



7th World Conference on Educational Sciences, (WCES-2015), 05-07 February 2015, Novotel Athens Convention Center, Athens, Greece

Basic design, theory and practice

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Abstract

The study deals with the process in which Course of Basic Art Teaching is transformed into a street fashion show with the slogan “from theory to practice” at the Textile Department of Trabzon Vocational High School of Karadeniz Technical University. Course of Basic Design Teaching was at first a basic course at the educational institutions that taught art but having evolved with the advancement in science and technology it has now been equally connected with the education of every discipline as well as art and has taken the current form. During the academic term; point, drawing, pattern bright colors, dull colors, integrating color pairs, figure-ground relationship were the course contents. In line with the principles taught, students prepared each topic as an intra-course activity in accordance with the problem given using various materials on a drawing paper. For the semester work, all of the works of the each student were evaluated and one of them was selected and placed upon the apron made by nettle cloth using different materials. Designs on the drawing papers were drawn on the aprons and assessments were made in accordance with the abilities and skills of the students. When designs were used on different materials; different and various aprons were produced.

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Peer-review under responsibility of Academic World Education and Research Center.

Keywords: Basic Design, Design, Theory, Practice, Textile

1. Introduction

Basic Design Courses were first started with the foundation of Bauhaus, which brings art, industry and craft

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together, by Walter Gropius in 1919. Bauhaus aimed to make trials with color, form and material based on apprenticeship on the issues such as art, industry, aesthetics and social relationships, to provide art and craft training at equal levels. The principles introduced by Bauhaus and the fact that it is the center for modernism and functionality still continue to affect industrial design (Bayazit, 2008).

1.1. What is Basic Design?

Basic design is a discipline which adopts doing entirely abstract researches and studies which are not directed to a specific function, instead of the studies based on the old styles of the 19th century by imitating them (Sozen and Tanyeli, 1992). In other words, the basic design is a discipline that takes the principles of a specific art branch as a goal while taking the relationships, the common laws, rules and methods of various fields of art into consideration. Basic Design Training initially started as the main course in the institutions providing only art education, evolved significantly in line with the scientific and technological developments and developed to its current state addressing not only to art but also to each discipline equally (Gurer and Guler, 2004). In this context, basic design has the same effectiveness and validity almost in every field of art and craft in the contemporary world (Bayraktar, 2012).

Basic design training essentially aims to create the optimum environment for the development of creativity and present new methods that will improve students' abilities to produce new and authentic solutions by purifying them from prior knowledge. The objective is to reveal the intuitive bringings of geometry through its abstract world in order to constitute the new and the authentic for the students who are stuck in certain patterns, who cannot get over the known world, who have never tested their creativity skills and who cannot bring these skills out of the usual order (Ozcan, 2012).

The students get into the process of using the equipment, building a composition, expression, communication and acquire the skill of designing with the basic design training (Usta, 2000). It was decided that basic design studies contribute to that

- Students observe the environment in a sensitive way and respond,
- Students learn discernment and judgment
- Students' visual expression skills increase (Gurer and Guler, 2004).

2. Method And Course Program

The Basic Art Training course is conducted with second grade students two hours a week during the 2011-2012 Fall Semester. At the beginning of the semester, the students who had no knowledge of technical drawing were taught simple drawing using T-square and miter. The course was initially presented as theoretical knowledge in order to provide the students with the ways and awareness of creative thinking, and then practices were performed in each lesson in order to consolidate theoretical knowledge (Ataoglu, 2013). (Figure 1)

2.1. Phase: Transferring theoretical knowledge

During the semester, the design elements annotated as point, line, direction, size, form, value, texture, color; the design principles which were repetition, harmony, order-contrast, gradation, dominance, balance and unity were explained; the visual perception theories such as proximity, similarity, principle of good form (good continuity - closeness) were referred. Within the scope of the course, while abstract concepts are emphasized, concrete formations and visual documents are presented to students as examples.

Assignments that would support problem solving to increase the awareness and observation skills of the students were given. For instance, they were asked to:

- Realize the line orders by the collages they made with the checked patterned drapes.
- Transfer textures by replicating from the nature and environment to the sketch paper with charcoal pencil.
- Examine the exhibited works of the artists such as Kazimir Malevich, Gustave Klimbt, Kandinsky, Fernand Leger, Paul Klee, Picasso, Georange Braque, Piet Mondrian, El Lissitzky, August Macke, Mark Rothko, Joan Miro, Henri Matisse, Theo van Doesburg etc. in terms of form, color, texture and composition usage.

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