

Teaching System of Environmental Art Design Oriented to "Practice • Art"

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Abstract. Practical and artistic are problems need to be solved in environmental art design teaching system and are the fundamental characteristic of this profession. On the problem of how to build a environmental art teaching system oriented to "practice • art", this paper made research and analysis from three aspects of the special practice, industry practice and practice skills.

Introduction

Environmental art design is a strong practical discipline, we need focus on the close combination of art and technology with each other no matter we are learners or professionals engaged in related work. However, students learning this discipline almost have no knowledge on environmental art design before they learn it, not to mention the relevant experience to hone their skills. Thus, students should strive to improve their level of expertise when they learn the discipline of environmental art design and take part in relevant practice with the knowledge of what they learn, so that they can improve their level of technology in the profession of environmental art design.

Create a systematic teaching system

1. Courses that combining theory with practical training

Profession of environmental art design has features that it is comprehensive, logical and strongly cross-cutting, each course is closely linked with each other, making the curriculum more systematic and being integration. Such as "Environmental Engineering Drawing", one of the basic course of the environmental art design profession, its purpose is to make students have some knowledge with cartographic specifications, drawings principle, as well as identify the images and cartography, as a result, it played a leading role on the course of "Architecture Perspective" and "decoration project budget". Similarly, the "perspective building" and "computer-aided design AutoCAD" are all in a basic position in environmental art design profession. From this we can see, courses have communication portion with each other, they are complement of each other and are all indispensable. In summary, to make students learn and master the relevant theoretical knowledge and professional skills, we should design courses from easy to hard, build corresponding theoretical foundation well, develop their practical technical skills correspondingly, to get the result that the students can combine theory with practical training and have rigorous logic with the progressive course.

2. Teaching hours set

Under the Ministry of Education, the total teaching hours of environmental art design is 2800 teaching hours. However, traditional educational system has public courses, specialized courses,

professional basic courses and elective courses, limited by the total hours, increasing theoretical courses hardly to get relevant teaching to meet its demand, therefore, practical course become a victim, a large number of professional skills courses are compressed between 30-40 hours. Timing gap between theoretical courses and practical courses gradually increased made many students can analyze professional knowledge clearly and logically, but become stretched before the actual operation. However, due to there requires so much time to explain basic principle that students do not have the basis must take a lot of time to learn and accept the process, so that there are little time for special arrangements of practical operation. Even students practice diligently after school, without the teacher's guidance, the technical mastery of the practice is not ideal. Therefore, it becomes one of the problems of this subject that how to teach student to master the relevant professional knowledge and ensure that they have some practical skills at the same time.

To enhance students' practical ability, professional class of environmental art design should be arranged more scientifically and reasonably. For example, part of the professional courses can be reduced or moved behind, to increase the density of the teaching to ensure that practice lessons are not less than 70 hours. Environmental art design is a discipline combines theory with practice, we should not only focus on the learning of basics theory, but also should develop independent learning and research capacity and enhance their skills constantly.

Teaching purposes

Artistic determines the level of students' design work and artistic level of art design, therefore, Artistic is an important part of environmental art design, and this part also has corresponding practical courses, such as courses of design folk songs, folklore study, design performance, professional inspection and building painting. China is a vast land, there are rich cultural landscape and the natural landscape everywhere and various styles. Thus, the students can enhance their level of practice through visits, field trips, field research, scene sketches and so on. In practice teaching, each school has slightly different ways. But due to the restrictions by financial and security issues, resulting in the few times for students to take practice and also lack of depth.

1. Strengthen students' ability to draw

One basic requirement to learning environment art design is to develop a good drawing ability. If the student's drawing ability is not good, it's hard to ensure that they can express the design ideas and content successfully in the process of artistic creation. Although the computer network develop rapidly and hand-painted and computer graphics are two main manifestations of art design, but if it is only designed by computer, it is difficult to express the essence of the design fully and it is difficult to become a complete art design. After all, it focuses on developing practical and technically for computer, while forms of painting is focus on academic and artistic training. These two methods have their own strengths, and their aim is all to show the essence of the work through its manifestations. Hand-painted work is an important exhibition of the drawing ability for environmental art design, so that there will be a long period of time for painted to occupy an important position in the environmental art design. Students can enhance their level of practice through visits, field trips, field research, scene sketches and so on. Meanwhile, in drawing, color helps to show the characteristics of the design work, strengthen students' ability of performance in art works. In ancient buildings with its own characteristics such as Suzhou gardens, Dunhuang Mogao Grottoes, use of different colors can help students' further understanding to the building as well as a better understanding to the national culture. Therefore, use of color science, learn drawing skills can help students learn environmental art design more deeply.

