

Teaching Reform of Sculpture Course for Digital Media Arts Major in Colleges and Universities

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Abstract: The teaching reform and innovative teaching mode of the sculpture course for digital media art majors in colleges and universities start from the following aspects: First, reform the traditional practical teaching content and teaching mode; second, guide students to learn theoretical knowledge in the literature; Refining the results of students' sculpture lessons through writing the course thesis, and teachers summing up teaching experience; Fourth, restructuring the curriculum evaluation system and the construction of the exhibition platform, through exhibition competitions inside and outside the school, outstanding works staying on campus, works exhibitions and works applied to Relevant cultural and creative products have a medium assessment form, allowing students' sculptures to pass the market inspection. Through the reform and research of the above teaching schemes, the teaching results will be promoted to the relevant courses of design majors, the benefit of students will be expanded, and reference teaching models will be provided for the design majors of relevant institutions.

1. Introduction

The sculpture course is involved in the digital media art specialty of ordinary colleges and universities, and although its time is short, its value has become prominent. This course not only comprehensively trains students of digital media art majors in multi-dimensional thinking methods and perspectives of observing things, but also designs courses for students' subsequent learning, accumulating modeling techniques and three-dimensional thinking methods. Most of the teaching methods of non-sculpture sculpture courses in colleges and universities follow the western model, emphasizing realistic sculpture skills training, the content is single, and the students' enthusiasm for learning is not strong. College sculpture courses need to combine the actual situation of design majors, reform and research new teaching models, so that students can construct a multi-dimensional thinking mode in the curriculum[1].

2. Status Quo of Sculpture Teaching in Digital Media Art

2.1. The teaching effect to be achieved is out of touch with the textbook

Teaching materials suitable for the sculpture course of digital media arts in colleges and universities are scarce. At present, there are few teaching materials suitable for this course. In addition, the syllabus of the sculpture course for digital media art majors in universities and colleges basically follows the content of clay sculpture heads or clay sculpture human body training for the sculpture major of the National Academy of Fine Arts. Due to the low class time of the sculpture course, the content rarely involves sculpture materials, post-processing effects of sculpture, and the design and application of the relationship between sculpture and space scenes. With the

development of science and technology and the increase of market demand for talents, the traditional educational concept has not kept pace with the times. As a teacher, he should be aware of the need for timely teaching reform and research in the sculpture course of digital media art in colleges. On the other hand, the person in charge of the profession needs to realize the importance of the sculpture course for the development of digital media art students. It is not optional, and the integration and innovation of this course with other design courses should not be ignored. Study and application of design software[2-4].

2.2. Insufficient attention to sculpture courses

The current sculpture course is a very ordinary basic course for digital media art students who are not sculpture majors in colleges and universities. Aiming at the problems existing in the digital media art specialty of ordinary universities in China, experts and scholars in related fields have put forward many constructive suggestions, but the teaching and reform of sculpture courses are rarely involved. The author hopes that through the study of this topic, experts and scholars in related fields and the person in charge of digital media arts will pay enough attention to the sculpture course.

2.3. The evaluation system is not standardized

Ordinary colleges and universities with the main task of cultivating applied research talents should pay attention to not only practical teaching but also evaluation systems in teaching reform. The test of practical teaching results is simple and formal. Teaching and examination are not separated. An irregular teaching evaluation system is not conducive to improving students' interest and initiative in learning.

3. Thoughts on Teaching Reform of Sculpture Course for Digital Media Art Major

Although the sculpture course is not the core course of the digital media art major, it is an indispensable main course of the major. The teaching reform idea is centered on cultivating students' three-dimensional modeling ability and multi-dimensional thinking method, which lays a good foundation for the study of other courses in design major[5].

3.1. Changing teaching thinking

The sculpture courses offered by non-sculpture majors in ordinary colleges and universities are not for cultivating sculpture talents. The purpose is to cultivate students' hands-on ability and multi-dimensional thinking method, which is fundamentally different from the training objectives of the sculpture course of the Academy of Fine Arts. In ordinary colleges and universities, the teaching of sculpture courses requires teachers to change their thinking. Through the design of projects, students should understand that the study of sculpture courses is not only a single training to improve modeling skills, but also the ability to learn how to master and apply theoretical knowledge.

3.2. Adjust teaching content

Ordinary college sculpture courses are aimed at non-sculpture students, such as digital media art, environmental design, industrial design and other majors. For non-sculpture students, the design of teaching content should be closely related to the specialty of the student. Teachers need to In the actual situation, adjust the teaching content, such as adding materials lessons than clay sculpture courses, sculpture product creation and design courses, and subject design matching sculptures and home furnishings, etc., to achieve teaching purposes. In the course of teaching reform of the digital media art specialty sculpture course, while improving students' sculpture skills, it also helps students establish a multi-dimensional thinking method in a subtle way, laying a good foundation for their subsequent professional courses.

