

# Based on the Art Model of “3A” in Experimental Base, Research and Practice on the Cultivation of Innovation Ability of Landscape Art Curriculum

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## ABSTRACT

The art course of garden design specialty is an important basic course. In view of the problems existing in the teaching of art course, practical training in practice base is an important way to improve the students' professional theoretical knowledge and innovative practical ability. In addition, the art curriculum reform and practical research are carried out with the aim of Aesthetic+Ability+Apply.

## 1. Introduction

Landscape architecture design has been paying attention to the innovative practice and exploration of talent training for many years, with the goal of cultivating responsible and applied professionals. Under the guidance of the mutual integration of science and technology and humanities, and the mutual penetration of professional art and science, the basic teaching of art has carried out multi-directional educational exploration, continuous innovation and reform, and in the corresponding courses.

In order to adapt to the future development and cultivate more comprehensive applied talents.

The first-level subject of landscape architecture was established in 2011, and the academic circles have reached a unified standard for the foundation of the first-level subject of landscape architecture, the syllabus and teaching evaluation standard, the catalogue of professional basic courses, the connotation and extension, and so on<sup>[1]</sup>While inheriting the school culture with the characteristics of running a school, the innovative development of profes-

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sional education in landscape architecture has become the focus of the moment. This major is aimed at cultivating high-quality applied talents of garden specialty. Cultivate students to build a solid knowledge system of garden design, garden plants, garden engineering, garden ecological landscape, and master the application skills of garden drawing, garden plant application, garden construction and strong innovative spirit and practical ability of high-level research and management, landscape architecture planning and design personnel. At present, the curriculum of basic teaching of landscape architecture art is inherent and institutionalized, which is closely related to the innovation of the basic mode of art education and the expansion of wide-range education of innovative talents in colleges and universities.

The research on the cultivation and reform practice of garden art curriculum innovation ability is rare. Only a few schools have carried out the effective classroom practice teaching strategy research related to garden art curriculum. However, how to use the practice base to effectively carry out the garden art curriculum innovation ability training research and reform practice research has not been carried out. Objectively speaking, most landscape architects face both artistic and technical problems. However, artistic accomplishment is often ignored. Therefore, it is necessary for us to rethink the research and reform practice of garden art curriculum innovation ability.

Practical training in the practice base is an important way to improve the professional theoretical knowledge and innovative practical ability of garden students, plus the three A art model (Aesthetic+Ability+Apply)" aesthetic + ability and application "as the guidance of the construction system of art basic curriculum chain, It is of great significance to construct the reform and practical research of garden art course<sup>[2]</sup> 3 A" the model is integrated with the basic course of landscape architecture art, which is mainly to combine the cultivation of students' logical thinking with creative ability, image thinking and artistic expression, and to enhance students' ability of analysis, innovative design and landscape painting from plane to three-dimensional space. The training goal is to cultivate innovative and comprehensive landscape architecture professionals. Outstanding landscape architecture designers should have certain professional comprehensive quality and artistic accomplishment, which is manifested in ideological + emotional accomplishment (sharp feeling ability, rich artistic imagination, Exquisite artistic skills)+ knowledge (natural science knowledge, social science knowledge, art theory knowledge, social life knowledge). By analyzing and summarizing the process and effect of garden art curriculum through the construction of "3 A"

model in experimental base, teachers and students have achieved great results.

First, through the field construction operation and artistic activity exchange of the experimental base, it expands the vision of the curriculum, increases the teachers and students to pay attention to the development of the art culture of the subject, and further sublimates and applies the students' artistic literacy. Second, further increase students' interest in learning art and culture, comprehensive application ability, autonomous learning consciousness. To expand the teaching mode with deep cultural artistry, to cultivate and guide students' artistic interest, and to connect professional learning with art learning and teaching, so as to combine basic practice with professional practice and discuss each other. The purpose of professional learning has been further strengthened. Third, offline and online diversity of teaching and learning has a more promoting role. The construction of online courses, such as online courses and online courses, is more conducive to students' autonomous learning, classroom discussion and reporting research. These contents enrich the teaching form and strengthen the students' ability of expression and communication. "3 A" The construction of art model has effectively completed the cultivation of artistic knowledge, that is, adapted to the needs of teaching and society, and is more conducive to guiding students to establish a reasonable knowledge structure system, and on this basis can consciously develop individual artistic interest, And can carry on the art docking and the extension deeply. Paying attention to the construction and innovation of basic courses and studying the students majoring in landscape architecture with weak artistic foundation and short class hours not only solves the basic needs of college professional study, but also has greater significance for long-term aesthetic training<sup>[3]</sup>.

