

Exploration and Innovation of Creative Practice in Design Sketching Under the Background of New Liberal Arts

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Abstract: Under the background of the new liberal arts, design sketching education is undergoing transformation. This paper delves into the creative practices of design sketching, emphasizing interdisciplinary integration, innovative development, and responses to real-world problems. By theoretically elucidating the connotation of new liberal arts and the positioning of design sketching, analyzing creative practice cases from universities and high schools, it proposes methods for cultivating creative thinking and strategies for innovating teaching methods. The study summarizes the opportunities, positioning, and practical achievements brought by new liberal arts to design sketching, and looks forward to future directions in interdisciplinary integration, technological innovation application, continuous teaching method innovation, and the improvement of evaluation systems, providing a solid foundation for cultivating talents in art and design.

Keywords: New Liberal Arts; Design Sketching; Creative Practice

Introduction

The education field is undergoing profound changes under the influence of new liberal arts. As a fundamental course in art and design, design sketching faces new challenges and opportunities. New liberal arts emphasize interdisciplinary integration, innovative development, and responsiveness to real-world problems. This philosophy brings new ideas and directions to design sketching education. Design sketching is no longer confined to traditional realistic training; instead, it focuses on fostering students' creative thinking and practical abilities. In this context, design sketching education needs to break traditional teaching models, incorporating more creative elements and practical activities. Through creative practice explorations, students' creativity and imagination can be stimulated, enhancing their modeling expression and conceptualization abilities.

1. In-depth Research on Creative Practice in Design Sketching Under New Liberal Arts to Enhance Teaching Quality and Student Creativity

In the context of new liberal arts, in-depth research on the creative practice of design sketching holds significant importance. On one hand, as a fundamental course in art and design, the teaching quality of design sketching directly affects students' subsequent professional studies. Through creative practice exploration, traditional teaching models can be broken, sparking students' interest and initiative in learning and improving teaching effectiveness.

On the other hand, creative practice activities help cultivate students' creativity. New liberal arts emphasize interdisciplinary integration, allowing design sketching to intersect with other disciplines, such as psychology and sociology, guiding students to think about problems from different perspectives and inspiring innovative ideas. Additionally, through creative practice activities, students can develop the ability to independently identify and solve problems, applying their knowledge to practical creations.

To achieve the goal of enhancing teaching quality and student creativity, several measures can be adopted. Firstly, teaching strategies should be optimized, incorporating methods like case-based teaching and project-based learning to stimulate students' interest and initiative. Secondly, teaching resources should be utilized effectively, such as multimedia presentations and online resources, to broaden students' horizons. Finally, teaching reflection should be strengthened, with teachers and students collaboratively summarizing experiences and lessons to continually refine teaching methods and creative techniques.

In conclusion, conducting in-depth research on the creative practice of design sketching under new liberal arts is of great significance for improving teaching quality and fostering student creativity. We should actively explore innovative teaching methods and practical activities to cultivate art and design talents with innovative spirit and practical abilities.

2. The Connotation of New Liberal Arts and the Significance of Interdisciplinary Integration

The intersection of art and technology is of great significance under the background of new liberal arts. The integration of art and technology under new liberal arts has promoted the innovative development of design sketching. On one hand, technology provides new materials and sources of inspiration for design sketching. For example, by analyzing big data, students can understand the aesthetic needs and preferences of different groups, enabling them to better cater to audiences in their design sketching works. On the other hand, the integration of art and technology brings new methods and tools to design sketching education. For instance, through online teaching platforms, students can learn and communicate anytime and anywhere, improving learning efficiency.

3. Requirements for Talent Cultivation Under the New Liberal Arts

Under the new liberal arts framework, higher demands are placed on the innovative capability, practical ability, and comprehensive quality of design sketching talents.

In terms of innovative capability, design sketching talents need to possess keen observational skills and unique ways of thinking, enabling them to identify and solve problems from diverse perspectives. For instance, during design sketching, students can employ methods like reverse thinking and associative thinking to break conventions and create novel, unique works. Furthermore, as new liberal arts emphasize interdisciplinary integration, design sketching talents must also acquire cross-disciplinary knowledge and skills, allowing them to apply insights and methodologies from various fields to design sketching, thereby broadening their creative horizons.^[1]

Regarding practical ability, design sketching talents require solid drawing skills and extensive practical experience to transform creativity into tangible works. For example, by participating in practical projects and organizing exhibitions, students can continuously enhance their practical skills and creative levels. Moreover, the new liberal arts focus on cultivating teamwork and communication skills, necessitating that design sketching talents collaborate with professionals from different fields to complete projects.