2.Improving students' quality through practice

It's one of the most important thing to upgrade their skillsthrough practice in the study of environmental art design. To design the environment art that can meet the contemporary Chinese people use mental,it's important to take practical activities,such as Painting, field trips, study, throughout the country,and then they can design more excellent works. In contemporary, especially after the reform and opening up, cities like Beijing, Shanghai, Guangzhou, Shenzhen are influenced by international factors,their architectural style are different from National Palace Museum, Potala Palace that constructedby influence of the traditional culture. Because of the development, the student should get more field exploration to learn the differences between ancient and modern culture andgrasp the modern trend. every outstanding works of art design can not rely on mere figment of the imagination,it's due more to broaden their own horizons and to accumulate literacy,with deep professional knowledge and practical skills to design a good work

Teaching form and content

We should not only focus on training professional skills and artistic accomplishment for the profession of environmental art design,practical teaching is one of the important teaching content.For the profession of environmental art design,mastery of materials and processes,familiar with the corresponding theoretical, operating skills are all very important.In view of the feature of timing for environmental art design, to design a perfect, desirable, scientific environmental art for students, they not only need design theory,design thinking and design methods, but have the ability of management and adjustment and acknowledge of construction method.In current teaching system,students need learn the theory of knowledge at the first half oftime ,and in the latter half time when the students begin to enter the social internship they are mainly need improve the practical ability.Thus, students at this stage are more inclined by professional practice, graduation design, or the corresponding field research,so as to lay a solid foundation for better playing its role in the workplace after graduated.

However, in the current situation,development of practical teaching in environmental art profession are vary in deferentinstitutions.The fundamental reason is the practice teachingnot only requires a lot of money to build the appropriate teaching practice base for students to learn, but also need the appropriate resources of market and society.The university is limited by a variety of reasonsin reality, so that it is difficult to meet the conditions and cultivate the appropriate personnel.Therefore, to train students to adapt to market development needs,the construction can focus on the following aspectsfrom the perspective of environmental art design practice site:

1. Basic knowledge teaching at school

At present, China College campus environmental art design teachingmethod is mostly thatteaching throughthe book and network, researching on the relevant market led by teacher,then classify, compare, analyze and summarize the information obtained, then has a preliminary understanding about the profession.

2.Social practice teaching

one of the biggest difficulties in the instructional design of environmental art design is how to make students experiencethe work from the initial design to the final realization.The entire process from design to the final realization undergoes a long time, the contents is very complex and has large workload, this is not simply a few words or a few data can explained, it is beyond the capacity of modern classroom education.Thus, if students want to experience the full process from design to full implementation,basically need to wait until enter the appropriate company after graduation.

Therefore, if the school want to carry out social practice teaching,they need to be relying on the

studio or teaching practice base outside school, in addition, students need under the guidance of teachers and technical personnel to participate in the actual production to experience the difference. Meanwhile, the students participate in social practice learning environmental art design should start from the basic work, understand the relevant principles of work, from points to the surface, and gradually understand the actual content of all aspects of work, combining with teachers and technical personnel's answers, then can learn this profession more systematically and comprehensively. The skills in actual work are too cumbersome and similar to completely distinguish using simple language in class, it is much simpler and faster when students experience themselves.

3. Project experience teaching

The complete environmental art design works are inseparable from the implementation of the practical work, it must be completed in three-dimensional world through projects. Through participation in environmental art design in the construction process, help students understand the characteristics of materials, market trend and rules, the difference and relationship between written design and practical engineering operation, improve students' overall control ability and not to be the conceived people for design solution merely.

4. Improve students' creativity through academic practice

By appropriate design exhibition and academic research, Students can clearly see the difference in professional creative ability, which reflects their different issues, so they can strengthen their own skills. In the process of creative design, students use non-verbal language to express the works' design content, showing their creative design capabilities, and improving students' ability to innovate.

Summary

carrying out curriculum activities on environmental design arts, not only to consider local conditions, analyze feasibility with actual situation, but also consider students' comprehensive quality and ability. Thus in the process of building the practice teaching, we should analyze various factors comprehensively, to cultivate students' practical ability to design as much as possible in the practice teaching system of "skills practice - art and accomplishment practice - industry practice" in order to meet the social development needs.

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