## 2. Analysis on the Present Situation of Landscape Architecture in Chinese Colleges and Universities

At present, more than 400 colleges and universities throughout the country have set up landscape architecture design majors, plus specialized colleges and universities, more numerous; while the scale of running schools for landscape architecture design majors is constantly developing, The art course of landscape architecture has experienced decades of development and gradually formed its own teaching mode. As the basic course of landscape design and urban planning, the art course of garden specialty plays an irreplaceable role in cultivating students' basic hand-drawn expression ability and theoretical sublimation

to practical expression. With the changing needs of society, facing

With the rapid collision and rapid development of modern disciplines, with the continuous updating of various computer software, the current teaching methods of garden art can no longer meet the needs of the development of the present era, and appear to be lagging behind. Therefore, garden art curriculum should be constantly adjusted and updated.

The domestic garden art curriculum system mainly consists of several parts: drawing basic part: sketch foundation, watercolor performance, pen painting; three-dimensional composition, color composition, plane composition; performance part: color pencil technique performance, pen light color technique performance, marker pen technique performance, computer aided design; art appreciation theory. Because of the students' artistic accomplishment, class hours and teaching methods, the effect of garden art teaching is not ideal at present. The main reasons are as follows: (1) the students' art foundation is generally weak; (2) the amount of class hours is not enough; (3) the period of learning painting is short; (4) the teaching form is relatively single; (5) the teachers' research on teaching and the transformation of their own professional skills are not comprehensive<sup>[4]</sup>.

Looking back on the history of modern design in the world, as early as the early 20th century, Bauhaus College in Germany broke the traditional teaching mode, created a new design education system, and pioneered the modern accounting education. Subsequently, many countries and regions in the world have perfected the basic teaching system of modern design. Looking at the current situation of garden art curriculum education in China, we have partially transformed the advanced experience of the West, but due to some factors such as the actual conditions of our country, our garden art education also lags behind in many places. Therefore, the road of domestic garden art teaching reform is long.

### 3. How to Practice and Reform the Teaching Method of Garden Art Course

#### 3.1 Developing Aesthetic Competence

Make full use of the practice base (biological garden on campus and large park in the city), expand the practical teaching content of garden art course, reorganize the practice course system, and form a comprehensive experiment. Cultivate art interest and aesthetic ability, observe plant growth habits, and analyze how to design landscape through plants? Teach how to actually carry out garden

design? In view of the fact that some students do not have the foundation of art painting, do not have enough artistic accomplishment, or have some interest but do not know how to learn, in teaching, through the appreciation of Chinese and foreign classical famous paintings, they can comprehensively improve the aesthetic ability and cognitive ability of garden students, cultivate students' interest and cognition of art, the continuity of artistic expression thinking, the ability to understand artistic creation, and deeply understand the artistic creation principles of mastering the expression form of artistic creation, serving the content of expression, broaden their artistic horizons and cultivate artistic sentiment. According to the students' different artistic and cultural basis, they are divided into several groups to guide and encourage students, stimulate students' interest in fine arts, arouse their active initiative, and enable students to study independently. So that students can find out the understanding of objective things and solve practical problems according to their own situation. The application An aesthetic ability of (Aesthetic) in 3 art models is further reflected.

#### 3.2 Activation of Perceptual Qualities

Through the application of the practice base, taking the students as the main body, the time and place of the students' participation in the practice are not restricted, the students' subjective initiative is brought into full play, and the students' practice is diversified. Cultivate students' perception and image thinking ability, which is more conducive to students to adapt to the major faster, because the garden major is a typical perceptual and rational, science and art and culture combined with the comprehensive subject. The diversification of practice base and practice content can further stimulate students' perceptual and rational understanding and avoid students' monotonous feeling in the process of learning. Give full play to students' subjective initiative and enthusiasm.

#### 3.3 Encourage Creativity and Innovation

The cultivation of imagination and creativity should be combined in every stage of our garden art teaching. In cultivating creativity, after further training of aesthetic ability through field practice base, we should first guide students to learn to observe, ask them to analyze and discuss their knowledge, make observation an experience process, and combine physical examination process with practice to transform "fusion" into "creation" and copy nature into the process of respecting objective things to sublimate practice. The application A (Ability) ability in 3 art models is further reflected.

