

Research on Micro-Classroom Teaching Reform of Anime Character Design

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Keywords: Micro-classroom, Teaching reform, Anime character design

Abstract: Character design is the soul of an animation work, and its status is equivalent to the selection of movie actors. At present, most colleges and universities offer animation majors, but there are many problems in the animation character design courses for animation majors, such as students' low awareness of animation characters, less enthusiasm for class, and lower level of works. After investigating related industry companies, the author believes that at present, animation companies have a large demand for talents in pre-animation design (including character design). Therefore, teachers should make a reasonable teaching plan based on this. Teachers should introduce practical cases in teaching, introduce real projects in the corporate industry into the classroom, and improve the assessment system, which can improve students' practical ability and thus provide excellent talents for the industry.

1. Introduction

With the rapid development of the Internet, we have entered the micro age, and new technology forms such as “Weibo”, “WeChat”, “Wei Movie” and “Micro-speak” have continued to emerge, and have brought shocks to related industries. innovation. The emergence of these new carriers has triggered the development of the media world in the direction of “short and smart”, which is in line with the characteristics of the micro-information age. However, the emergence of micro-lectures is obviously an important product of the current Internet age, and it is also a trend of the micro-ages to be used in school education. With the new curriculum reform, chaotic learning and mobile learning are increasingly popular. As a new digital teaching resource, micro-learning has gradually become popular in education and teaching. It has broken the traditional classroom teaching mode and brought innovation to education and teaching. It also brings new challenges to education and teaching. To put it simply, micro-classes mean “small lectures” or “small courses.” More people think that micro-classes are essentially “small videos”. They let people learn in a short time through a concise video. Teaching method to a knowledge point or increase experience. Micro-learning, as a new teaching method, appears in all kinds of teaching activities due to its small size, short time, and micro-choice. In education teaching, although micro-learning has become a new type of teaching method, the teaching preparation work proposed by it is incomparable with ordinary teaching methods. Traditional teaching is simple preparation of knowledge points, but micro-classes take a long time to design and produce. At present, there is no clear and unified standard for the design and production of micro-lectures. There are many methods for the production and design of micro-lecture videos. The level of producers is uneven. In general, there are technical irregularities in the design and production of micro-lectures. , Time is too long, the topic is too large, the content is not appropriate and the structure is incomplete. For front-line teachers, making a micro-lecture is not difficult, but making a beautiful micro-lecture is impossible for most front-line teachers. At present, learners have higher and higher requirements for micro-classes, and the attractiveness of micro-classes to learners has gradually declined. It is urgent to design and produce more attractive micro-classes. The main advantages of animation micro-classes in terms of design and production methods are educational and entertaining, and have a strong appeal to students. The main problem now is that the animation type micro requires the producer to have high artistic literacy and technical support. It is not as simple as shooting a video and recording a screen.

2. Courses, Teaching Materials and Curriculum

The animation character design course is a compulsory course for animation, manga, digital media art and other majors in art higher education. It mainly teaches the related knowledge, skills, and skills of animation character design. It is a highly practical course. After learning the course, students should be able to master the principles, methods, techniques, and creative processes of character modeling, and independently complete the conception, design, and drawing of animated character modeling. Most domestic art-related colleges have offered this course and published a series of related teaching materials. The author conducted statistical research on related textbooks and found that most of them are named for animated character design and animated character modeling, and only a few textbooks have slightly different names. Textbooks with different names are mostly foreign translation books, such as “Character Mentor Learn by Example to Use Expressions, Poses, and Staging to Bring Your Characters to Life”, “Power : Animation Sketch and Character Design (Force: character design from life drawing), Maya Cartoon Animation Character Design: Mastering Exaggerated Animation Art, etc. The Chinese version of the textbooks have certain similarities in the arrangement of the course content. The main content of most textbooks involves the outline of the animation character modeling (concept, meaning, style, type), and the basic training of animation character design (perspective, structure, color, etc.).), Animation character drawing methods and techniques (how to draw the head, features, body, hair, hands, feet, clothing, etc.), animal character shape drawing, character shape drawing, animation character shape design specifications, etc. The three foreign translation textbooks mentioned above all explain the animation character design from different perspectives, such as “Power: character design from life drawing” (Force: character design from life drawing). , Image expression, image creation and other means to achieve the animation character design. From the content of the textbook, it can be seen that at present domestic animation character design courses are more homogeneous in the construction of the curriculum system. Although the course content is relatively complete, the curriculum objectives are relatively single, lacking targeted teaching objectives and curriculum design. .

