guangxi Zhuang Autonomous Region, southwestern China. The site consists of numerous rock painting locations distributed along cliffs and riverbanks, forming one of the largest and most spectacular rock art complexes in Asia (Zhang, 2025).

The creation of Huashan Rock Art can be traced back more than 2,000 years, from approximately the fifth century BCE to the second century CE. The paintings were produced by the ancient Luoyue people, who are widely recognized as the ancestors of the contemporary Zhuang ethnic group. More than 3,800 individual images have been identified across 38 rock art sites, depicting a wide range of human figures, ceremonial scenes, animals, tools, and symbolic representations (Jian, 2023).

Among the various motifs represented in the paintings, the most distinctive is the "squatting human figure," which has become a symbolic representation of Huashan Rock Art. These figures are often depicted with raised arms and dynamic postures, suggesting participation in ritualistic, ceremonial, or celebratory activities. The large scale of many images, combined with their strategic placement on steep cliff faces, reflects the importance of these artistic expressions within the social and spiritual life of the Luoyue people (Zhang, 2025).

From a cultural anthropological perspective, Huashan Rock Art reflects a complex cultural system involving ancestor worship, fertility rituals, tribal ceremonies, and spiritual beliefs. Yu (2009) suggests that the paintings represent a multi-layered cultural phenomenon that evolved through different stages of social development, incorporating totemic worship, ritual practices, and religious symbolism. As such, the rock paintings provide valuable insights into the worldview, values, and cultural practices of ancient communities in southern China (Li et al., 2024).

The artistic value of Huashan Rock Art is equally significant. The paintings demonstrate remarkable creativity, compositional balance, and symbolic expression despite being created with relatively simple techniques and materials (Zhang, 2025). The use of large-scale human figures, rhythmic arrangements, and stylized forms reflects sophisticated aesthetic concepts that continue to attract scholarly attention.

In addition to its artistic significance, Huashan Rock Art possesses substantial historical value. The paintings serve as visual records of social organization, cultural practices, and ceremonial activities that are otherwise poorly documented in historical texts. As a result, they provide important evidence for understanding the development of ancient societies in the Lingnan region and contribute to broader studies of Chinese civilization (Yucan & Abas, 2023).

The cultural significance of Huashan Rock Art extends beyond regional boundaries. As an important cultural symbol of the Zhuang people, the paintings embody ethnic

identity, cultural memory, and historical continuity. Their preservation contributes not only to the safeguarding of local culture but also to the protection of human cultural diversity at the global level (Nuri et al., 2025).

3.1.3 Recognition of Huashan Rock Art as World Cultural Heritage

The recognition of Huashan Rock Art as a world cultural heritage site was the result of decades of academic research, documentation, and conservation efforts. Scholarly investigations into the rock paintings began during the 1950s and have developed through several stages of research (Gao, 2023).

According to Lewis-Williams (1990), the first stage of research occurred between the 1950s and 1960s and focused primarily on the discovery and preliminary documentation of the rock paintings. During this period, researchers conducted field investigations and began identifying the historical significance of the sites. The second stage, which took place during the 1980s and 1990s, witnessed substantial advances in understanding the age, creators, themes, social functions, and artistic characteristics of the paintings. Researchers gradually developed more consistent interpretations regarding the cultural context and significance of the rock art.

The third stage of research began in the early twenty-first century and was characterized by more systematic and interdisciplinary investigations. Scholars from multiple disciplines, including archaeology, anthropology, history, art, folklore, religion, geology, hydrology, and cultural studies, collaborated to examine the paintings from diverse perspectives (Li, 2026). These interdisciplinary studies significantly enriched academic understanding of the site and strengthened its candidature for UNESCO World Heritage status.

A particularly important milestone occurred in 1985 when a large-scale investigation of the Zuojiang cliff paintings was organized. The project involved experts from fourteen academic disciplines and represented one of the most comprehensive studies of Huashan Rock Art ever conducted. The findings provided substantial evidence regarding the historical, cultural, and artistic importance of the site and laid a strong foundation for future conservation efforts (Wang & Huang, 2024).

International recognition culminated on 15 July 2016 when the UNESCO World Heritage Committee officially inscribed the Zuojiang Huashan Rock Art Cultural Landscape on the World Heritage List. UNESCO recognized the site as an exceptional cultural landscape that illustrates the ceremonial traditions, social organization, and spiritual beliefs of the ancient Luoyue people. The committee noted that the integration of rock paintings, rivers, karst formations, and natural landscapes creates a unique cultural environment that preserves an important chapter of human history (Yang, 2017).

