

Research on the Teaching Mode of Environmental Art Course with Spatial Thinking Creativity as the Core

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Abstract: In order to realize the cultivation of innovative thinking for modern talents, take the environmental art course as an example to carry out the study of the curriculum teaching mode centered on the creativity of spatial thinking. Analyze the teaching status of the environmental art course and the teaching requirements of the environmental art course, put forward the teaching reform measures to adjust the syllabus of environmental art with spatial thinking creativity as the core, and follow the sequence of "spatial perception-spatial affairs layout analysis-artistic space creation", In the syllabus, the knowledge related to the cultivation of spatial thinking is gradually integrated, and multiple teaching links with innovative expression capabilities or innovative themes are connected to form an organic and dynamic teaching system that can realize the cycle of knowledge points. In order to realize the cultivation of students' spatial thinking, the teaching content of environmental art courses can be innovated by integrating spatial colors to achieve the teaching purpose of reforming the original education mode and cultivating students' spatial thinking.

Keywords: spatial thinking; creativity; core; environmental art course; teaching; mode

1. Introduction

The environmental art course is also called the environmental art course in teaching. It is a basic course in the modern art course. The focus of this course is composed of graphic art design, color theory collocation, and basic overview. Under the social background of the continuous improvement and innovation of modern landscape design development, the environmental art course has become the main study course for art design students in various universities [1]. This course first originated in Germany in the education market. At the Bauhaus College in Germany, the professor first proposed a special education course for environmental art design. After this course continued to be promoted in the education market, it was introduced into the education market in my country. And in the subsequent derivation, the courses related to fashion design have become the mainstream art education courses. Nowadays, the field of visual communication is developing very rapidly, and the demand for environmental art talents from related manufacturers is even more obvious to all. However, as this course is a practical and operational course, the instructor did not extend professional and subject knowledge in a practical way in related education work, and only carried out professional knowledge and theoretical knowledge according to the content of the book. The narration of this course and the fusion of other courses in teaching have been neglected, resulting in the implementation of the course teaching work in an independent state. Therefore, this article will take the environmental art course as an example, try to integrate spatial thinking into teaching, and take innovation as the core of teaching reform, and conduct an in-depth discussion on the teaching mode of this course.

2. The teaching status of environmental art course

The environmental art course is a course with a wide range of teaching content, which not only involves the design and conception of art, but also covers the decoration design of environmental space, the coordination of colors and colors, the planning and construction of modeling and materials, etc. The teaching focus of this course is to guide students to master the essence of art through practice. However, according to the status quo of major educational institutions on the teaching of environmental art courses, most schools have not integrated practical teaching projects into the entire teaching process, and even There is also a significant lag problem in teaching concepts [2]. Some teaching models have

been used many times when describing the content of the color matching with Huanyi. In the study of filling format, students' inertial thinking has been initially formed. Most students only need inertial thinking for art design when doing environmental art design. Although this method can meet the basic needs of art design, the design results lack innovation and cannot achieve the results derived from innovation as the starting point. .

3. The teaching requirements of environmental art course centered on spatial thinking innovation

After mastering the problems existing in the teaching of environmental art courses, the teaching requirements of the environmental art courses with spatial thinking innovation as the core should be clarified. In this process, teachers should master the students' description and effective expression of basic knowledge, which is the basis for realizing the innovative design of finished products. Therefore, the primary requirement in teaching is the students' understanding of the basic content and knowledge of environmental art [3]. On this basis, through the systematic or specialized teaching of students by teachers, students should master the requirements for elements in different design products, break through their own inertial thinking, and carry out the combination of color and art from an innovative perspective. The method achieves the purpose of designing and innovating the environment art space.

In a word, under the background of art industry education in the new era, the requirements of environmental art course teaching are to break the inertial thinking of students in design, dare to innovate things, and dare to make breakthroughs in original achievements.

4. Research on the teaching mode of environmental art course centered on spatial thinking creativity

4.1. Adjust the syllabus of environmental art with spatial thinking and creativity as the core

Designing a sound course syllabus is the key to innovating and perfecting the teaching mode of environmental art courses. In order to meet the relevant needs in teaching, spatial thinking can be integrated into the teaching system when carrying out relevant education work, with innovative teaching as the core of the reform, and the reconstruction of the curriculum syllabus according to the requirements and indicators of teaching. Before designing, teachers should choose environmental art design projects in the modern art industry, and using real projects as the basis for organizing teaching can make the practicality of teaching work more significant [4]. For example, when performing art design, some students have poor spatial imagination and spatial awareness. Teachers can add special content related to "spatial sense" teaching in the curriculum system, and follow the "spatial sense cognition—" The sequence of analysis of the layout of spatial affairs—artistic space creation" is gradually integrated into the teaching syllabus with knowledge related to the cultivation of spatial thinking.

In the teaching of the "landscape planning and site design" topic in the second-year environmental art course, teachers can add creative practice links to the syllabus according to teaching needs, that is, students are required to use their imagination in the classroom, in the original or established Some things that are not included in conventional landscape art design are incorporated into the scenes of, in this way, students' creative expression ability can be improved. In the third grade "city square environmental art design" project, teachers can add virtual space practice projects to the teaching content, requiring students to materialize the two-dimensional plan of the design. In this way, the space for students can be realized. The gradual training of thinking. In addition to the above-mentioned content, teachers can also add links to the syllabus such as "Master Level Work Evaluation" and "Creative Design Competition", and link up multiple teaching links with innovative expression capabilities or innovative themes to form one An organic and dynamic teaching system that can realize the circulation of knowledge points.

4.2. Innovation of teaching content of environmental art course incorporating spatial color

Color matching is the key content in the teaching of environmental art courses. In order to realize the cultivation of students' spatial thinking, teachers should recognize the importance of teaching content related to spatial color, and cultivate students' awareness of color space matching as the main direction of teaching. Innovate the original teaching content.

In order to achieve the preset teaching effect, teachers can collect landscape images and guide students to observe the color matching in daily landscapes, so that students can feel the beauty and impact of the visual level given by colors. Through a series of observations, students can recognize that the color matching of all artworks in the environment and the landscape has a certain law. Only by following this law can the design results not appear too abrupt in the visual level.

For example, guide students to observe the decoration of some modern restaurants, including the color matching of walls and floors and the display of artworks; the color matching between the blue sky and the green grass; the matching methods of different exhibits in the art museum Etc. [5]. After students have completed the conception of color matching, students can be asked to use a color matching as a starting point in the classroom to carry out color matching and design of environmental art. According to this kind of education mode, effective guidance and instructions for students' thinking in learning are realized, so as to stimulate students' inspiration in design, so as to achieve the teaching purpose of innovating the original education mode and cultivating students' spatial thinking.

5. Conclusion

In order to meet the innovative demand for talents in the development of the times, this research takes the environmental art course as an example, tries to integrate spatial thinking into teaching, and takes innovation as the core of teaching reform. The teaching mode of this course is deeply studied. Research. In this research, measures such as innovative teaching content and optimizing the syllabus have been proposed. Through this research, it is hoped that through this research, it can provide guidance for the implementation of related art design courses in colleges and universities, and realize the sustainable output of high-quality talents.

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