

## Research on the Teaching of Basic Courses of Arts—Take the course *Comprehensive Modeling Design* as An Example

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**Abstract:** The course *Comprehensive Modeling Design* belongs to one of the basic courses of the College of Art and Design of Geely University. It is an art foundation course integrating art and design, coordinating theory and practice, and reflecting technology and innovation at the same time. This course aims to give guidance to students to implement different materials and related techniques based on their cognitive artistic concepts and modeling principles. By training students' comprehensive design thinking and artistic practice and creation abilities, this course can help students effectively master basic principles of comprehensive modeling design so that they can apply their conception ideas to the actual creation of relevant art works and finally implement and display them. This paper mainly studies and verifies how basic art subjects break through traditional thinking patterns in the practice and teaching methods used fully consider features of students majoring in environmental arts. In this way, we can improve students' analysis and judgment abilities, innovative thinking, critical thinking, empathy, "hand-eye-heart" combination ability and creation abilities with concept transformation.

**Keywords:** Comprehensive modeling design; innovative thinking; empathic ability; art; art foundation course

### 1. Course design goal and teaching contents of *Comprehensive Modeling Design*

*Comprehensive Modeling Design* is an art foundation course offered by Geely University for undergraduates and students majoring in art design (interior design direction). Pre-courses include *Color Composition and Design Expression Techniques*. In addition to exporting physical exhibits of comprehensive models, this course focuses on cultivating thinking abilities and methodology of students and the implementation methods of schemes and expression means as well as new and creative emerging forces of arts design. Teachers should give guidance to students in their self-conception of ideas, the completion of self-art works and the final implementation and presentation of artworks.

Based on teaching arrangement, this course can be divided into four parts. The first part is about the appreciation of related classical comprehensive modeling works of art and appreciates cases at the initial design stage. It aims to help students to think about problems by "standing on the shoulders of giants", to broaden their horizons, and have a basic understanding of comprehensive modeling design principles. The second part introduces researches and creations of comprehensive modeling designs with representative natural, artificial, abstract and representational forms. This part inspires students to have creative thoughts and aims to improve their logical thinking abilities. The third part introduces usage of various materials and structures and

expounds their relationships with comprehensive modeling design and potential fusion possibilities. The fourth part describes specific presentation of creation effects of students' practice works under the inspiration of their design thinking. In the whole class, teachers adopt the teaching mode of divided classes and skillfully deal with orders of teachers' teaching, students' keen learning and group discussion. The author gives guidance patiently and systematically throughout the whole process and help students grasp and think about design depth requirements at different stages of interior designs through comprehensive modeling design so that students can skillfully use many kinds design expressions and flexibly apply them in their design practice projects.

## 2. Research on Course Teaching of *Comprehensive Modeling Design*

### 2.1 Current teaching situations of *Comprehensive Modeling Design*

First of all, students should transform their artistic cognition. Undergraduate freshmen will separate themselves from traditional exam-oriented art education mode. Most students are lively and fashionable but lack learning enthusiasm. They have grandiose aims but puny abilities. In most cases, because of the limitation of their antiquate idea, they do not have enough hands-on practices. In their transforming from “art students” to “designers”, students should be correctly guided and effectively instructed by teachers. After learning this course, students will have different design thinking, artistic creation and other concepts. The courses such as *Design Sketch* and *Visual Language* help guide students' artistic creation thoughts and visions from a two-dimensional plane to a three-dimensional space for deconstruction. Besides, by applying many kinds of comprehensive materials, students can finally create original comprehensive modeling design works of totally new feelings.

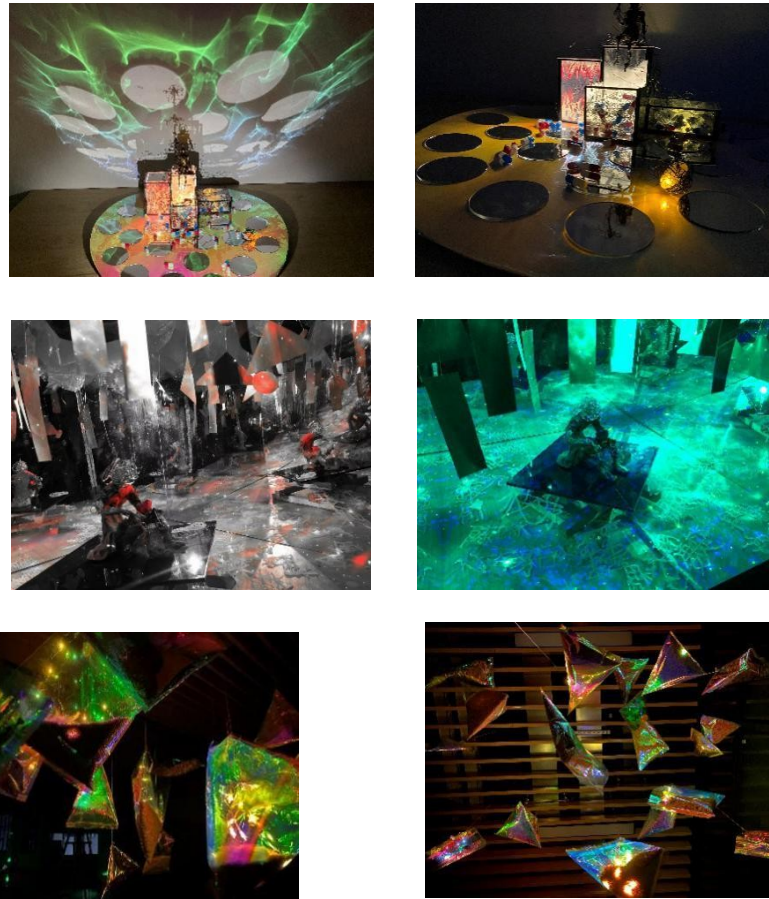
### 2.2 Research Background of *Comprehensive Modeling Design* at Home and Abroad