The inscription of Huashan Rock Art on the World Heritage List significantly enhanced its international visibility and cultural status. More importantly, it highlighted the responsibility of preserving and transmitting this heritage to future generations. Recognition as a world cultural heritage site has encouraged increased research, conservation initiatives, cultural promotion, and educational development (Yang & Cao, 2023).

From an educational perspective, UNESCO recognition provides valuable opportunities for integrating Huashan Rock Art into school curricula. The heritage status not only affirms the site's outstanding universal value but also strengthens its potential as a teaching resource capable of enriching students' understanding of history, culture, art, and identity. Consequently, the incorporation of Huashan Rock Art into high school art education represents an important strategy for combining cultural preservation with educational innovation.

3.2 Huashan Rock Art from a Multicultural Education Perspective

The increasing emphasis on multicultural education in contemporary educational systems reflects the growing recognition of cultural diversity as a valuable educational resource (Gao, 2023). In multicultural societies, education plays an important role in promoting cultural understanding, mutual respect, and social cohesion. As a multi-ethnic nation, China advocates cultural diversity within a framework of national unity and encourages educational practices that preserve and promote the cultural traditions of different ethnic groups. Within this context, the integration of Zuojiang Huashan Rock Art into high school art education provides a meaningful opportunity to enhance students' multicultural awareness and cultural appreciation (Yang, 2023).

Huashan Rock Art represents not only a unique artistic achievement but also an important cultural symbol of the Zhuang ethnic group. Its incorporation into educational practice can enrich students' understanding of ethnic culture, promote cultural confidence, and encourage appreciation for cultural diversity. Through multicultural educational perspectives, Huashan Rock Art can serve as a bridge connecting local heritage, national identity, and global cultural understanding (Hu, 2023).

3.2.1 The Connection and Influence between Huashan Rock Art and Chinese Traditional Culture

Chinese civilization is characterized by its long history, cultural diversity, and continuous development. The cultural heritage of different ethnic groups constitutes an important component of Chinese traditional culture. As one of the most representative cultural legacies of the Zhuang people, Huashan Rock Art occupies a significant position within the broader framework of Chinese cultural heritage (Febres et al., 2026).

The rock paintings were created by the ancient Luoyue people, who are widely recognized as the ancestors of the contemporary Zhuang ethnic group. These paintings reflect various aspects of ancient life, including social organization, ceremonial activities, religious beliefs, and artistic expression. Consequently, they provide valuable evidence of the historical development and cultural achievements of ethnic communities in southern China (Yang & Cao, 2023).

According to Wang and Huang (2024), Huashan Rock Art embodies the life consciousness, spiritual beliefs, and cultural values of the Zhuang ancestors. The paintings illustrate not only artistic creativity but also collective memory and ethnic identity. Through their visual representations, the paintings communicate concepts related to social harmony, ancestral reverence, and communal participation, which remain important elements of traditional Chinese cultural values.

Lu et al. (2026) emphasize that the protection and promotion of Huashan Rock Art contribute to strengthening cultural confidence and safeguarding cultural security. As an important component of Chinese traditional culture, the heritage site provides opportunities to demonstrate the richness and diversity of Chinese civilization both domestically and internationally. In addition, the cultural narratives associated with Huashan Rock Art support broader efforts to communicate Chinese culture and enhance cultural exchange with other nations.

The significance of Huashan Rock Art extends beyond cultural preservation. It also contributes to the development of cultural identity among younger generations. Through educational engagement with heritage resources, students can gain a deeper understanding of their cultural roots and develop greater appreciation for the contributions of ethnic minority cultures to the development of Chinese civilization. Such understanding is particularly important in contemporary society, where globalization and modernization may sometimes weaken connections between young people and traditional culture (Yang, 2023).

In high school art education, introducing Huashan Rock Art provides students with opportunities to explore artistic traditions that differ from mainstream visual culture. Students can analyze the symbolic meanings, visual characteristics, and cultural contexts of the paintings while developing a more comprehensive understanding of Chinese cultural diversity. This process contributes to the cultivation of cultural literacy and encourages students to appreciate the multicultural foundations of Chinese society (Cao & Champadaeng, 2024).

