

Study on Sketch Teaching of Computer Art Design Major

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Abstract. Sketch teaching is an important part of modern art teaching, and plays a direct and basic role in students' painting art level. Meanwhile, sketch course teaching mainly trains design thinking, and basic teaching of design sketch shall have firm objectives. During teaching, teachers shall give full play to their role, and focus on improving students' innovative design and art accomplishment. This paper mainly studies on sketch teaching of computer art design major, in order to enhance students' professional skills and sketch level.

Introduction

Current basic teaching of design sketch is mainly carried out according to sketch content and methods of painting category, and lays too much emphasis on objects to be depicted, trains students through lots of actual realism, based on which the concept of design sketch is proposed. However, many teachers still focus on skills during sketch training. Although such training method has some advantages, it makes students have fixed thinking and lack innovative thinking which is key competence of designers during design, and thus is not conducive to students' future development.

Design sketch teaching shall have firm objectives

Design sketch teaching shall establish common objectives for both teachers and students so that teaching content could be carried out around this objective. Such objectives are to train design thinking and improve creativity. Extremity at current stage and overall qualities of students majoring in art design remain to be improved, as teaching progress is hindered to a certain extent. Meanwhile, this is a test for the ability of relevant educators, and many educators and students give up in front of this obstacle, which is not conducive to progress of sketch teaching of art design major and students' development. So, relevant personnel shall establish some objectives with students and make efforts according to such objectives, in order to improve students' level and overall qualities.

Difference between sketch of computer art design major and traditional sketch teaching

Different objectives

Traditional sketch teaching mainly aims at training students' observation ability and language proficiency, focuses on structure, dynamics, the sense of quantity, the sense of texture and relations between light and shade, and pursues appealing and vivid artistic modeling. Paintings show visual artistic effects and mainly cultivate people's taste, and belong to spiritual enjoyment. Modern design sketch shapes and depicts objects mainly through traditional sketch means, to express designers' consciousness and ways of thinking, train students' creative thinking, and thus make sketch more practical.

Different ways of thinking

Traditional sketch consciousness is mainly perceptual, combines intuition with actual objects, expresses existing objects through vivid and specific ways, and thus belongs to plastic art. Modern design sketch is mainly based on innovation, but not indulges blindly abstract art creation, knows the nature of objects through specific objects, designs by designers from different perspectives, and expresses in unique ways. Design sketch major requires students to design new modeling by

combining their own thinking and consciousness, and thus trains students' from different perspectives and broadens their creative thinking.

Different content

Traditional sketch teaching content is mainly sketch and improves students' plastic art ability through constant sketch of sceneries and figures etc. Design sketch is not the case, and the main teaching content is to change conventional knowledge and rules combined with characteristics of the major, design and sketch according to thinking and consciousness, which are also main teaching methods of modern design sketch major.

Different methods

Traditional sketch mainly relies on painting tools, and it is because of such painting feature that visual effects it shows are based on light and shade, and expresses the sense of texture and space etc of objects fully and vividly. Design sketch is not the case and is mainly based on students' understanding, and clarifies design sketch ways through analysis of objects and structures. Meanwhile, design sketch mainly explains objects in a simple and clear way, which is very different from traditional ways.

Improve traditional sketch teaching methods

Change traditional sketch teaching methods

During design teaching, teachers shall improve traditional teaching methods, and break traditional rules and constraints.

Firstly, traditional sketch teaching mainly requires students to restore objects perfectly and really, which shall be improved during design sketch teaching. Students shall think more about art language and means of expression and express in new ways.

Secondly, conventional way of combination of still life shall be changed during sketch design, and thus change students' conventional ways of thinking. For example, placing unrelated objects in a scene and placing obviously contrastive objects in a scene etc all belong to a new way of design sketch thinking. Improve conventional composition techniques and principles, and traditional sketch focuses on composition balance, harmony and symmetry, by which students could also change this way and reflect dynamic pictures through imbalanced notion. Change and improve focus perspective habit of listening, ask students to make pictures abstract and express aesthetics of objects in an exaggerated way.

