

Art Design “Studio” Teaching Model Dynamic Development

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Abstract: The teaching mode of art design studio is a teaching mode integrating production, learning and research. In this teaching mode, teachers should not only teach students relevant knowledge and skills, but also assume the task of undertaking related technical projects. This teaching mode fully reflects the student-oriented concept, which not only helps students master the knowledge and skills related to art design, but also strengthens students' understanding of the art design industry. This paper mainly expounds the origin and development of the teaching model of art design studio, and explores how to improve the teaching quality of art design with the help of the teaching model of art design studio.

Keywords: Art design; Studio teaching model; Dynamic development

The “workshop” co-learning teaching mode created by Bauhaus School of Design is the rudiment of the studio teaching mode of art and design major, which has a strong fit with the design major. Art and design major is a very practical major, and single college teaching is not conducive to the growth of students' professional practical skills. Studio teaching mode can effectively promote students' ability of art design practice. Nowadays, although Bauhaus has been weakened, the studio teaching mode of art design is becoming more and more mature and widely used. The development of studio teaching model of art design is not achieved overnight, but has grown up all the way to today through stumbling. This paper analyzes and discusses the origin, development and application strategy of the teaching mode of art design studio.

1. Connotation and significance of studio teaching mode of art design specialty

Studio teaching mode of art and design majors refers to the process in which educators of art and design majors transform classrooms into “studios”, undertake projects and tasks related to art and design majors for students, and lead students to complete tasks and acquire skills while learning and doing. Under this teaching mode, teachers take real enterprise projects as the teaching main line and teaching content, and teachers and enterprise experts jointly provide learning services for students from two aspects of theoretical guidance and practical teaching. In this way, although students study in the school environment, they can be exposed to practical tasks related to related industries and positions, which not only helps improve students' comprehensive quality of art design, but also strengthens students' understanding of art design major. It can be said that the studio teaching mode of art and design majors meets the needs of the society for education under the background of vocational education, is conducive to the realization of the goal of training talents of art and design majors, and can fully tap and utilize the educational resources of enterprises and schools, so as to improve the quality of talents of art and design majors while optimizing the teaching environment. Artistic design talents cultivated in the studio teaching mode of art design specialty have better practical ability, cooperation ability, innovation and creation ability, and have better labor quality, humanistic quality, professional quality and social responsibility. Such artistic design talents have greater competitive advantages in the market and greater talent value in the industry. Able to quickly adapt to the environment and create value after entering the formal position.

2. The origin of studio teaching mode of art design specialty

Studio teaching mode of art and design was originally originated from Bauhaus School of Design. In 1919, Bauhaus began to try to reform art and design education. In this context, they tried to use “workshop” form to carry out teaching, in which school educators won art and design orders from enterprises and led students to complete the orders. It effectively solves the problem of

insufficient practical teaching in traditional design education. The school is the first school in the world to reform the form of design education, which has laid a good foundation for the progress and development of today's design education. Under the background of the industrial revolution, the social structure has undergone great changes, industrial technology has undergone great changes, and the demand for talents has undergone great changes. The educational reform of Bauhaus School of Design meets the expectation and demand of the society for design education.

At that time, the teaching reform of Bauhaus School of Design was both thorough and practical. The school completely reversed the traditional educational concept and believed that what needed to be solved was the problem of "what kind of talents should be cultivated for the society". Therefore, all the teaching started from the perspective of social practice, and attached great importance to the cultivation of students' professional practical ability. Therefore, all courses set by the school are closely related to the actual needs of factories. In order to combine teaching and production more closely, the Bauhaus School initiated the "workshop" teaching mode, which sets up workshops with different functions according to the needs of students' practical ability growth, and employs elite talents from related factories as teachers. In this teaching mode, once students finish learning a certain theoretical knowledge, they can immediately carry out work practice, so that their artistic design level can be improved to a higher level.