3.2.2 The Expression and Inheritance of Huashan Rock Art in a Multicultural Context

The preservation and transmission of cultural heritage require continuous adaptation to changing social and cultural environments. In contemporary society, cultural heritage is increasingly expressed and communicated through diverse forms, including museums, tourism, performing arts, digital media, and commercial design (Gao, 2023). These approaches facilitate the inheritance of cultural traditions while enabling broader public engagement.

The influence of Huashan Rock Art can be observed in various cultural and artistic practices. One notable example occurred during the opening ceremony of the 2008 Beijing Olympic Games. The artistic performance, which sought to present the historical development of Chinese civilization, included visual references to Huashan Rock Art as one of the earliest representations of Chinese cultural expression. This international exposure highlighted the cultural significance of the paintings and introduced them to global audiences (Wang & Huang, 2024).

Another example is the large-scale Zhuang mythological stage production “Huashan,” which premiered in 2018. The performance utilizes the natural landscape of the Huashan cultural area as a stage setting and incorporates advanced multimedia technologies to recreate stories related to Zhuang ancestors, flood myths, and communal traditions. Through the integration of theatre, music, visual arts, and digital effects, the production transforms cultural heritage into a contemporary educational and artistic experience (Zhang, 2025).

The graphic elements of Huashan Rock Art have also been incorporated into public art installations, tourism development, museum exhibitions, and commercial design (Hu, 2023). For example, symbolic motifs derived from the paintings appear in sculptures, scenic attractions, and cultural products throughout Chongzuo City. Museums in both Nanning and Chongzuo have established specialized exhibition spaces dedicated to interpreting and displaying Huashan Rock Art. These exhibitions provide educational opportunities for visitors and contribute to public awareness of cultural heritage (Zhao et al., 2026).

Furthermore, contemporary fashion and creative industries have adopted visual elements inspired by Huashan Rock Art. Such applications demonstrate how traditional cultural symbols can be adapted to modern contexts while maintaining their cultural significance. These initiatives support the sustainable transmission of cultural heritage by making it accessible and relevant to younger generations (Lifeng, 2026).

From a multicultural perspective, the continued expression of Huashan Rock Art illustrates the dynamic relationship between tradition and modernity. Cultural heritage is not merely a relic of the past but a living resource that can be reinterpreted and revitalized in contemporary society (Yang, 2023). By integrating traditional cultural elements into modern artistic and educational practices, heritage can remain meaningful and influential across generations.

In educational settings, these examples provide valuable teaching resources. Students can explore how cultural heritage evolves over time and examines the ways in which traditional cultural symbols are represented in contemporary media, design, and artistic production. Such learning experiences encourage critical thinking and promote a deeper understanding of cultural continuity and transformation (Li & Sikka, 2026).

3.2.3 Educational Significance of Multicultural Education for Senior High School Students

Multicultural education has emerged as an important educational approach in increasingly diverse societies. According to Mustapha (2015), multicultural education seeks to provide equitable educational opportunities for students from different cultural, ethnic, and social backgrounds while promoting understanding and respect for diversity.

Su (2008) argues that multicultural education in China involves the transmission of both common national culture and the distinctive cultural traditions of ethnic minority groups. This educational approach recognizes that cultural diversity is a valuable resource and encourages mutual learning among different cultural communities. Through multicultural education, students can develop broader cultural perspectives and stronger intercultural competencies (Li, 2026).

One of the primary characteristics of multicultural education is its emphasis on diversity and inclusiveness. Diversity acknowledges the existence of different cultural traditions, values, and perspectives, while inclusiveness encourages respect and appreciation for cultural differences. These principles are particularly relevant in contemporary educational environments, where students increasingly encounter diverse cultural influences through globalization and digital communication (Hunduma & Mekuria, 2024).

The integration of Huashan Rock Art into high school art education supports several important objectives of multicultural education. First, it introduces students to the cultural heritage of the Zhuang ethnic group and enhances their understanding of ethnic diversity within China. Such exposure helps students recognize the contributions of minority cultures to national cultural development and promotes respect for cultural differences (Li, 2025).

Second, heritage-based multicultural education can broaden students' cultural horizons. By studying Huashan Rock Art, students gain insights into historical societies, traditional belief systems, and artistic practices that differ from contemporary experiences. These learning opportunities encourage students to compare cultural perspectives, examine historical developments, and appreciate the complexity of human cultural expression.