As for comprehensive quality, design sketching talents must have refined aesthetic appreciation, cultural literacy, and a sense of social responsibility. For instance, by studying courses such as aesthetics and art history, students can enhance their aesthetic sensibilities and cultural understanding, enabling a deeper grasp of the artistic essence of design sketching. Additionally, design sketching talents should engage with societal issues, embedding a sense of social responsibility into their works to maximize the societal value of art.

4. The Positioning of Design Sketching in the New Liberal Arts

As a foundational course in art and design, design sketching plays a crucial role in cultivating students' creative thinking. For instance, in design sketching education, training students to observe objects from multiple angles encourages them to break free from the constraints of traditional fixed perspectives. This practice fosters new cognition and understanding of objects, laying the foundation for creative thinking.

The deconstruction and reconstruction training model is another effective approach to developing creative thinking. In this process, students are no longer confined by conventional thought patterns. By analyzing the parts or overall structure of an object and reorganizing them, they can create entirely new forms. For example, by deconstructing a complex object into parts and then recomposing these elements based on their creativity, students can produce innovative new images.

The creative and imaginative training model is also a critical method for cultivating creative thinking. Through association, imagination, reconstruction, and deconstruction, students create unique images. In this process, they collect materials, draft sketches, and fully exercise their imagination and creativity. For instance, in creative sketching exercises, students can start with a theme and, through association and imagination, develop a series of innovative works.

Moreover, design sketching can be integrated with other disciplines. For example, combining it with psychology allows students to better understand audience needs and aesthetic preferences, thereby crafting works that more effectively meet these demands. Merging it with sociology helps students address societal issues and embed social responsibility into their creations, enhancing the societal value of art.

5. Creative Practice Cases in University Design Sketching

5.1 Teaching Goals and Student Characteristics

In creative sketching courses, teaching goals are tailored to students from diverse backgrounds.

For students with a basic drawing foundation, the goals emphasize expanding their creative thinking and guiding them to break free from traditional drawing constraints, nurturing unique artistic perspectives and expressive techniques. For example, such students are encouraged to incorporate personal emotions and thoughts into their works, moving beyond mere realistic depiction.

For beginners, the primary goal is to build foundational knowledge and skills in sketching. Through systematic instruction and basic exercises, these students learn essential elements like lines, shading, and composition, gradually developing their observational and expressive abilities. Simultaneously, the course focuses on sparking their interest and creativity, encouraging bold experimentation with new techniques and materials.

5.2 Teaching Content and Methods

The course integrates comprehensive knowledge instruction with practical exercises.

The knowledge instruction includes basic sketching theories, the concept and evolution of creative sketching, and analysis of various sketching styles. For example, when discussing the origins of sketching, instructors present historical masterpieces, such as works from the Renaissance, to help students understand the characteristics and evolution of sketching across eras.

In practical exercises, diverse teaching methods are employed. Classroom still-life sketching enables students to observe and depict objects, focusing on details like form, structure, and light-shadow variations. Additionally, themed creative sketching exercises such as visual paradoxes, deconstruction and reconstruction, and image association are conducted. For instance, in visual paradox exercises, students use perspective principles to create striking paradoxical effects. Deconstruction and reconstruction tasks require students to disassemble and reassemble objects to form innovative images. Image association encourages students to develop a series of creative works from a single object or theme.

Furthermore, the course emphasizes interdisciplinary integration. For example, merging with psychology helps students analyze audience needs and effectively convey emotions and messages in their works. Integrating sociology encourages students to address societal issues in their creations, enhancing the depth and social value of their works.^[2]

5.3 Sketching Techniques and Innovations in Fine Arts

The practice and innovation of sketching techniques in fine arts teaching under the new liberal arts hold significant importance. It focuses not only on cultivating students' drawing skills but also on enhancing core competencies and addressing challenging teaching points.

Aesthetic Appreciation: Students learn foundational sketching techniques, such as line, shading, and perspective, to enhance their ability to appreciate artistic works. For example, through mastering shading techniques like contrast and gradient, they gain a deeper understanding of creating depth and texture in artworks.^[3]

Creative Practice: Building on basic techniques, students are encouraged to innovate. They explore diverse materials and methods, such as charcoal, colored chalk, or pen and ink, to create distinctive effects.

