

The Measurement reform outline of Art Design Course in Fine Arts Academy

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Abstract: The art design course is one of the important categories about the art education in higher education. One way of measuring a student's learning quality is done by the examinations after all the courses, which usually appear in the form of the assignments and the tests. Classroom skills and assignments are given priority in the traditional mode of concluding the course, which has certain drawbacks in the teaching process. While by a series of curriculum reform of course system, both the quality of art design course and students' learning enthusiasm can be promoted.

Key Words: Colleges and Universities; Art Design; Examination; Traditional mode; Reform

1. INTRODUCTION

At present, domestic art classes are mainly divided into two major categories in higher education of fine arts and art design. As one of the categories, art and design occupies a very important position in the fine arts of higher education, and the professional course design of art and design is set up according to its education outline and education concept. While the current domestic inspection of teachers' teaching level and students' learning completion standard mainly rely on the examination system to complete. There is still certain difference between art design of examination system and other professional examination system. The professional examination system in colleges and

universities in our country is given priority to the written test, that is to say, using the final examination paper grades measures the teaching and learning situation, and the written examination system is obviously not suitable for art and design subjects which belong to the professional examinations in the field of art form and strongly are decided by the subjectivity. Therefore, for students whoes major are the measurement of the art design, the priority is given to the art works which are finished in the classroom, while the written examination act can be as a complementary tool.

2. The Introduction of the Traditional Model of concluding Art Design Course

Art design is an independent art discipline, and the art originates from life, in return it influences life at the same time. Our higher education is the main sector conveying talents to art design field. At present, in our country, many professional and comprehensive colleges or universities have opened relevant courses for students majoring in arts design. And the measurement of student's learning is mainly done by the art design course examination. The traditional examination mode of art design course mainly includes the following steps: The students finish the learning of certain professional classes first, then based on the understanding of the professional knowledge and the field they complete the designated design work or the design work which related with the thesis. At present, in China, there are two kinds of test models about the art design

course in colleges and universities: One kind is mainly measured by the thesis or non-thesis assignment, namely, in the process of curriculum teaching, based on the student's work quantity and the quality of one or more relevant work, according to their own knowledge of professional knowledge and preferences the teachers measure students' homework, and give the corresponding grades as the student's final examination results. The other kind is the art design related with theory course exam mode, too much the examination mode with this kind of theory course adopts the written examination scores as the only measurement for teachers' teaching and students' learning situation. Art design is a strongly comprehensive discipline. Social, cultural, economic, market, science and technology, and many other factors are involved. Its aesthetic standards change with the change of many other factors. In the teaching process, the conscious conveying, student's own artistic accomplishment and their knowledge in the era will impact on the art and design study. The above two examination modes of traditional art design course have typical Chinese characteristics and relevant defects. These two forms of the examination mode carry a one-off characteristic, namely, the situation only measured by the final accomplished homework or the examination given scores. The measurement of one-time scores is too much one-sided.

3. The Reason for the Reform of the Concluding Courses about Art Design Course

As it has already mentioned in this paper, the measurement of art design course examination is largely decided by the final assignment or the written examination. These two forms with the examination mode have a

one-off characteristic, that is to say, by the final homework or the test given scores, as only measurement, this kind of one-time scores is very one-sided. Mainly it is reflected in the following respects:

Firstly, the art design is an ideology learning process, and the students' learning process is gradual about both finishing the homework and theoretical study. With the deepening of the curriculum, the understanding and knowledge absorbing are not identical for the students in different stages. Some students understand fast, but not seriously, while some students understand slowly, but seriously. In both cases, the future study will present the different results. If we rely only on the last homework, it will be difficult for us to measure the students' learning situation.

Secondly, the learning of art design course is also influenced by the teachers' teaching level and professional quality. For the same course, the teachers' teaching levels are also different. In colleges and universities the art design students are relatively abundant, and they are usually divided into multiple natural classes. Thus, many teachers respectively in multiple classes to teach the same course. As a result, teachers' professional level will directly affect the students' accomplishment situation. In addition, the measurement of all the teachers will also have certain deviation, and the requirement degrees are not the same. So there is a big difference between the scores of different classe. The scores cannot reflect the students' learning situation truely.