3.3. Change the teaching evaluation system

Constructing a scientific and standardized teaching evaluation system is very necessary for the

teaching effect of the sculpture course. A good teaching evaluation model can help students set up correct learning goals and improve learning results. Through the learning results of the sculpture course, test your mastery of sculpture knowledge. Teachers choose the content of topic training. Good content training can mobilize students' learning initiative, broaden students' thinking, cultivate students' imagination and practical ability, and successfully complete the relevant requirements of the sculpture course. In addition, in the process of evaluating students' sculptures, teachers need to comprehensively evaluate students' course performance in combination with their self-evaluation and their usual performance.

4. The teaching reform plan of digital media art specialty sculpture course

4.1. Guide students to read sculpture literature

During the teaching of sculpture courses, teachers need to guide students to read literature related to sculpture courses. Sculpture is a very practical course, and theoretical knowledge is often overlooked. After completing this course, students only have mastered some simple sculpture techniques, which is contrary to the orientation that undergraduate students majoring in design in ordinary universities should have research capabilities. Although sculpture is a course to train students' modeling skills, it is also necessary to consider students' grasp of theoretical knowledge. In the process of teaching, teachers should combine multiple methods, use pictures, audio, and video materials related to sculpture to stimulate students' interest, create a learning atmosphere, and guide students to have the ability to learn and think. Teachers combine sculpture works by outstanding artists at home and abroad to make sculpture knowledge vivid, strengthen students' understanding and application of sculpture knowledge, help students to build the ability to perceive and appreciate sculpture, and stimulate students' strong interest in studying sculpture courses.

4.2. Guide students to write sculpture thesis

At the end of the sculpture course, guide students to write a dissertation related to the sculpture course. The course thesis is an unfamiliar link for undergraduates in ordinary universities. Students are afraid of writing dissertations, and the purpose of guiding students to write course dissertations is to summarize the lessons learned in the course and the effect of collating the literature. At the same time, cultivate students' understanding of academics, develop research habits and rigorous learning attitudes. This process is very difficult, and students will be very repulsive and feel that sculpture is a hands-on training course. At this time, teachers' wisdom and patience are required, and the norms and requirements of thesis writing are explained, so that students understand the significance of writing course thesis for future learning[6, 7].

4.3. Training students' modeling skills and observation methods

The sculpture course requires training in stages. In the first stage, the plaster head was copied. The sculpture course for digital media art major is short. Through the plaster character copy, learn about the proportion and structure of the portrait, train the students' modeling ability and observation methods. In the second stage, create the portrait or bust of the character. This and the plaster head course complement each other, in-depth understanding of the character structure, many aspects need to pay attention to, for example, one, the integrity of observation and molding; two, understand the role of volume in shape; three, sculpture in the shape of the body Learning, emphasizing the relationship between structure and block surface.

The sculpture course is an early course for the study of three-dimensional software for digital media art majors. It has similarities and obvious differences with three-dimensional software learning. There are entities in the sculpture course for students' reference. Students can touch the actual objects in the real space with their hands. The 3D software learning is to understand the virtual 3D space as the real space. Using the modeling thinking method of sculpture, students can easily perceive the dimension of the space.

4.4. Achievements of curated design sculpture course

The results of the curriculum of design and sculpture are displayed in a collection of sculptures. After the course, each student in the digital media arts class was required to write a summary of the sculpture course and self-evaluate the sculpture work. In addition, the teacher wrote a comment on each student's sculpture work. Arrange sculpture pictures, comments from students and teachers in the layout of the portfolio, design a very artistic sculpture portfolio, and record the teaching results of the course. The sculpture portfolio is an important material for teachers and students to exchange summary and knowledge after class. This will find a positive reference for students who follow the course. For students who have completed this course, it is a course. The intuitive harvest after the end; for teachers, it is the presentation of teaching results and the accumulation of materials for future teaching reform research. In addition, the class holds a theme exhibition of outstanding sculptures of students in the school's professional exhibition space to showcase the students' learning results[8].

5. Conclusion

The teaching reform of the sculpture course of digital media art specialty in colleges and universities is a subject that requires teachers to study continuously for a long time. The adjustment of teaching content and teaching thinking requires effective reforms and innovations in combination with the professional background of teachers and the knowledge structure of students, as well as the degree of recognition of the relationship between the course leaders and other courses in design majors. Students are the main body of the sculpture course. In addition to the teaching of sculpture techniques, teachers need to help students build a standard academic quality, multi-dimensional thinking and high-grade aesthetic taste in the teaching process.

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