Cultural Understanding: Sketching education fosters students' appreciation of historical and cultural dimensions of art. Teachers present works from various periods, broadening students' perspectives and deepening their respect for different artistic traditions.

In conclusion, creative practice in fine arts sketching under the new liberal arts lays a solid foundation for students' artistic growth by achieving core competency goals and addressing teaching challenges.

6. Methods and Strategies for Creative Practice in Design Sketching Under the New Liberal Arts

As a foundational art course, design sketching plays a crucial role in cultivating students' creative thinking in the context of the new liberal arts. The following discusses methods for developing creative thinking, such as guiding observation and breaking conventions.

6.1 From Observation to Creativity

Observation is a key avenue for sourcing creative inspiration. In design sketching education, students are guided to observe everyday objects such as appliances, clothing, fruits, and vegetables, exploring their shapes, colors, textures, and other elements to uncover potential creative components. For example, by observing an apple from various angles, students can discern its differing shapes and textures depending on perspective. Analyzing the apple's internal structure further provides new creative inspirations.

6.2 Pathways for Training Innovative Thinking

Diverse methods of innovative thinking training effectively foster students' creativity.

Associative Thinking: Association, the mental activity of linking one concept to another, is a vital tool for visual thinking.

Similarity Association: Encourages students to think of objects similar to the one being observed. For instance, seeing a bird might inspire thoughts about airplane design, or observing a shell might evoke ideas for architectural forms. Research shows that similarity association can generate approximately 40% of students' creative ideas.

Proximity Association: Relates to spatial or temporal connections between objects, such as linking the sea with beaches or winter with snowflakes.

Contrast Association: Involves thinking about opposites, like associating light with darkness or softness with hardness.^[4]

Causal Association: Focuses on objects with cause-and-effect relationships, such as connecting wet ground with the possibility of rain.

Creative Combination Training: This sketching concept development exercise involves assigning themes and guiding students to extract visual elements from objects or images for imaginative recombination. For example, given themes like animal skulls or mechanical parts, students can reconstruct these elements using methods like fragmentation, repetition, deconstruction, reconstruction, penetration, inversion, or substitution to create entirely new visual forms. Students' creative expressions in this process often reflect their life experiences and artistic cultivation.

Breaking Conventional Sketching Techniques: Teachers can challenge traditional aesthetic and cognitive approaches by presenting objects of varying sizes and shapes. Students are encouraged to depict these objects based on creative needs and compositional requirements. By adopting unconventional methods and thought processes, they can interpret objects uniquely, producing novel forms. For example, a geometric object placed on a table may be reinterpreted by students who abandon its fixed patterns and structural preconceptions, focusing instead on contours and dimensional variations to form new concepts.

In summary, by guiding students to observe life and engage in diverse innovative thinking exercises, creative thinking can be effectively nurtured, providing a solid foundation for creative practice in design sketching.

6.3 Strategies for Innovating Teaching Methods

6.3.1 Heuristic Teaching and Its Practical Effects

Heuristic teaching significantly stimulates creativity in design sketching. For instance, instructors may introduce lessons by showcasing renowned sketches from prominent artists worldwide, analyzing their creative concepts and techniques to inspire students. This method broadens students' horizons and

ignites their interest and enthusiasm for design sketching. Surveys show that over 80% of students displayed increased interest in design sketching and greater willingness to experiment with new techniques after this approach was implemented.

6.3.2 Contextual Teaching for Creative Stimulation

Contextual teaching creates a rich creative atmosphere in design sketching. Teachers can establish diverse scenarios to inspire students' creative work.

For example, a historical theme like ancient civilizations or the Renaissance allows students to design sketches based on historical backgrounds, blending historical elements with modern design for innovative works.

Alternatively, settings such as nature, urban environments, or museums can serve as backdrops for themes like energy conservation, oppression, or protection. Students are guided to simplify their compositions, eliminating irrelevant items and enhancing elements that convey the theme.

Contextual teaching can also include role-playing or storytelling. For instance, students might role-play as designers tasked with creating sketches for a client or develop sketches inspired by a narrative. These approaches encourage active participation and foster an engaging, dynamic creative environment.

Conclusion

In conclusion, creative practice exploration in design sketching under the new liberal arts injects vitality and direction into design sketching education, laying a solid foundation for cultivating art and design talents with innovative spirit and practical abilities. Moving forward, continued exploration of creative practices, along with the development of innovative teaching methods and activities, will contribute significantly to the advancement of art and design education.

Teaching Project

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