Third, multicultural education contributes to the development of cultural identity and cultural confidence. Understanding the richness of local and national cultural heritage enables students to establish stronger connections with their cultural roots while simultaneously developing appreciation for cultural diversity. This balance between cultural identity and intercultural understanding is particularly important in multicultural societies (Hunduma & Mekuria, 2024).

Finally, multicultural education promotes social harmony and intercultural communication. Through exposure to diverse cultural traditions, students develop empathy, tolerance, and respect for others. Such qualities are essential for fostering peaceful coexistence and constructive interaction within increasingly interconnected global communities (Lee, 2025).

For high school students, who are at a critical stage of intellectual and personal development, multicultural learning experiences can significantly influence attitudes, values, and perspectives. Integrating Huashan Rock Art into art education therefore provides not only artistic knowledge but also opportunities for cultural exploration, identity formation, and intercultural understanding. These educational benefits highlight the importance of heritage-based multicultural education in contemporary school curricula (Febres et al., 2026).

4. DBAE Theory as a Framework for Integrating Huashan Rock Art into High School Art Education

The Discipline-Based Art Education (DBAE) theory provides an appropriate theoretical framework for integrating Zuojiang Huashan Rock Art into high school art education. Developed by Greer (1984), DBAE advocates a systematic approach to art education through four interconnected domains: art production, art history, art criticism, and aesthetics. Unlike traditional art instruction that primarily focuses on artistic skills, DBAE promotes comprehensive artistic literacy by encouraging students to understand, analyse, evaluate, and create artworks within their cultural and historical contexts (Ren, 2023).

The application of DBAE to Huashan Rock Art education enables students to explore the cultural significance of this World Cultural Heritage beyond its visual appearance (Ren, 2023). Through the art history component, students learn about the origins of the Luoyue people, the historical development of the Zuojiang River Basin, and the cultural context in which the rock paintings were created. Such historical understanding helps

students appreciate the heritage value of the artworks and recognise their importance as records of ancient civilisation.

The art criticism component encourages students to analyse the visual characteristics, symbolic meanings, and compositional features of the rock paintings. Students may examine recurring motifs such as human figures, ceremonial scenes, and ritualistic symbols while discussing their possible social, cultural, and religious meanings (Parung et al., 2025). Through critical discussions, students develop analytical thinking skills and a deeper understanding of cultural expressions.

The aesthetics component allows students to evaluate the artistic qualities and cultural significance of Huashan Rock Art. Students may reflect on questions concerning beauty, symbolism, cultural identity, and the relationship between art and society. Such activities contribute to the development of aesthetic awareness and cultural appreciation (Zhang, 2025).

Finally, the art production component enables students to create artworks inspired by Huashan Rock Art using contemporary artistic methods and media. Through creative practice, students engage actively with cultural heritage while developing their artistic skills and personal expression (Nuri et al., 2025). This process transforms students from passive recipients of knowledge into active participants in cultural inheritance.

The integration of DBAE theory into Huashan Rock Art education aligns closely with the objectives of China's contemporary art curriculum. It promotes cultural understanding, critical thinking, creativity, and interdisciplinary learning while supporting the preservation and transmission of local cultural heritage. Therefore, DBAE provides a valuable educational framework for integrating World Cultural Heritage into secondary school art education (Boechler, 2026).

5.1 Implications of Integrating Huashan Rock Art into High School Art Education

5.1.1 Implications for Cultural Heritage Preservation

One of the most significant contributions of integrating Huashan Rock Art into high school education is the promotion of cultural heritage preservation. Cultural heritage can only survive when younger generations understand its value and actively participate in its transmission. Educational institutions serve as important channels for cultivating cultural awareness and heritage responsibility among students (Yang, 2023).

Through curriculum integration, students gain knowledge about the historical, artistic, and cultural significance of Huashan Rock Art. This awareness helps foster a sense of ownership and responsibility toward protecting local heritage resources (Yang, 2023). Students who appreciate the value of cultural heritage are more likely to support conservation initiatives and contribute to the long-term sustainability of heritage preservation efforts.

Moreover, heritage education strengthens cultural identity by connecting students with their local history and traditions. In the context of Chongzuo City, integrating Huashan Rock Art into education helps preserve the cultural memory of the Zhuang people and reinforces the continuity of local cultural traditions (Wijayanti, 2025).

