

Exploration on Teaching Method of Art Design Basic Course

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Abstract:Exploration on teaching method of art design basic course is the main focus of this paper. Due to its special professional nature, the art design major needs to form a real "double-qualified" art design teacher team integrating production and education. Hence, the efficient guiding will be essential. The existing digital media art design professional assessment is often based on the theoretical knowledge assessment, which cannot well demonstrate the importance of professional practice. Then, this paper gives the novel suggestions.

Keywords: Art Design; Basic Course; Teaching Method; Exploration Methods; Educational Service

1. INTRODUCTION

Under normal circumstances, students majoring in art are more subjective, and different students have different learning methods and interests. Therefore, schools should adhere to the principle of "people-oriented, teaching students in accordance with their aptitude", fully consider the actual situation of the students, and also choose appropriate teaching methods in combination with students' personality characteristics to help students shape their unique characteristics. There are obvious differences between the major of digital media art design and traditional media communication majors, one of which is that the major of digital media art design needs to combine new media technology, so the background of the times has a great influence on it.

In the reform of the "three teachings" of art and design majors, how teachers can make students give full play to their own thinking advantages, fill up the logical shortcomings, broaden thinking ability, and cultivate innovative spirit has become the core of teaching reform. The existing digital media art design professional assessment is often based on the theoretical knowledge assessment, which cannot well demonstrate the importance of professional practice.

For example, more systematic noun structures and method implementation cases are used in professional teaching. Good practice teaching can encourage students to better apply the knowledge they have learned to practice, and also effectively integrate theory and practice.

Therefore, the school can carry out in-depth cooperation and exchanges with off-campus training institutions and training bases, which can improve students' practical skills, and at the same time provide students with more practice bases, thereby comprehensively improving students' hands-on ability. Then, in the figure 1, the art design sample is presented and in the following sections, the ideas will be further discussed.



Figure. 1 The Art Design Sample (Figure from: https://www.freepik.com/free-vector/doodle-element-graphic-ink-line-art-design-vector-set_20346228.htm)

2. THE PROPOSED METHODOLOGY

2.1 The Design Basic Course

Patterns are decorative patterns on a two-dimensional plane that summarize, summarize, improve, and also make them aesthetically pleasing, and can be applied to various items.

It is for the purpose of beautifying life, in line with the people's visual beauty, and can meet the needs of people's spiritual and cultural life. In the basic art course, the students' sketching ability is mainly cultivated and trained. According to the art design characteristics of different majors, different art basic training focuses are selected.

Sketch is the basis of artistic design modeling, and it is the main teaching content in the teaching process of the basic art courses. The essence of the art design profession is creation, and its professional characteristics require constant updating. At present, there are conceptual differences in the teaching work of art design majors in higher vocational colleges, and no consensus has been reached until now.

There is great variation and arbitrariness in teaching from faculty to faculty, within the same faculty, and even within the same faculty. In the foundation of modeling contains the sketching, and color, etc.; in the general design fundamentals include pattern, composition. The foundation of art and design is an organic whole as the courses are interrelated and interact with each other. This will help us to clear our minds, position ourselves decisively, clarify the courses are interrelated and

interact with each other. In the teaching, we focus on cultivating students to use the method of deconstruction and reorganization for second-degree creation. On the basis of appreciating classic design works, specific deconstruction and reorganization design works and design sketch works, specific analysis and explanation are given to let students combine them in their homework.

Grasping the techniques and characteristics of deconstructing creative sketches, and use the objective images to carry out innovative sketch training in the form of propositions.

We should be focused on listed aspects.

(1) Design majors cultivate a strong sense of responsibility, scientific and also rational spirit, leading aesthetic judgment, systematic professional knowledge, master corresponding design thinking, expression, communication and management skills, and then be able to engage in design research and development, promote professional development, and also undertake design as the education, related research work, self-employment ability.

(2) We should be focused on practicality, the so-called practicability refers to then highlighting students' training in performance methods and imagination during the entire teaching process. This part focuses on creative expressive sketch training, to cultivate students' innovative thinking and agile feeling, and at the same time guide students to research and try a variety of expressive techniques and techniques, enrich students' design vocabulary, and meet the requirements of different designs.

According to the above regulations, it can be seen that in the construction and development of this discipline, the Ministry of Education has mentioned in the theoretical teaching links of the general education part and the basic education part that art history, design history and aesthetics should be taught to improve students' humanistic awareness and art.

As the sample, in the figure 2, the sample is presented.

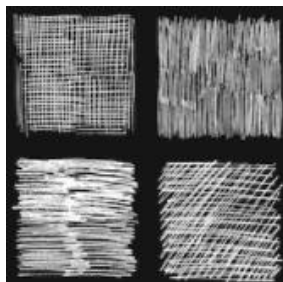


Figure. 2 Sketch Sample (<https://www.freepik.com/vectors/sketch>)

2.2 The Teaching Method of Art Design Basic Course

Art students are a group of students with unique professional characteristics among the students of the higher vocational colleges. They have distinct personality differences compared with ordinary higher vocational students in terms of special skills, ways of thinking, and hands-on ability.

Then, we provide the listed suggestions.

(1) In the context of "double highs", high-quality teachers are the foundation of teaching reform and the leader in cultivating talents with technical skills in art design in the new era. We must recognize the development background of the times and form corresponding professional development with needs and

goals in order to solve the various difficulties in the teaching of digital media art design from the root.

(2) Teachers majoring in environmental art design in colleges and universities should fully grasp the classroom teaching time to help cultivate students' comprehensive ability. At this stage, teachers in many schools in our country focus on the explanation of the theoretical knowledge, and typical cases will also be appropriately interspersed in teaching.

(3) As a teacher, we should not only have strong theoretical knowledge, but also have rich practical teaching experience. We must have the quality of "double professional". Under normal circumstances, teachers with the "double-qualified" quality can design scientific and reasonable teaching methods and measures according to the actual situation of students in daily teaching, which plays an important role in reducing the difficulty of classroom teaching.

3. CONCLUSION

This paper conducts the study on exploration on the teaching method of art design basic course. The vocational art design majors should actively explore the development and also application of new forms of teaching materials, dynamically adjust the skills of art design posts and infiltrate the theory and methods of art design. Hence, this paper gives the novel ideas of then creating the efficient model. In the future, some different applications will be applied.

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