

Study on Standardization Construction of Basic Course Perspective and Anatomy for Art Design Major in Colleges and Universities

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Abstract: The curriculum standard is a standardized regulation for a course from development design to implementation. Curriculum standards usually include content standards and performance standards. Colleges and universities have deeply recognized the positive role of establishing curriculum standards system, and have taken diversified measures to speed up the pace of the construction of curriculum standardization mechanism. With the development of the times, the art design professional course will inevitably appear "the lack of curriculum standards" and "order disorder." In order to standardize the curriculum and improve the quality of teaching, it is necessary to implement the standardization of the curriculum. This paper starts from the research on the status quo of domestic curriculum standardization, and takes the course of "Perspective and Anatomical" as an example to analyze the method of curriculum standard setting.

1. Introduction

The core of the development of higher education is how to improve the level of education, and only by creating a unified curriculum standard can judge the construction of a course. At the same time, this is also the key condition and important basis for the transformation and upgrading of the education system of art design majors in colleges and universities.

"Perspect and Anatomy" is a compulsory basic course for art design and is the essential feature of art. In courses such as design, perspective has a decisive influence on the relationship of various objects. Perspective can combine the major elements of the picture organically and can present a three-dimensional effect. In art, anatomy and anatomy have certain commonalities. In the process of decomposing the structure of human body, it is concluded that artists can make the artistic creation closely linked with it. At the beginning of the last century, anatomy and perspective occupied an important position in Chinese and Western art education. Perspective and Anatomy is a course that integrates the two disciplines. It is the cornerstone of all artistic creation and belongs to the course of combining theory teaching with drawing practice. However, with the development of the times, the course will inevitably appear "lack of curriculum standards" and "disorder of order". In order to improve the standardization level of curriculum and ensure the orderly development of teaching work, we must take effective measures to promote the perfection of the curriculum system.

2. Standardization Connotation of Curriculum Construction

Standardization refers to the improvement or adjustment of repetitive things by means of design, propaganda and strict implementation in the fields of economy and management, so as to maximize the benefits. Generally speaking, there are operational and drafting processes covered. And standardization is mainly in order to achieve the best order and benefit.

The basic contents of university curriculum construction include: standard Chinese and English curriculum names, curriculum is also divided into many levels, including: syllabus, teaching process and so on.

The purpose of curriculum standardization is to maintain the best curriculum order in a specific category, and to determine unified standards and formulated documents for curriculum content and its results. The document was approved by the school through comprehensive revisions and discussions. Curriculum standardization is primarily a process of achieving the objectives of a

course activity by designing and publishing a course activity or result under specific conditions. The main goal of curriculum standardization is to improve the integration and utilization of curriculum resources and to ensure the effectiveness of the curriculum. From a course, the most essential feature of a standard is the technical standard. The main technical standards are: teaching courses.

The core of management standardization of the course is to optimize the course order and improve the quality of course management. The management standard of the course is to meet the technical standards of the course. The main contents covered are: curriculum setting, resource utilization, teaching evaluation and so on. The center of curriculum management is to ensure that the curriculum activities can maintain a healthy and stable operation.

3. Current Situation of Course Construction of Perspective and Anatomy

Perspective and Anatomy is a traditional teaching theory course which was disseminated to the major domestic colleges of fine arts by the western art teaching system in the early 20th century. Later, it spread to the Art College of the Comprehensive University, which has been an important basic teaching course for the Art College. At present, the eight major academies of fine arts and the art institutes of comprehensive universities in China offer courses of anatomy and perspective in their basic departments. "Perspect and Anatomy" mainly includes perspective and anatomy. The two courses start from the needs of plastic arts teaching and learn separately. Studying the law of planar three-dimensional modeling plays an important role in the accurate expression of the subsequent curriculum shape design. The course of seeing and dissecting plays a supporting and constructive role for other courses. If students have completed this course, they can lay a good foundation for the subsequent art skills courses.

The "Perspective and Anatomical" course content involves the design profession to require students to have strong styling ability in basic practical skills. Can use sketches, drawings, models to vividly and accurately express design intent.

4. Problems in the Course Construction of Perspective and Anatomy

With the rapid development of modern science and technology, "Perspective and Anatomy" is no longer in line with the needs of the current artistic creation environment and the new professional settings of the college. On the whole, the disadvantages exposed in the course can be summarized as follows: the teaching standards are not uniform, the course division is not specific, the order is disorderly, and the management measures are unreasonable.

The lack of curriculum standards will inevitably bring great confusion to the generation of curriculum. For example, the curriculum standards have not been maintained in a high degree of consistency, the content of the course is not arranged properly, and the evaluation model of teaching results needs to be adjusted and optimized. The basic form of the course is vague, the courseware and textbooks are used as teaching plans, and the perspectives of the model courses are not representative. The anatomical unit tends to memorize the hard-back musculoskeletal and despise the flexible dynamic performance of various joints in the human body. There is no difference in the training program and training objectives of the same course in the same course.

5. Opinions on the Implementation of Curriculum Standardization Construction

The focus of curriculum standardization is to formulate unified standards and curriculum implementation. For example, the curriculum standardization of American universities is more perfect than that of other countries, especially their professional certification is more routine. Therefore, at the design level, the level of resource sharing has been greatly improved. Therefore, the level of talents cultivated by major universities is basically the same, and credits are recognized by universities. Therefore, we can also try to use the definition and implementation of the standard to completely eliminate the defects and shortcomings in the course construction of colleges and universities.

