

The Educational Value and Implementation Path of Sketching Practice in Basic Art Education in Colleges and Universities

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Abstract: Sketching practice is an important part of the basic art education system in colleges and universities. It not only builds a bridge between theoretical knowledge and artistic creation but also strengthens the connection between classroom teaching and real life. Research shows that art sketching practice plays an irreplaceable role in cultivating students' professional literacy and shaping all-round developed art talents. To maximize the value of sketching practice, this paper first briefly elaborates on the specific manifestations of the educational value of sketching practice in basic art education in colleges and universities. On this basis, it deeply explores specific implementation paths from multiple dimensions such as teaching content, teaching methods, teaching platforms, teaching guarantees, and teaching evaluation, hoping to provide a new perspective for the reform of basic art education in colleges and universities and a reference paradigm for cultivating more high-quality art talents.

Keywords: Colleges and universities; Basic art education; Sketching practice; Educational value; Implementation path

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1. Introduction

For a long time, basic art courses in colleges and universities have been providing cornerstone support for cultivating art professionals. As the source of artistic creation, sketching has always played an irreplaceable role in consolidating students' basic art knowledge, improving their professional skills, and cultivating their good artistic cognitive abilities. Especially with the in-depth advancement of the educational philosophy of fostering morality and cultivating people, the educational value of art sketching practice has become increasingly prominent. Research shows that art sketching practice is of great significance for cultivating students' innovative spirit, cultivating aesthetic taste, and shaping a sound personality. Based on this, this paper conducts an in-depth discussion on "the educational value and implementation path of sketching practice in basic art education in colleges and universities", hoping to provide inspiration and reference for peers.

2. The educational value of sketching practice in basic art education in colleges and universities

2.1. Consolidate professional foundations

Basic art courses in colleges and universities are responsible for cultivating students' coordinated abilities of "eyes, hands, and brain", and sketching practice is an important path to achieve this goal. Different from previous virtual image learning, sketching practice provides students with the opportunity to contact real objects and images. Being in a dynamically changing environment, students can experience the entire process of observation-judgment-expression, which is of great significance for shaping their professional literacy. On the one hand, sketching practice helps students smoothly transition from two-dimensional planes to three-dimensional spaces; on the other hand, it deepens their understanding of lightness contrast, color relationships, etc., thereby helping them build a personalized color expression system^[1,2]. Sketching truly builds a bridge between theory and practice, laying a solid foundation for students to fully engage in artistic creation in the later stages.

2.2. Activate innovative thinking

Sketching is not passive copying but active creation, which plays a positive role in activating students' innovative thinking. Usually, the scenes of sketching practice are complex and diverse, which is conducive to students' open thinking and targeted training of their independent thinking abilities. Moreover, the diverse environmental atmospheres and object characteristics help fully stimulate students' desire for personalized expression, thereby highlighting the uniqueness of their works. Of course, sketching practice is also accompanied by various "unexpected situations", which place higher requirements on students' quick response abilities. Regular sketching practice helps students effectively break through traditional thinking patterns, guiding them to truly connect artistic creation with real life, making works more vivid and appealing^[3].

2.3. Shape a sound personality

Sketching practice plays an irreplaceable role in tempering students' craftsman spirit and improving their pressure resistance. The process of sketching practice is often full of unknowns and challenges, which requires students to have strong environmental adaptability, pressure resistance, and the courage and perseverance to forge ahead. Only by struggling with difficulties can students create high-quality works one after another. Moreover, sketching has extremely high requirements for details. Students need to concentrate on deliberating the direction of lines, adjusting colors, and improving compositions. Through daily training, students will gradually develop a rigorous, meticulous, and responsible academic attitude, which subtly affects their future development and is of great significance for their personality shaping^[4].

