Exploration of the Methods of Traceless Education in Professional Drawing Courses in Art Colleges

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Abstract

Trackless education is a teaching activity in which teachers according to students 'learning situation, class situation, psychological characteristics and other factors, follow the law of students' cognitive development, knowledge system logic system, take traceless education method, use traceless education strategy, and finally achieve the teaching purpose, talent training goal and students' class experience. This paper takes the professional painting course of the art colleges as a case exploration, and analyzes the relevant problems to interpret.

Keywords

Trackless education; Professional painting; Art Colleges; Techniques.

1. Introduction

The professional painting of the art college includes four main parts: Sketch(Fig.1), Color(Fig.2), Quick Sketch(Fig.3) and Creation(Fig.4). Sketch emphasizes the basic training of perspective proportion, body structure, light and composition of a picture; Color emphasizes the expression of color change, harmony and emotional expression; Quick Sketch captures the form and action characteristics of static and dynamic objects in certain time, and the expression of space atmosphere (space, people and things); Creation pays attention to the ability to refine the comprehensive elements of the scene and create an artistic space. Because the classroom of professional painting focuses on practice, the classroom itself is easy to be loose. If the teaching content is too rigid, it is easy to become a theory class. Therefore, in the teaching process, how to effectively use the Traceless Education thinking, quietly and effectively integrate the knowledge points and skill points into the classroom, so as to realize the far-reaching education and teaching purpose is the core of this topic exploration.

Figure 1. Realistic sketch

Figure 2. Impression realism

Figure 3. Sketch-down

Figure 4. Creation

2. Traceless Education

2.1. Traceless educational thinking

The so-called traceless educational thinking, we can use Tagore's words to explain: "Not hammer-strokes, but dance of the water, sings the pebbles into perfection. "Tagore pointed out that the perfect beauty of the pebbles is not an artificial, deliberate hammer strike, but the natural grinding of the running water without a trace. This sentence also explained the real meaning of education: the perfect beauty of education is a natural water without trace. Traceless education means natural as well go with the flow.

And the traceless education thinking is to combine the students' psychology, state, learning level and other factors, and skillfully integrate the knowledge points and skills into the daily teaching. In particular, it is necessary to integrate the various purposes of talent training program with the training objectives of talent skills, quality and knowledge. Focus on the way of integration, the effect and the student feedback is natural, fit, meaningful, can be regarded as the real practice of traceless education concept.

2.2. Treless educational Methods

How to really solid line without trace education? This is a comprehensive ability of teachers, not only need to control the students' learning state, psychological state, the key and difficult knowledge points, but also need to understand the knowledge gradient between teachers and students, to give a natural transition. In this way, students can absorb the knowledge points more naturally, be influenced by the quality and the improvement of the skill level, so that students can truly feel the gradual growth experience of education from shallow to deep. Teachers not only need to break through the barriers between knowledge points and education, but also need to sort out the knowledge into a system, strengthen the multi-directional connection between various knowledge points and skill points, and convey them more effectively. That is to say, non-trace education virtually puts forward higher requirements for teachers' knowledge reserve, skill and accomplishment reserve, art practice experience reserve and other aspects. The richer the teachers' knowledge reserve and the richer the artistic practice, the greater the output probability of realizing intangible education.

There are many techniques of non-trace education, the following art school "professional painting" course as an example, introduce several common techniques. The following elements are knowledge points, skill points, professional quality and accomplishment, values, professional ethics, outlook on life, artistic accomplishment, cultural accomplishment and other education-related elements as education carriers. Connection carriers can be connected through a practice project, another carrier, a theme, or a common point. So how do the carriers connect with them?

2.2.1. Find the similar connection point

There are similarities between the elements. Similar to a same family, or a node. For example, the line exercises in professional painting. All hand-painted straight line curve free line, in addition to drawing the object outline, weight, color and texture, the necessary also need to inject the necessary theme related emotional factors. Use loose lines to express leisurely, soft and full; use crisp and straight lines to express hard, serious and firm; the connection and transition between the lines need to be held well. This is like work and entertainment, learning and holidays, entertainment and holidays is to work and study more effectively. Dense and order, the organic combination of the two, can draw good works, relaxation, life can be healthy, lasting and efficient. This is also what we say is the balance, too tight, too loose is not the ideal state. Professional art painting has many points that can be extracted. In any case, clarifying the relationship between various elements and the relationship between elements can make the transition natural. However, combining the actual situation and appropriate output of education in line with students' psychology and state is a good non-trace education process.

2.2.2 Find the opposite connection point

The gap between elements is large, even forming a contrast and contrast. For example, the minimalist style and Baroque style of the historical part of the professional art painting. No matter which style, you can compare the other side, and use historical Fig.s to illustrate the style of the story. It is a typical practice of situational education for students to strengthen the related memory of style through image memory and relying on plots. Historical Fig.s carry the products of the comprehensive factors of politics, economy, values, and outlook on life at that time. These elements are interwoven and integrated, which can understand the style, concept and deeper

connotation through the analysis of the task. This kind of comparison is applicable to understanding the complex and rich content.