*Comprehensive Modeling Design* is a more common course in some developed European countries. It usually contains short-term practical training contents (creative weeks) featured by “interestingness” and “interactivity” which pay high attention to cultivating students' creativity. In China, *Comprehensive Modeling Design* mainly focuses on the transformation of students' ideological design forms from two-dimensional ones to three-dimensional ones and the improvement of their sensitivity to materials and abilities to control and express things.

### 2.3 Teaching Process of *Comprehensive Modeling Design*

The total class hours for *Comprehensive Modeling Design* of the indoor class students of Grade 2020 are 40 class hours. Course arrangement: after contents of all chapters are well analyzed, teachers will analyze various representative cases of contemporary arts so as to inspire their thinking, expand their horizons. Finally, the final title of the creation was “*Magic Mirror*”. Creation requirements: There is no restriction on subject or form. Material oriented method shall be used and related materials with reflective surfaces shall be used. Through the processes of brainstorming, group report, hands-on practice and lecture closing report, original

comprehensive modeling design works made by students finally achieved complete and intact effects. According to the requirements, reflective materials should be used to present a series of comprehensive modeling works with different themes and features, such as *Lonely Island* and *Really Want To Love The World* showing the theme of depression, *Trails of Childhood* expressing the themes of childhood, *The Abyss* that integrate light sensing art and commercial space devices and other excellent comprehensive modeling design works.



Works of some students

#### 2.4 Students' Feedback on *Comprehensive Modeling Design*

A few students were randomly sampled to give their feedback views and opinions on *Comprehensive Modeling Design*. They all said that the course was novel and interesting and that they opened their artistic design thoughts and visions after they learn this course. The course is featured by high flexibility which can inspire the imagination of students, improve their hands-on practice abilities and their abilities to tolerate and appreciate art works.