3. The implementation path of the educational value of sketching practice in basic art education in colleges and universities

3.1. Reconstruct the teaching content system

The previous basic art teaching content was mainly "landscape + still life", which was relatively single and not conducive to stimulating and sustaining students' interest. To fully highlight the educational value of sketching in basic art courses, teachers should reconstruct the teaching content system, preferably developing differentiated teaching content, while highlighting the era and characteristics of the content to achieve a multiplier effect in education. First, teachers should clarify the compulsory content of basic art teaching, such as basic modules

like still life sketching, figure sketching, and landscape sketching, while focusing on cultivating students' core skills in modeling and color. In the actual teaching process, teachers should follow the principle of "phased and hierarchical" training to consolidate students' basic skills. For example, in the initial stage, teachers should carry out observation and perception training for students; in the intermediate stage, focus on training comprehensive expression of structure and space; in the advanced stage, provide students with sufficient opportunities for personalized expression and thematic creation. Through progressive training, ensure that students' knowledge and skills achieve progressive improvement^[5]. Second, pay attention to the personalization and era of teaching content. On the one hand, relying on regional cultural resources and combining the professional advantages of the university, develop characteristic teaching modules, such as "local theme sketching", "traditional architecture sketching", and "urban landscape sketching"; on the other hand, rely on advanced digital technology to innovate traditional sketching teaching models and add teaching content that keeps up with the times, such as "ecological theme sketching" and "red culture sketching". In this way, it can not only fully tap the educational potential of sketching but also keep pace with the times, further highlighting the pertinence of teaching content^[6].

3.2. Innovate teaching organization forms

Previous sketching practice was mostly carried out in the form of centralized teaching, which was single and easily restricted by time and space, possibly leading to unsatisfactory sketching results. Therefore, teaching in the new era should gradually extend from offline to online. By creating a multi-scenario with in-depth integration of online and offline, enrich students' learning and practice experience, and double the educational effect. First, to enhance students' offline immersive experience, teachers can adopt a teaching model of "short-term centralized + long-term decentralized". The former requires teachers to focus on collective guidance and atmosphere creation. By organizing students to carry out on-site sketching in diverse scenarios such as ancient towns, villages, and nature regularly, students' sense of experience is stronger and their willingness to create independently is more intense. In this process, teachers should do a good job in on-site demonstration, guidance, and one-on-one comments to solve the sketching problems encountered by students in a targeted manner. The latter requires teachers to provide students with more opportunities and platforms for independent creation, aiming to cultivate students' independent learning abilities^[7]. Second, actively expand online teaching scenarios and build an online platform for sketching teaching. On the one hand, teachers should regularly upload excellent sketching works for other students to observe and learn from. Through mutual learning, communication, and reference, students' creative levels can be improved to varying degrees; on the other hand, regularly uploading famous teachers' teaching videos, high-quality materials, or sharing practical tools to provide help and support for students' independent learning and practice. Moreover, teachers should organically integrate the advantages of online and offline teaching. Through the organic connection and in-depth integration of offline sketching and online review, deepen students' understanding of creation and continuously expand the field of sketching practice.

3.3. Build a collaborative education platform

It is difficult to give full play to the educational value of sketching practice relying solely on the school's single strength. Therefore, in the actual teaching process, teachers should rely on the collaborative education platform to effectively break the time and space constraints and resource barriers of traditional sketching practice by organically integrating high-quality resources from schools, enterprises, localities, and other parties, reconstruct the basic art teaching ecology, and achieve satisfactory educational results through collaborative efforts. First, teachers should regularly lead students to art galleries, museums, ancient town scenic spots, rural communities,

and other places to start sketching trips. After the sketching, teachers can select excellent works to display at the sketching base to enhance students' sense of achievement and keep them interested and passionate about sketching. This is also an effective way for students to gain inspiration^[8-9]. Second, relying on the school-enterprise cooperation platform, teachers should regularly arrange students to carry out 1-2 month internships and training in art design companies, cultural and creative enterprises, media institutions, etc., and integrate real enterprise projects into sketching teaching, aiming to allow students to personally participate in project creation and give full play to their professional advantages. For example, teachers can encourage students to participate in scene sketching and visual design of documentaries and promotional videos to expand the application scenarios of sketching and actively exercise students' practical abilities. Finally, teachers can arrange students to carry out cross-school sketching exchange activities in art majors of other colleges and universities. By successfully holding a variety of activities such as "university joint sketching camps" and "joint exhibitions of sketching works", build a bridge for communication between teachers and students, and students and students, subtly stimulating students' enthusiasm for continuous creation and communication^[10-11].

