

Construction of Innovative System of Color Teaching in Art Design Colleges

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Abstract: This paper analyzes the current situation of color teaching in art design colleges, and explores the construction of innovative curriculum system of color teaching in art design colleges by combining the particularity and innovative curriculum research of color teaching in colleges.

Key words: Art design colleges; Color teaching; Innovative system

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Color course in Colleges and universities plays an crucial fundamental role in the whole art teaching system. It plays a leading role in cultivating students' color observation ability and color expression ability. It plays a vital role in improving students' artistic aesthetic cultivation and aesthetic judgment ability and stimulating the creativity of color for both painting students and design students. At present, there are many problems in color teaching in Colleges and universities, such as unclear teaching objectives and purposes, incomplete and unreasonable color curriculum system, and lack of innovation in the teaching process. Color teaching in Colleges and universities should conform to the law of education and teaching in Colleges and universities, with the fundamental purpose and goal of cultivating and improving students' creative ability. Only in this way can color teaching become the cornerstone, and bridge of painting, design and other professional learning.

1 Analysis of the current situation of color teaching in Colleges and Universities

Most college freshmen's color learning before entering school is mainly about the training of a single "Exam-oriented" project, and generally lack of systematic learning color theory and techniques. In the specific color teaching, most teachers of color courses in Colleges and universities often regard course's teaching objectives as knowing the law of light and color, being familiar with materials and tools, and reproducing objective images. This kind of teachers' unclear understanding of the goal and purpose of color teaching directly leads to the fact that the fundamental goal of color course in Colleges and universities is to improve students' color creation ability, which makes it challenging difficult to connect color teaching with painting, design and other multiple applications, and the color course is isolated.

2 The construction of innovative system of color teaching in Colleges and Universities

The construction of the innovative system of color teaching in Colleges and universities should clarify the purpose and goal of color teaching in Colleges and universities, optimize the color teaching curriculum system, and establish a complete and reasonable color teaching curriculum system. At the same time, we should strengthen the construction of innovative Teaching materials, and pay attention to use of creative teaching principles in teaching.

2.1 The aim and goal of color teaching in Colleges and Universities

Color teaching in Colleges and universities should be in line with the law of education and teaching in Colleges and universities. It should improve students' innovative ability, and the ultimate goal is to cultivate artistic talents with creativity, expressiveness, and comprehensive knowledge. Specifically, teachers and students' color teaching in Colleges and universities should be led by the main body, aiming to improve students' creative ability and promote people's overall development. Through the education of color course, students can master accurate and systematic color theoretical knowledge, technical capability, and innovative thinking mode and lay a solid foundation and Technological platform for painting, design, and other professional learning. To sum up, it is to "master the law, improve self-cultivation and enhance ability."

2.2 Optimizing the color teaching curriculum system

2.2.1 First, establish a reasonable and complete color curriculum system.

In the past, the color teaching curriculum is often lack of systematicness and coherence. The key to optimizing the color teaching curriculum system is establishing a reasonable and entire color curriculum system. To establish a reasonable and complete color curriculum system, we should fully embody the unity of teaching philosophy and curriculum design, innovative thinking and teaching practice, teaching content, and teaching methods.

The complete color curriculum system should be composed of painting color (color painting), decoration color (color decoration) and composition color (color composition). The trinity of color painting, color decoration, and color composition is also in line with the international advanced color teaching system. The focus of color painting teaching is to strengthen students' basic color knowledge, modeling ability and color design consciousness and thinking through the teaching of basic color skills.

Decorative color is the transition between painting color and composition color. Decorative paint course should be composed of national tradition and folk decorative patterns, foreign decorative patterns and the rules of formal beauty of decorative patterns. The composition color embodies the modern color

theory relatively completely, including the physical, physiological and psychological principles of color, the attribute and mixing system of color, the configuration of color, the contrast and harmony of color, the conception, imagination and creation of color, and the application of composition color in painting art and comprehensive art. The primary purpose of color composition is to teach color theory knowledge, supplemented by skill training to cultivate innovative thinking.

2.2.2 Second, pay attention to the construction of innovative teaching materials.

"Teaching materials, also known as textbooks, are the main basis of teaching. It is a special book to explain the teaching content and the concretization of the syllabus." Textbook construction is the core of curriculum construction, and it is an important part of teaching work and teaching quality guarantee. Compared with other conventional color teaching materials, innovative color teaching materials should be closely around the innovative color teaching content, close to the syllabus, clear teaching objectives, to ensure the uniqueness and authority of the teaching materials in innovation. Besides the systematicness and scientificity of color teaching, innovative color teaching materials should be the history of the development of color science.