#### III. Summary of Teaching Research of *Comprehensive Modeling Design*

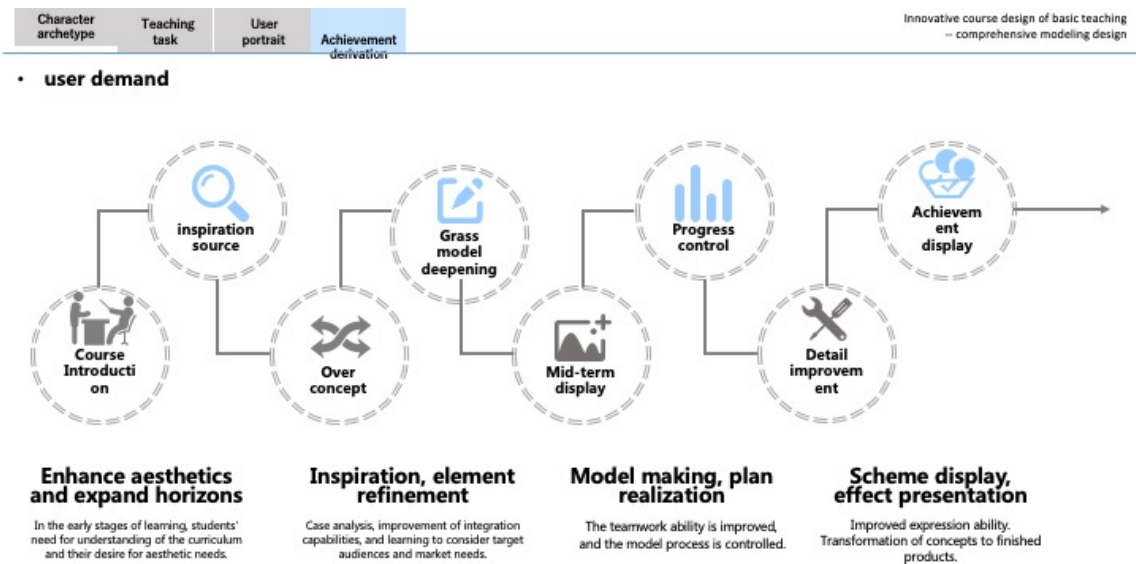


Fig. 1 Course design flow chart 1of *Comprehensive Modeling Design*

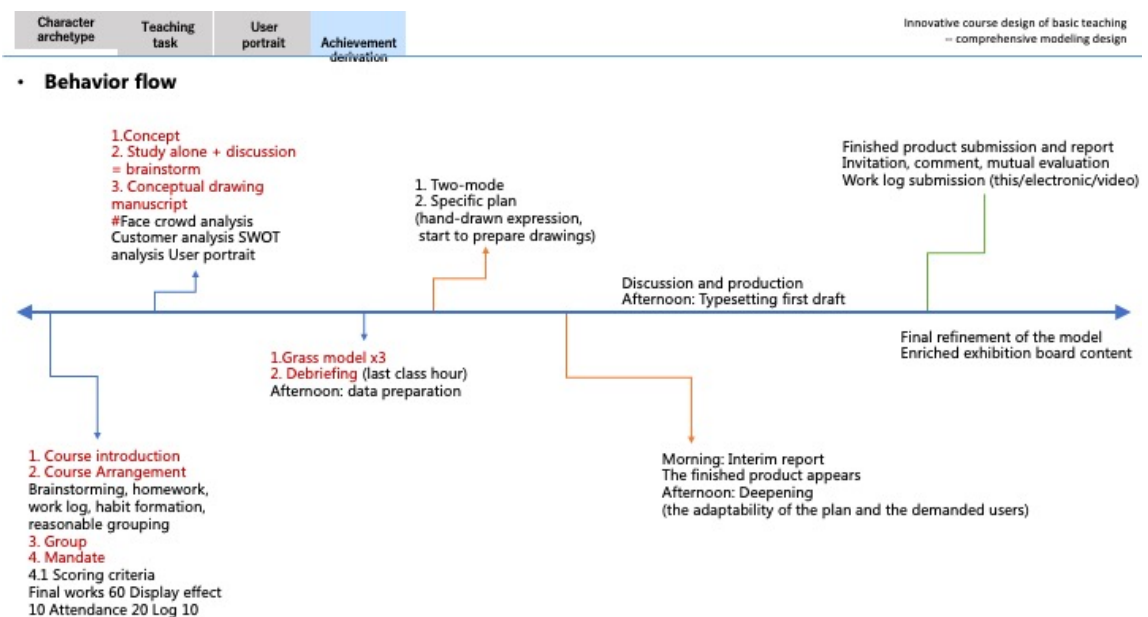


Fig. 2 Course design flow chart 1of *Comprehensive Modeling Design*

After learning the course for 40 class hours students have mastered corresponding basic theoretical knowledge of this course, clearly known specific steps needed to create a piece of artwork from conception to final hands-on presentation. Their artistic appreciation and hands-on practical abilities have all been improved. This indicates that it is quite necessary and forward-looking for College of Art and Design to set the course *Comprehensive Modeling Design*.

First of all, teachers should set clear teaching objectives and adjust teaching contents in real time. This course aims to cultivate students' comprehensive design thinking and improve their artistic practice and creation abilities. *Comprehensive Modeling Design* emphasizes the artistry and originality of creations, so teachers

should give students clear guidance according to this goal. When giving guidance to students, teacher should not only teach related knowledge, but should also use real-time cases to encourage and respect students' creativity and inspiration. Besides, teachers should timely adjust and update teaching contents according to specific situations of students so as to lay a foundation for subsequent creative practice of students. Besides, related departments should carry out corresponding teaching method reforms. For example, they can encourage teachers to use divided classes, flipped classroom, brainstorming and other teaching methods which can transform passive input learning methods of students and make them more active. In this way, students' curiosity will be stimulated and their subjective initiative in creation will be fully played. Besides, teaching processes shall be reported in stages, problems shall be discussed and advantages shall be summarized. Teachers should focus on encouraging students so that they can guarantee the quality and quantity of their works according to the requirements.

The college should pay special attention to improving corresponding practice teaching quality and establishing relatively complete evaluation requirements and assessment standards for comprehensive modeling design course. The creative novelty of students' works, their refinement degrees, rigorous structures, the integrity degrees and the rationality of works shall be well combined with process evaluation. This will promote the teaching development of this course and improve students' learning efficiency. In this ways, teachers can teach theory knowledge in all teaching links and cultivate students' practical operation abilities.

Finally, professional competence of teachers determines both their teaching quality and students' learning effects. For example, teachers can know all kinds of professional competitions by visiting exhibitions. In this way, they can further update related information, improve their professional standards and have good communication and interaction with students in the teaching process. By respecting students' ideas and creativity and giving appropriate guidance, teachers can have communication and collision with students' thoughts, which can help them change traditional teaching concepts. While updating systematic theoretical knowledge of students, teachers can understand students' demands for courses and their expectations, can guide students to complete the comprehensive modeling design works perfectly and can improve their practical ability and language expression ability. Therefore, as required by the teaching system design of *Comprehensive Modeling Design*, teachers should not only constantly improve their own professional levels, take into account demands of different types of students, find their problems and give them guidance on methods to solve problems, ways to do feasibility analysis and methodology of design.

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