Later, this "workshop" teaching mode was further developed, and the Bauhaus School of Design built a "structural thinking class", which took the workshop as the physical base. In the first half year, students will learn the theoretical knowledge related to workshop practical skills and production activities, including the three basic courses of internship, material research, basic modeling, etc. In the remaining three years of teaching, students are required to enter special workshops to receive apprenticeship education according to their major. During this period, students will learn how to complete the job tasks and master relevant practical skills. In the whole process, formal tutors and practical technicians jointly provide education and guidance services for students. This teaching mode can effectively improve students' practical skills of art design and enhance their professional quality.

Under the social background at that time, the workshop education mode created by the Bauhaus School of Design had certain idealism and historical limitations, but the educational concept of the Bauhaus School of Design has brought great inspiration to the educational development of vocational colleges in the later generations. The studio teaching model of modern art design major was built under the inspiration of the "workshop" educational concept of Bauhaus School of Design. The studio teaching model effectively solved the problems of disconnection between theoretical teaching and practical teaching and insufficient practical teaching setting in the teaching of art design major.

3. The spread and continuation of workshop teaching concept

The progress and development of art design professional studio teaching model is not smooth sailing, but full of twists and turns. The Bauhaus School of Design was eventually forced to close. Its educators brought the idea of workshop education to the United States at that time when they were seeking jobs. Under the dual influence of The Times and commerce, it gradually gained attention and development and formed the unique internationalism style at that time. This educational concept is strong in business, simple in form and highly rational. Many schools realize the practical value of the workshop teaching model and begin to use it one after another. During this period, workshop teaching mode received unprecedented attention, and its development also showed the phenomenon of "deviation". Most schools integrated commercial social projects and industrial production links into the teaching when using workshop teaching mode, and established many commercial studios for the purpose of business. The teaching value was difficult to be highlighted under the halo of interests. During this period, Ulm and other design schools did not choose to follow the trend, but insisted on continuing the educational philosophy of the Bauhaus School of Design, building a serious and practical design education system, focusing on how to cultivate practical design talents and how to improve their problem-solving ability. The school's studio education mode pays more attention to the cultivation of students' creative thinking and artistic design practice ability.

The American internationalism style has two important effects on the development of the studio teaching model. First, it realizes the practicability of the studio teaching model and begins to use this way to carry out teaching on a large scale, which expands the spread of the teaching model and related educational concepts. Meanwhile, the excessive and incorrect use of the studio teaching model also makes its development deviate from the normal track. Second, the school design education system is used to reverse the negative impact of the over-commercialization of studio education model on the development of design education, but this practice also makes the studio education model fails to play its due teaching value, unable to meet the potential requirements of the society

for this teaching model. It is worth mentioning that during this period, Nagy founded the “New Bauhaus” in Chicago, which is now known as the Chicago School of Design.

4. The application of studio teaching mode in today’s art design profession

Under the current background, the studio teaching model of art design major has reached maturity and has been widely used in the world. Now, many schools at home and abroad have adopted the studio teaching model for art design major teaching, teaching students both theoretical knowledge and practical skills, and achieved ideal teaching effect. Take studio teaching model as an example. In 2001, the Central Academy of Fine Arts introduced it and became the first school to use it in our country. In 2011, the School of Industrial Design of Guangzhou Academy of Fine Arts started the teaching mode of studio research, and built an industry-university-research teaching structure integrating teaching, scientific research and practice.

5. Conclusion

There has been a long period of development from the establishment of the “workshop” teaching mode of design in Bauhaus School of Design in 1919 to the mature application of the integrated teaching mode of art design studio of production, study and research today. The teaching concept of art design studio is a kind of teaching concept which conforms to the actual demand of society. The emergence of workshop teaching mode indicates that educational institutions begin to pay attention to the industrial society’s demand for art design talents, and the emergence of teaching and research integrated art design studio teaching mode also indicates that today’s educational institutions are still making efforts to cultivate talents needed by the society.

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