5.1.2 Implications for Art Education

The integration of Huashan Rock Art enriches the content of high school art education by introducing authentic local cultural resources into the classroom. Traditional art education often relies heavily on textbook materials and examples from Western art history. Incorporating local heritage resources diversifies learning content and enhances students' engagement with art (Gao, 2023).

Huashan Rock Art provides students with opportunities to explore unique artistic forms, symbolic representations, and cultural narratives. Students learn to appreciate different artistic traditions and develop a broader understanding of artistic expression. Such exposure contributes to the cultivation of visual literacy, creativity, and critical thinking.

Furthermore, heritage-based art education promotes experiential learning. Activities such as field visits, museum exhibitions, digital reconstructions, and creative projects allow students to interact directly with cultural heritage. These experiences enhance learning outcomes and encourage active participation in artistic and cultural exploration (Gao, 2023).

5.1.3 Implications for Multicultural Education

The integration of Huashan Rock Art also contributes significantly to multicultural education. Contemporary societies are increasingly characterised by cultural diversity and intercultural interaction. Educational systems must therefore prepare students to understand, respect, and appreciate different cultural traditions (Yang, 2023).

As a cultural product of the ancient Luoyue people and an important component of Chinese cultural heritage, Huashan Rock Art provides valuable opportunities for discussing ethnic diversity, cultural identity, and intercultural communication. Students learn that cultural diversity is an important source of creativity and social development.

Multicultural education based on cultural heritage encourages students to develop tolerance, empathy, and respect for cultural differences. These values are essential for promoting social harmony and strengthening national unity within multicultural societies (Nuri et al., 2025).

5.1.4 Implications for Interdisciplinary Learning

Interdisciplinary learning has become an important direction in contemporary educational reform. The integration of Huashan Rock Art naturally supports interdisciplinary teaching because the heritage encompasses historical, geographical, artistic, anthropological, and cultural dimensions (Lifeng, 2026).

Students may explore historical events related to the Luoyue people, analyse the geographical environment of the Zuojiang River Basin, examine artistic techniques used in the paintings, and discuss anthropological interpretations of ritual activities depicted in the artworks. Such interdisciplinary exploration encourages students to connect knowledge across subject boundaries and develop holistic understanding.

In addition, digital technologies such as virtual reality, augmented reality, and multimedia platforms can further enhance interdisciplinary learning experiences.

Technology enables students to engage with cultural heritage in innovative ways while developing digital literacy skills necessary for the twenty-first century (Li, 2026).

6. Conclusion

The integration of World Cultural Heritage into education has become increasingly important in the context of globalisation, cultural preservation, and educational innovation. As a unique cultural landscape and an important symbol of Zhuang civilisation, Zuojiang Huashan Rock Art possesses significant historical, artistic, cultural, and educational value.

This review article examined the significance of integrating Huashan Rock Art into high school art education from the perspectives of cultural heritage education, multicultural education, interdisciplinary learning, and DBAE theory. The literature demonstrates that heritage-based education can strengthen students' cultural identity, enhance aesthetic appreciation, promote creativity, and cultivate awareness of cultural preservation. Furthermore, the integration of Huashan Rock Art provides opportunities for cross-disciplinary learning and multicultural understanding while enriching the content and methods of art education.

The review also identifies several research gaps. Existing studies primarily focus on the historical, archaeological, and cultural values of Huashan Rock Art, while limited attention has been given to its practical integration into secondary school education. Empirical investigations regarding teaching strategies, curriculum development, digital technology applications, and educational outcomes remain insufficient. Future research should therefore explore effective pedagogical models and evaluate the impact of heritage-based art education on students' learning experiences and cultural awareness.

The DBAE framework offers a valuable theoretical foundation for integrating Huashan Rock Art into high school art education. By combining art history, art criticism, aesthetics, and artistic creation, educators can provide students with comprehensive learning experiences that connect cultural heritage with contemporary educational objectives.

Ultimately, integrating Zuojiang Huashan Rock Art into high school art education contributes not only to the preservation and transmission of cultural heritage but also to the cultivation of culturally aware, creative, and globally minded citizens. Such educational efforts support sustainable cultural development while ensuring that valuable cultural heritage continues to inspire future generations.

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