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# Proposal for an approach to teaching the issues of “balance” and “order” in basic design education classes of graphic design departments with reference to the “big bang” and the formation of the universe processes

Zulfukar Sayin

*Republic of Turkey, Hacettepe University Faculty of Fine Arts, Department of Graphic Design*

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## Abstract

Graphic design students can be educated through different methods and approaches to create forms and turn them into artworks within a particular order. However, being able to present powerful designs consisting of visual messages contextualized with an effective perception of balance and order is possible by utilizing scientific data. In this paper, information is given regarding the addressing of the issues of “balance” and “order” which are taught in basic design classes of graphic design departments. Accordingly, “The Big Bang” and the process of formation of the universe are mentioned briefly by referring to the information given; and the importance of the subject is emphasized with a proposed method of teaching lesson and by explaining the applications practiced in classes where this method is used.

*Keywords:* Design, education, balance, order, layout, graphic design, composition.

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## 1. Introduction

Basic design courses are environments of a very vital wakening that help to develop an inquisitive personality, activate and form awareness during the process of raising artist candidate students who are able to notice the most extraordinary qualities in the most ordinary things and who continuously endeavor to introduce the “new”. Graphic designer is an extraordinary human being who takes very vital responsibilities as a part of his/her duty and personality as an artist, as the individual who designs the messages to be transmitted to the target audience within a proper layout for their perception (Becer, 2006; Uçar, 2004; Tepecik, 2002). Because his/her primary duty is to make notifying presentations to society containing different cultures in order to create the intended change in behavior and increase the levels of aesthetic appreciation. Being able to present powerful designs consisting of visual messages contextualized with an effective perception of balance and order is possible by utilizing scientific data. Graphic design students can be educated through different methods and approaches to create forms and turn them into artworks within a particular order. However, with respect to the consideration of visual messages in a certain balance and order (Özsoy, 2007; Seylan, 2005) and their designing process within an effective integrity, it is extremely important to take advantages of scientific data which can be explained with bases such as “Gestalt approach defending that parts within a whole make sense” (Arnheim, 1961) and “theory of the golden ratio” in creating an *effective layout*. Based on these statements, *the big bang phenomenon* (Karen, 2002) and *the fact of*

*human as a changer* - who has been interfering in “the great order called the universe” that has formed by itself in a very short time, and who has brought the civilization and the universe that we live in to these days - could be taken as references in basic design classes while teaching “balance” and “order” issues in design, because it is possible to encounter very significant examples of “balance” and “order” formations which have emerged either spontaneously in nature or have been created as a result of interferences by humans in the universe and especially on earth (Alpher and Herman, 2001).

## **2. Applications on the Issues of “Balance” and “Order” in Basic Design Education Classes**

In most education institutes, basic design education begins with preliminary study and analysis of natural objects. The students work through applications similar to their other previous works; afterwards they go on with “balance” and “order” issues. These two concepts are addressed rather without expanding on the issue, generally by asking the students to create different designs with various geometrical objects given to them. Students who have been preparing for the exams of faculties of fine arts by drawing many different objects all their lives face the risk of becoming completely indifferent because of practicing the same exercises when they are taken into education with similar approaches and applications in basic design education at universities. During the performance of any art work including natural or artificial object examinations, it is quite important to begin firstly with teaching balance and order concepts in basic design education since making an effective and easily perceivable design is possible by considering it in a certain balance and order. As it should be the primary purpose in basic design education classes to make the student acquire an original and creative personality (Balçı, 2004; Gence, 2006), initially some old “known” and “common” customs that he/she has previously gained should be taken away or maybe removed. For this reason, art students, who are expected to improve new images, original expressions by destroying mediocrity and convention due to the nature of art, should be directed to perform unexpected amazing applications befitting the spirit of the work area, therefore to make a difference and astonish. Because the artist is somebody who astonishes people with the art works he /she creates. Thus, conversations should be made on subjects that the artist candidate students are not familiar with, unexpected exercises should be practiced and shocks should be delivered in a planned way so that they become aware of the different environment they are in. For this purpose, exercises should be given to the students for some time after they are taken away from the world of the known with the performed applications to interpret objects and events with the new perspective they have acquired in order to make them gain high aesthetic appreciation, creativity and different personalities. One of the education processes that could be applied in this context is as the following: The proposed concept in this study is to start the education process by saying “welcome” to the students with amazing methods which they are not used to. For example the lesson can be started by puncturing an inflated balloon filled with tiny white and gray pieces of papers suddenly on a base made with black cardboards spread on the classroom floor, then making explanations based on “the big bang” process and arrangements with the pieces of papers gathered spontaneously on the black cardboards.

## **3. Application Proposal for the Issues of “Balance” and “Order” to be taught in Basic Design Education Classes**

The students who graduate from primary and secondary schools with a vast majority having a perception based on “memorization” and certain patterns far from review and creativity, aesthetic appreciation and mentality of originality subsequently go to universities to take art education. It is very important to make sure that these students firstly leave this perception behind and become inquisitive individuals having a perspective without prejudice in a state of high awareness. For this reason surprises should be delivered frequently.

For instance, the first lesson could be taught as the following: The instructor enters the classroom with an unexpected behavior, makes some amazing discourse; with the help of a couple of persons brought from outside having images of workmen, a network is knitted in the classroom with strings at height of reach of the hand through consternation of the students. Afterwards black cardboards are spread on the classroom floor accompanied by surprising words and behaviors. The instructor tells the students that they would go for a long journey and they should be tough, everyone’s resistance should be very strong in order to complete this journey period successfully and gives each student a balloon with surprising behaviors and asks them to inflate the balloons and tie them to the

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