### 3.4 Grasp the Characteristics of the Stage and Improve the Comprehensive Application Ability

In the initial stage of art, garden students should first observe and analyze how to cultivate the behavior process which is easier to understand by simple method, explain the process and regularity of painting in a simple way, and let students understand and master the law. And can consciously use the method to further improve the comprehensive application. According to the characteristics of the stage, the goal suitable for the students' ability is put forward. Pay attention to the integration of garden art class, carry on organic and changeable comprehensive training, strengthen repeatedly, and realize the effect of spiral rise. Because each course of garden art and art culture are interrelated, it is an organic whole and complement each other. For example: set up the corresponding pen painting intensive training between the landscape sketch and the technique performance class; set up the sketch landscape painting special practice of the practice base between the landscape sketch and the sketch class; set up the knowledge intensive training with (bright and dark gray, space sense) between the technique performance and the sketch; set up the special training such as extracting the color elements from nature between the color composition classes; set up the plant landscape model making and the landscape sketch design special training between the composition design foundation. On the other hand, we should strengthen the connection between garden art class and design class, such as plane composition and landscape design class, planning and design class, color composition class and botany, flower science, Chinese art history and Chinese and foreign classical garden history<sup>[5]</sup>.

In the past, the practical teaching of garden art was mainly limited to classrooms and parks. Because of the increase of the type and number of practice bases, students can also use biological gardens, greenhouses, bonsai gardens and horticultural companies to extend the comprehensive practice of garden art from painting classification to bonsai, garden design planning and plant landscape. Garden painting can be combined with plant landscape, plant cultivation and garden design to form a comprehensive experiment. For the future garden comprehensive design ability to lay the foundation.

Finally, the overall evaluation results of the course are discussed by the teacher team for comprehensive evaluation. And carry out each grade, each work to the project completion process obtains the experience, the experience summary sharing seminar. The application A (Apply) ability in 3 art models is further reflected.

### 4. Implementation Plan under “3 A” Art Mode

#### 4.1 Preparatory Phase

Collect relevant data to further understand the present situation of the classroom teaching system of art courses in our school and the teaching effect of garden art courses in local undergraduate colleges and universities. On this basis, the project research plan is formulated to further clarify the research objectives, project tasks and specific operational methods.

#### 4.2 Research Implementation Phase

On the basis of designing the research outline and plan, the specific literature collection and practice base investigation are carried out. Strengthen the effectiveness and pertinence of curriculum content. Combined with the needs of landscape design major, the painting course starts with sketch geometry, reduces the light and dark sketch, appropriately increases the structure sketch composition, then still life sketch practice, and then starts training with landscape, building pen painting quick copy and sketch. Focus on the use of object perspective and spatial knowledge. The curriculum is organically integrated, and the diversified teaching forms are adopted to construct a three-dimensional teaching approach, which is combined with extracurricular. Before class, let the students understand part of the course, collect relevant information, change the traditional mode of teaching, make the students enter the learning state ahead of time, and improve the teaching efficiency, compulsory, elective, exhibition, lecture and academic salon combined. Through elective courses and internships, salons, lectures gradually improve students' artistic accomplishment. Cultivate students' interest in painting and enhance their artistic personality.

### 5. The Reform Goal of “3 A” Art Model in Experimental Base

Based on the practice base, we should reform the content of practical teaching, adopt diversified teaching forms, give play to students' subjective initiative, improve the effect of garden art course teaching, and pay attention to the cultivation of students' aesthetic, practical and applied ability. Through the study of this project, the objectives to be achieved include:

(1) Practical teaching content of garden art course: according to the local and school reality, according to the teachers' scientific research situation, select the appropriate practical teaching content, and gradually improve the garden art teaching outline.

(2) Improve teaching methods: embody students' leading position in practical teaching, give full time and space, let students explore independently, and cultivate students' ability to find, analyze and solve problems.

(3) Improving students' professional accomplishment: through the study of the practical process of garden art, students can have strong experimental and practical skills, further enrich their theoretical reserve, and enhance their professional accomplishment and innovative ability.

The construction system of art basic curriculum chain guided by "aesthetic + ability + application" "3 A art model (Aesthetic+Ability+Apply) provides services for students and courses of forestry major in our campus. This model can effectively utilize teaching resources<sup>[6]</sup>. Improve the practical teaching effect of garden major, improve students' practical ability and organization and coordination ability in many aspects. It provides reference and shared resources for the construction of teaching platform for related majors in similar colleges and universities. It provides reference for the training mode of garden specialty in local undergraduate colleges and provides reference for

the teaching reform of other science and engineering majors in schools.

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