3. Motivations for Curriculum Reform

In recent years, animation technology based on the digital field has been applied more and more. Animation is no longer a single form of media, but more diversified. In the article “Thinking about” Pan Animation “and its Industrial Significance”, Huang Mingfen put forward: “The development trend of animation today can be summarized into six types of spectacle, interaction, interconnection, specialization, service, and divergence, and Film and television animation, game animation, web and mobile animation, presentation animation, advertising and film packaging animation, and experimental animation are respectively representative of the above trends. “ More and more media are involved in animation, and expression methods are becoming more and more abundant. Means are also more diverse. In addition to common film and television animation character modeling, today's animation character modeling design also includes game character modeling, network and mobile animation character modeling, demonstration animation character modeling, advertising and column packaging character modeling. In addition, comic image design, illustration modeling design, expression animation image design, mascot design, etc. are all closely related to animation image design. Such a wide range of image design fields will inevitably lead to changes in the overall structure of the animation image design itself, resulting in a series of adjustments in creative methods and methods.

In addition to the charm of the content of the animation work, the most important thing is to create the characters in the animation. In the most popular words at present, it is to create “IP”. All the classic IPs in the animation are affected. Animated character images not only affect the production of cartoons, but also have a negligible impact on the development, production, and profitability of derivative products of animated images. After some animation companies in the United States complete the animation modeling design, they will make some derivative products

that are put on the market in advance to observe their future economic value. At the same time, according to the sales situation, adjust the character modeling design in the animation in time to make the animated character most suitable for the development of derivatives. At present, the design of animation character shapes is more and more focused on the combination with products, and tends to create character shapes that can be commercialized and industrialized with development and market. The combination of animation modeling and derivatives has become a link that cannot be ignored in the design of animation characters. Therefore, it puts forward new requirements for the animation character modeling design. Understanding and creation based on product design concepts is an important part of animation modeling design.

4. Teaching Reform Steps of Animation Character Design Course

Vocational colleges pay more attention to cultivating students' practical ability. Teachers should adhere to the practicality of the teaching content of the animation character design course, and divide the course arrangement into two parts: theoretical teaching and practical teaching. When conducting theoretical teaching, teachers should pay attention to expanding students' horizons, compare the characters in mainstream commercial animation with other art forms, and analyze them layer by layer in modules such as color, composition, and perspective to optimize classroom teaching content and achieve teaching goals. When conducting practical teaching, teachers should always combine the actual projects of animation companies to carry out teaching practice so that students can understand the production process of animation projects and related industry standards of animation companies in the classroom. Teachers can introduce character design projects for animation companies related to classroom content during the teaching process. For example, you can use the character design of a certain shot of an animation, and analyze how its basic knowledge (such as the principles of perspective and character of color in character design) taught in the classroom is reflected in the practice project by analyzing its content. If these basic concepts are not shown to students through actual animation projects, students are often unaware of their importance. The easiest thing to ignore when learning a skill is the foundation. The students' foundation is too weak to get better development. And students often disapprove of basic knowledge, which is very detrimental to students' future development. Teachers can effectively solve these problems by bringing actual animation projects into the classroom. Teachers can make students realize that the role design of animation companies is also an application of basic knowledge by decomposing the project. Consolidating their own foundation will greatly help future development. Teachers' introduction of animation projects to classroom teaching will allow students to truly appreciate the teaching concept of “doing lessons and doing lessons”, which is also in line with the educational policy of “combination of work with study” advocated by higher vocational education.

The school discussed in this article currently has an on-site productive training base. The training base is mainly engaged in commercial cartoon creation, with a large number of industry practice projects and many experienced animators. In general, curriculum assessment is divided into two parts, classroom assessment and extracurricular assessment. In the classroom assessment, the task is to complete the task assigned by the teacher, and in the extracurricular assessment, the production company's practical project is the assessment target. These two goals account for 50% of the entire course. The classroom assessment is graded by the teacher, and the extracurricular part is assessed by the animator of the company. This combination of assessment methods allows students to accumulate professional knowledge in the classroom and gain project practice in the enterprise. The combination of the two can be regarded as the project-based teaching of the complete combination of engineering and learning.

5. Conclusion

Teachers should embody creativity in the teaching arrangement of animation character design courses, consciously cultivate students' creative thinking ability, and carry out creative training in combination with practice. Through a large number of case analysis, creative practice, hands-on

practice, students' practical ability, application ability and creative ability are cultivated.

Acknowledgment

Trinity--Exploring the Micro Classroom Teaching Method of Role Design

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