Train consciousness of innovation

Design sketch teaching shall also focus on training consciousness of innovation, which has an influence on students' future development. Way of thinking in painting affects painters' picture composition and effects, and thus consciousness of innovation shall be trained. Only in this way, can painters be not confined to design procedures and give full play to their creativity and personalities. To train consciousness of innovation, traditional and modern aesthetic ways shall be distinguished, and relations between both shall be handled well, upgrade and optimize course content continuously, enhance training of designers' concepts, and improve classroom atmosphere through situational teaching. Strengthen perception of objects by learning design sketch, make choices in traditional sketch and integrate advanced design consciousness, so as to stimulate students' creative thinking, guide students correctly, allow students to express their language competence and design ability through sketch and create and improve constantly through limited sketch materials. Meanwhile, by strengthening study on tools, materials and sketch processes, change requirements in traditional sketch, break constraints of rules, and express visual and tactile sceneries in different ways, which is an innovative way of design sketch.

Pay attention to decorative characteristics

Traditional sketch teaching methods mainly include structure sketch and light sketch, which mainly focus on training students' modeling ability and are not in line with social development. Current students majoring in design sketch shall train their decorative ability, use law of formal beauty boldly, and summarize newly existing objects through exaggeration and deformation etc.

Such methods can improve the sense of form of pictures to a certain extent, and strengthen training of students' modern aesthetics. So, while educating students majoring in design sketch, sketch pictures shall be designed mainly from characteristics of decoration, generalization and aesthetics etc at the beginning, and thus enhance effects of pictures. In terms of expression techniques, those learned in plane composition shall be applied to modern works, such as gradual changes, cutting and emitting etc, which could improve design sketch effects to some extent. In addition, special effects such as skin textural effects can also be effectively used in sketch pictures, so as to improve picture decorative effects and aesthetic requirements.

Give full play to teachers' role

Design sketch teaching has certain requirements for teachers, and requires teachers to have extensive knowledge and noble moral education. In particular, educators in professional design sketch teaching shall have certain professional qualities, conduct innovation of teaching constantly, and avoid too rigid and boring teaching methods. Particularly, they shall leave a professional impression to new students, and thus are required to give full play to their guiding role in design sketch teaching and show distinctive characteristics. Teaching methods change students' ways of design thinking to some extent, make students interested in design sketch, and thus stimulate students' enthusiasm and initiative. For example, teach by works appreciation, organize some effective sketch works for appreciation and explain for students, so that they could know about creation spirit and methods of artists and thus motivate their interest.

Arrange course content rationally

Course content is an effective platform to realize educational concepts, and is also a main way for teachers to guide students correctly and train students' comprehensive abilities by adjusting teaching content.

Firstly, in terms of selection of design sketch themes, such themes shall be able to stimulate students' creative consciousness and interests as themes would directly affect students' learning interest. For example, students could select their favorite materials and sketch tools etc before classes, and then select a popular theme for study. Teachers can also select different themes, and allow students to play freely in themes that they are interested, create art according to their own ways of thinking and ideas, and finally try and learn initiatively during continuous practice.

Secondly, in terms of way of modeling thinking, design sketch structure training, it is mainly based on rational logical thinking, and image thinking is one of which, and thus requires attention to study on logical and reasoning thinking during classroom teaching. Carry out rational analysis of sketch structure through internal structure of objects or relations among structures, and thus enhance students' understanding and learning of structure and space etc.

In terms of improving training of students' sense of texture, training of this content mainly contains two ways, namely textural expression and a simulated sense of texture. By studying on and learning this content, understanding of design language can be enhanced to a certain degree, create and learn during training, and develop a creative way of thinking habit of design works through computers. The simulated sense of texture is mainly to master visual forms and space etc through traditional realistic sketch method, and thus develop students' correct understanding of sketch design; in brief, textural expression method is to experience a sense of texture through other ways. The teaching of a sense of texture aims at letting students know that a sense of texture is both visually the most perceptual and representational and the most rational and abstract, so that students could learn to view skills of design sketch from different perspectives, have a more real feeling of different senses of texture, and thus improve their learning ability of design sketch.

Conclusions

Basic design course of design sketch teaching plays a leading role in design sketch, which requires design sketch major to be in line with the development pace of the times, carry out continuous innovation of traditional sketch teaching methods and concepts, break through traditional sketch concepts and combine effectively with the content of social development. Meanwhile, teachers shall give play to their roles, guide students correctly, and develop students' potential ability fully, so as to ensure certain uniqueness of works of students majoring in design sketch, combine with social needs, train relevant talents for the country, and fundamentally promote China's social development and progress.

References

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