5.1 Establishing Technical Standards for Courses

The technical standard of the course covers: whether the internal standard of the course's talent training needs meets the actual teaching content and external formal standard of the course. On the other hand, the standard of external form of curriculum should be designed by the teaching supervision unit in connection with the specific situation of the school. Then, according to the requirements of the teaching management organization, the colleges and universities will distribute the curriculum tasks and formulate teaching plans. The intrinsic standard of the course is to check whether the course name is reasonable in combination with the corresponding management order, and whether the determination of the teaching content is highly consistent with the fundamental requirements of teaching and its credit standards.

5.2 Establishing Management Standards of Courses

The curriculum management standards mainly cover the following aspects: curriculum design procedures (including teaching plan, lecture notes, textbooks, syllabus, teaching calendar, homework proposals, test paper proposals, performance evaluation methods, etc.) to ensure the improvement of curriculum effectiveness.

5.3 Implementation of Curriculum Standardization Construction

5.3.1 Implementation of Curriculum Standardization

(1) According to the technical standards of curriculum, we can standardize and adjust the form of curriculum, which is also the core of the implementation of curriculum standardization. Designs the advanced talent cultivation goal, unifies the actual teaching situation. Organic division and scientific arrangement of curriculum content can improve the quality of curriculum and teaching effect in an all-round way. Based on the standard class hours and taking the curriculum requirements as the starting point, the teaching activities can be fully guaranteed to run efficiently and smoothly. Courses, majors, etc. will be formulated in a unified manner, and a schedule of teaching plans will be drawn up. Standardize the content and form of the course, implement the teacher qualification assessment mechanism, and always take the quality of the course as the core and foundation. Under the conditions of the integration and utilization of curriculum resources, the advantages of the curriculum will be further strengthened.

(2) The same courses for different majors should be more closely combined with the characteristics of each major to develop teaching content, to avoid similar teaching content. For example, in the field of architecture, landscape, and interior design, the emphasis is on the teaching of the perspective. After mastering the scientific perspective principle and drawing method, students can draw perspective quickly and accurately without being restricted by too many external factors. The teaching of anatomy in the major of painting, animation and costume design should also be intensified. The students can actively express the character's shape structure, perspective relationship and movement changes when they draw by hand.

(3) Using the unified curriculum teaching system and combining the characteristics and requirements of major majors and courses in the college, the corresponding learning manual template is compiled, so as to ensure the orderly conduct of curriculum activities in an all-round way. The main items covered in the course study manual are: First, the course time, the address of the class, etc. are adjusted according to the actual situation. Second, teaching methods. Third, the quality of the course and its teaching requirements. Fourth, the content of each course is summarized, such as: syllabus, references, etc. Fifth, teaching tasks. Sixth, the evaluation of teaching results.

5.3.2 Implementation of Standardization of Curriculum Management

(1) Implement the management mechanism of curriculum leaders. The quality maintenance of curriculum is realized through "people". Establish a system with curriculum leaders as the core, compile curriculum plans and plans, and draw up teaching documents such as syllabus. According to the requirements of subject development and personnel training, we should improve and optimize

the teaching system and mode (including implementing teaching tasks and plans, organizing teaching seminars, observing and listening to classes, preparing lessons collectively, counseling, answering questions, examining, propositions, examination papers, teaching summaries, teaching effect analysis, courseware production and selection, etc.). Organize the construction of teaching materials, lectures, supplementary materials, courseware, question bank, website and other forms of teaching resources, and strengthen the review of teaching materials such as lesson plans, lectures, and courseware. Constantly update teaching content and improve teaching methods and methods.

(2) Implement the competition mechanism of the lecturer. Competition is an important means to ensure the quality of the course teaching, and it is also the basis for ensuring the safety of the course. The lecturer must be qualified after passing the whole course or full-course counseling and trial-teaching. The lecturer will perform the duties and performance appraisal, and after taking the self-evaluation of the course teaching tasks, submit the assessment to the higher authorities for each academic year. To commend and reward the outstanding examinations, and to disqualify the lecturer if the examinations are unqualified. In the next three years, he will no longer be the main lecturer of this course. In addition, the competition among teachers can be realized through students' choosing courses, and the course construction can be promoted through competition to improve the quality of teaching.

(3) To carry out teaching evaluation activities from the perspective of students. Students evaluate teachers' teaching methods and effects. ① Teaching content: whether the explanation of basic theory and knowledge points is accurate, whether the organization is clear, whether the key and difficult points are prominent, whether the syllabus is closely linked, whether the amount of information is appropriate or not. ② Teaching methods: Whether to pay attention to absorbing the latest research results of the subject, whether the allocation of classroom time is reasonable, whether the teaching ideas and methods are advanced, whether the courseware is exquisite or the blackboard is regular, whether there is a phenomenon of publicizing the subject according to the textbook, etc. ③ Attitudes towards teaching: adequacy of lesson preparation, proficiency in teaching, management of students' mobile phone playing and doing things unrelated to the classroom, etc. ④ Teaching effect: whether the classroom atmosphere is strong, whether the students are interested, whether the students grasp the teaching content, etc. Through students' evaluation of teachers at the end of the semester, we can really realize "promoting teaching by evaluation" and improve teaching level in an all-round way.

The standardization of curriculum construction is a basic work in the teaching construction of colleges and universities, and an effective means to ensure the quality of the curriculum. The standardization of curriculum teachers has a crucial impact on accelerating the pace of modern education development, improving teaching quality, and achieving teaching goals. We created and improved the "Perspective and Anatomical" curriculum system, clearly dividing the content and form of the course, and building an excellent team of teachers. Breaking through the shackles of the traditional teaching model, the modern education concept is an important basis for practical activities. This will lay the foundation for the better development of college art design courses.

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