2.2.2. Find other logical connection point

Elements have sequencing, progression, or other logical associations. No matter which kind of the logical relationship is, in addition to the several methods just described, students can also be guided to the preset nodes by watching relevant videos, audio, text, pictures, questions, rhetorical questions and other ways. The node must be highly unified and closely related to the topic told. This is actually an important way to test teachers' logical thinking ability. Logic power, thinking power and associative power play a very important role in art colleges. For example, to explain the color of the color phase, color degree, lightness (Fig. 5), the preliminary contact of the students to understand that it is quite inexplicable. We can use a metaphor, color is like someone's name, color is like someone's clothes are bright degree, brightness is like someone hiding in a light or dark environment. These borrowing scenarios and anthropomorphic ways are good ways to intervene in understanding.
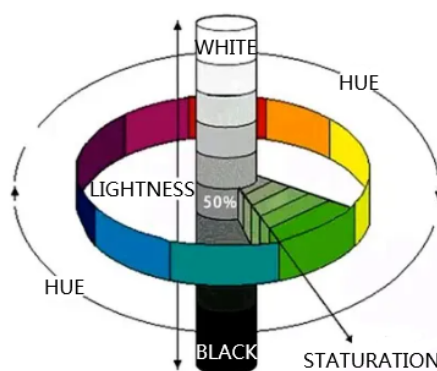

Figure 5. HUE&STATURATION&LIGHTNESS

In particular, it should be pointed out that the students 'own knowledge reserve needs to be relatively related to the knowledge points taught by the teacher. If the span of the knowledge points is too large, the students will have the phenomenon of not keeping up with the rhythm, and it will be difficult. Therefore, it is necessary to have a good judgment of the students' knowledge gradient and acceptance. Therefore, non-trace education virtually forces teachers to improve their teaching ability.

3. Traceless Education Strategy

At the same time, there are many teaching skills of no-trace education, avoid being flashy, it looks very lively, but has not yet completed the corresponding school effect is more useless. We should focus on the teaching objectives, find out the key and difficult points of teaching, and use a simple and effective way. Each teaching skill needs to be cut around the teaching objectives and key and difficult points. For example, in order to let students understand the three color elements of professional art painting, it is relatively difficult to express pure words or written explanations. You can play a video, enjoy the picture, or make a case introduction. When you choose to play a video, it's not an hour and a half and an hour. Instead, students find the answer in the video with relevant questions. The choice of this question is also screened, reflect the teaching difficulties, watch the video is screening, answer set questions, the purpose of the two is unified, the end result is to let the students to find a clear answer, or have a deeper thinking, try to avoid watching after more confused ending. If the uncertainty of the answer arises, the teacher needs to think about whether to change the video, or solve the confusion. Otherwise, it

will affect the teaching effect. In addition, the question is best set throughout the whole video, without simply watching the previous answer, or watching the simple question to the end. Can be simple problems and complex problems have an advanced, can not be all difficult problems, also can not be all simple questions, only let the problem have the classic, let the students read the harvest. Only when the problem is unified with the priorities and difficulties of the course, can such a video play a key role. Students can also naturally learn the knowledge points or skill points that they need to master. Pictures, including dynamic charts, and case appreciation are all the same.

For another example, comment homework can be divided into teacher's comments, students' comments on others, enterprise employees and online comments. Teachers 'comments will have knowledge gradient problems, some problems are the teacher's point of view, students resonance is weak. Students are more willing to listen to their peers. At the same time, students will have the idea of "forgive themselves" when they see the works of their peers, because the knowledge gradient of teachers is certain authoritative and overwhelming. And students will be more intimate between peers, some common small mistakes can win students' understanding and forgiveness.

As far as comments are concerned, there is a judgment of whether it is good or bad or appropriate. Every time the judgment is output reasons, more comments are subjective in terms of professional artistic painting. This is related to individual experience and aesthetic level, so it is more free to play. This kind can choose anonymous works, let the students express their opinions, pay attention to not individual attack, to say the good or bad part. In addition, another category is the competition-type of anonymous comment. Such comments make the reviewers anonymous. Can use information means, let the students express their opinions, also do not hurt harmony.

In short, every comment is essentially a kind of communication. At the same time of knowledge output, they also reconstruct their own knowledge, stimulate the enthusiasm for learning, virtually urge students to express themselves, improve the learning efficiency, and reconstruct the students' knowledge system in the communication. The artistry of the professional art painting course is to show their personality and highlight their own thoughts. Everyone has his own artistic ideas and persistent artistic preferences, which is an important enlightenment for the long term of students' art career.

4. Conclusion

Finally, different ages, class situation, learning situation and the learning state of the in-class courses are different. What teachers should do is to pay attention to the immediate state of students and choose different teaching techniques. Need to have some understanding of what students pay attention to and like, so as to communicate with them without obstacles. Trackless education is the process of using different techniques, centering on the educational goals, integrating the characteristics of students, following the students' learning situation and cognitive laws, and orderly conducting education. Therefore, as long as there is no trace of education thinking, non-trace education can carry out relevant educational activities anytime and anywhere.

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