3.4. Strengthen the teaching guarantee system

Teachers, resources, and management are the prerequisites and keys to ensuring the high-quality advancement of sketching practice. In view of the current weak sketching teaching and innovative guidance capabilities of teachers in basic art courses in colleges and universities, schools should strengthen the training of existing teachers. By regularly holding activities such as "sketching teaching workshops", "famous teachers' lectures", and "cross-school exchanges", continuously improve teachers' sketching teaching capabilities and innovative guidance capabilities. Of course, teachers should also take the initiative to learn from the advanced teaching experience of excellent teachers, and actively participate in various lectures, competitions, seminars, etc. related to "art sketching". Through proactive efforts and school support, strive to improve their own teaching level. In addition to relying on the teaching strength of existing teachers in the school, the school should also actively introduce external high-quality teachers to enrich the team, such as hiring famous painters, intangible cultural heritage inheritors, etc., to let them participate in the sketching teaching practice of basic art courses as "part-time teachers"^[12]. The unique advantage of external teachers lies in their rich practical experience and broad vision, which can bring students inspiration, materials, and cases beyond textbooks. In addition, teachers should suggest that the school upgrade various hardware and software facilities required for sketching practice to meet students' diverse and personalized sketching practice needs. On the one hand, provide students with sufficient sketching tools, photography equipment, etc.; on the other hand, build professional sketching venues, such as special classrooms for figure sketching and natural light studios, to meet the needs of daily basic sketching teaching^[13]. Finally, teachers should formulate safety plans for sketching in advance, especially for outdoor sketching, and strengthen safety management. Only by ensuring different aspects, such as teachers, resources, and management, can we ensure the orderly development of sketching practice and maximize its educational role.

3.5. Improve the teaching evaluation mechanism

Current sketching practice evaluation mostly focuses on the final work, with a single evaluation dimension and neglect of process value. To reverse this situation, teachers should focus on building a comprehensive evaluation system of "combination of process evaluation and summative evaluation, and participation of multiple subjects". Among them, process evaluation should account for 60% of the total, focusing on the whole process of sketching. Among them, sketching plan and preparation account for 10%, focusing on evaluating students' understanding

of the sketching theme, the rationality of scene selection, and the adequacy of tool preparation; sketching process performance accounts for 30%, mainly using evaluation methods such as teachers' on-site observation, students' sketching logs, and group mutual evaluation records, focusing on evaluating students' observation ability, technique application, innovative attempts, and collaborative spirit; phased works account for 20%, focusing on evaluating drafts and revised drafts during the sketching process, with emphasis on students' progress and creative ideas. Summative evaluation accounts for the remaining 40%, focusing on evaluating the comprehensive quality of the final work^[14]. Teachers can give appropriate scores to students' performance and their works based on four dimensions: professional skills, innovative expression, cultural connotation, and emotional transmission. The evaluation not only pays attention to the proficiency of skills such as modeling and color but also focuses on the personalized expression and humanistic value of the works. Multiple evaluation subjects include teacher evaluation, student self-evaluation, and student mutual evaluation. Among them, teacher evaluation focuses on professionalism and comprehensiveness; student self-evaluation encourages self-reflection and cognition; student mutual evaluation cultivates critical thinking and communication skills. In addition to the above, teachers should also actively establish an evaluation feedback mechanism, that is, inform students of the evaluation results in the form of a written report, clarify strengths and weaknesses, and put forward targeted improvement suggestions, aiming to give full play to the feedback and guiding role of evaluation on teaching. Of course, teachers can also set up awards such as excellent sketching works awards and innovative expression awards, aiming to fully stimulate students' participation enthusiasm, activate their creative motivation, and continuously improve the quality of works^[15].

4. Conclusion

Based on the above analysis, the educational value of sketching practice in basic art courses is prominent. To give full play to its educational function, teachers should take points to face, from outside to inside, and realize the same direction of sketching practice and curriculum ideological and political education through measures such as reconstructing the teaching content system, innovating teaching organization forms, building a collaborative education platform, strengthening the teaching guarantee system, and improving the teaching evaluation mechanism. It aims to provide inspiration and reference for maximizing the educational value of other courses in the same major and promote basic art education to a new level.

Disclosure statement

The author declares no conflict of interest.

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