Based on the above reasons, both subjective and objective, there are significant demerits in this kind of examination mode. We must carry out the relevant reforms to change the situation.

4. The Basic Thought of the Reform of the Concluding Courses

Art design course can be said to be an emerging major in higher Education in our country. Compared with other majors, it has no model to follow, while the overseas higher education can't meet the requirements of Chinese conditions. Therefore, exploring a real test thought which is both available to the China conditions and comply with the practical situation is particularly important. In view of the shortcomings in traditional test system which are mentioned above, we must put forward the reform thought. Only by this way we can effectively solve the relevant problems existing in the art design education in colleges and universities. Firstly, for the traditional one-time test form, we should try to use a variety of ways, namely, measuring the students' condition by a variety of channels. In order to get more comprehensive and more reliable reflection of the students' learning situation, we should apply the multiple-time-tests, from different point of views, by different ways of measuring. Secondly, for the strongly subjective grading standard, we can take multiple teachers' average scores to solve this problem. The specific reform can be seen as follows:

Breaking the previous art design professional course grading form, namely, students finish their homework first, they give in their homework, finally they are graded by the teachers. Breaking the tradition mode about "The person who teaches will give the scores", and adopting the test with new forms to measure the students' learning and absorbing condition. We can divide the results into five parts, and according to the different influence degree of each part on the last assignment, we can give a certain proportioned score to each step.

(1) Sketch part: Before the final assignment is completed, the students' sketches should also be taken into consideration while measuring. Based on student's sketch progress rate and completion condition we can give a measuring score, which accounts for 10% of the total grade. Sketch which is counted in the score makes the students pay much more attention to the importance of the sketches, and it also directly affects the progress of the sketching and the condition of final assignment, which play a great role in supervising the students.

(2) Making and modifying part: During the students' operation process, the teacher puts forward the rectification opinions at any time, and according to the performance of each student in the operation course, the teacher gives relevant scores, which account for 10% of the total grade. The above method can make students be earnest and diligent in the process of operation.

(3) Works' concept part: After the completion of work, students' works of each class should be explained by each student about his or her design and manufacture idea in the face of all the teachers and students, and the concrete steps include the introduction of the members involved, the name of the work, the design concept, the sketch operation process, the mature product completion process, the overall evaluation on the assignment. During the process, all group members are required to give a score to their own work, that is to say, their self-reported scores can be used as teacher's reference. Teaching teachers give the scores about the students works. They both consider students' discourse and their self-reported score, and this part accounts for 50% of the total score.

(4) Self-evaluation part: The teacher gives the arrangements to make the students' homework be accepted by all the college

teachers and students in the form of a display, and all the college teachers and students will give evaluation on the students' homework. In the meantime, the students comment on their works on spot. In the process of displaying, we can adopt the voting-form, and we can invite the on-spot teachers and students to vote for their satisfied works. when the display is over, the public evaluation score is given according to the voting results, which accounts for 20% of the total score.

(5) Attendance part: Based on the students' usual attendance and their overall performance, the teachers should give comprehensive scores, which accounts for 10% of the total score.

(6) Comprehensive measurement part: We can put the classes with the same grade, the same course together, and several teachers give scores according to the students' performance which is mentioned above. Besides, we can take the average as the final test scores and measure students' learning situation.

Measurement reform of the art design course is helpful to increase the student's study enthusiasm. And it can make the curriculum be smooth and meaningful. Either the teacher or the students gets a new understanding of course to increase the attention degree of people on the importance of teaching and learning. This measurement reform also gets the high evaluation from the college leaders. At the same time, it has received high praises among the students, and it has both increased the study effect of the course and has enhanced the communication and interaction between different grades and disciplines. The

implementation of the above high school examination system reform thought, can not only solve the strong subjective problems which exist in the art design course examination system of higher education institutions, and can't really reflect the students' learning situation, but also can largely improve the enthusiasm of students' learning.

5. CONCLUSIONS

The enthusiasm of students' learning will also directly affect the school teacher's teaching enthusiasm. The enthusiasm of the teaching and learning will promote the development of the disciplines make them be in a right order, and it complies with the demand of the progressing era.

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