2.2.3 Third, innovative color teaching principles.

"Teaching principles are the basic requirements for teachers and educational work in the process of teaching according to the discovered teaching rules and certain teaching purposes." The teaching principles of innovative color course are as follows:

2.2.3.1 Step by step principle

The principle of step by step means that teaching should be carried out by the logical system of the discipline and students' cognitive development to systematically master basic knowledge and skills and form strict analytical thinking ability. This principle is also called systematic principle." The specific order of color teaching is as follows: The teaching of painting color (color painting) is mainly based on skill teaching, supplemented by theoretical teaching - decorative color (color decoration). We should pay equal attention to both theory and technique - color composition (color composition) during the education. The teaching is mainly based on

theoretical teaching, supplemented by skill teaching.

2.2.3.2 The principle of integrating theory with practice.

"The principle of integrating theory with practice" refers to that the purpose of learning should be guided by learning basic knowledge, understand knowledge from the connection between theory and practice, and pay attention to the use of knowledge to analyze and solve problems, so as to achieve the goal of learning, understanding and application." The specific measures are as follows: In the practical teaching, we should pay attention to the close combination of practice and theory teaching, so that the practical teaching link becomes an essential and effective method to apply and test theoretical learning and strengthen the theoretical knowledge. The ultimate goal of practice is to enable students to master the color theory and application rules and realize the natural transition from academic color to practical color.

2.2.3.3 The principle of unity of imparting knowledge and cultivating ability.

There is a close relationship between the accumulation of knowledge and the development of ability. Rich experience is a necessary condition for cultivating creative thinking. In color teaching, we should achieve the unity of imparting knowledge and cultivating ability. In the teaching of color design, the relationship between color aesthetics, color psychology, color sociology and color design should also be taught. Facts have proved that only by mastering the accurate and systematic knowledge of color theory can we improve the technical ability more effectively and then improve society and economic and cultural construction.

3 Innovative color teaching system should not only be in line with international standards, pay attention to absorb western color research results, but also combine the national characteristics and meet the needs of the times.

In the West, the real color study should begin with Newton's discovery of the spectrum in 1666, when he decomposed the sunlight into seven colors through a prism. Subsequent investigations revealed that people's color perception of light is

produced by lightwave stimulating visual sense. The color of objects is the principle of different absorption and reflection of light on the things' surface. In 1730, Lubron published the theory of three primary colors (red, yellow and blue). In 1776, Harris Moses published the hue ring. In 1831, Brest published three primary colors of color, which laid the foundation of modern color matching. In the 20th century, the Munsell color system in the United States and Ostwald color system in Germany constituted two effective current color research systems. Subsequently, the Japan Institute of color research evolved into Japan color matching system (PCCS) based on the former two. The trinity of color painting, color decoration and color composition is the integration with the international advanced color teaching system.

Innovative color teaching should absorb the research results of Western color science and pay attention to the combination of national characteristics to meet the needs of the times. China established the five-color system 2500 years ago, more than 1000 years earlier than the West. Five colors, namely green, red, yellow, white and black, are consistent with modern color science theory. According to the records of KAOGONGJI in the Western Zhou Dynasty: "Painting failure, dye five colors." The murals of Qin and Han Dynasties, especially the Han Dynasty's lacquer paintings, are very good at color design. In the Wei, Jin and Southern and Northern Dynasties, Xie He put forward the idea of "color according to the category" in his ancient painting records, which reflected the ancient Chinese the objective color category. The "Jinbi landscape" of Sui and Tang Dynasties, Dunhuang frescoes and porcelain crafts of Song and Yuan dynasties all reflect the prosperous level of color application. In the Ming and Qing Dynasties, Western ideas and scientific thoughts infiltrated, and decorative color developed considerably. Chinese traditional color art is divided into three parts. Ink with five colors and appropriate color matching ink system; It is a heavy color system with lines as the main part and ink lines as the sketch. Innovative color teaching should be combined with the national characteristics, but also to meet the needs of the times. In short, whether as art or as teaching, the color should keep up with the needs of the times and society.

4 Conclusion

In conclusion, color teaching in Colleges and universities has to be reformed. The optimization of color teaching in Colleges and universities should be combined with the particularity and innovative curriculum research of color teaching in Colleges and universities. We must focus on cultivating students' color creation and color theory research and developing students' creativity as the mainline. Only by reforming the teaching mode and concept that is not conducive to students' creativity, can we achieve the goal. It can meet the needs of the development of the times. Color basic teaching plays a leading role in cultivating students' color observation ability and color expression ability, improving students' artistic aesthetic cultivation and aesthetic judgment ability, and stimulating color creativity. In the specific teaching, teachers should always prioritize students' color creativity as the final goal, scientifically choose teaching strategies, and strive to achieve an effective combination of science, art, aesthetics, and functionality. At the same time, teachers should

always take the cultivation of students' creative application ability as the constant goal, to make the teaching gradually transition from the study of the fundamental law of color to the application of color creation, and make the students rise from theoretical study to practical innovation. The practice has proved that optimizing the color teaching curriculum system and constructing a complete and reasonable innovative system of color teaching can effectively solve the connection between limited class hours and multiple teaching objectives and fundamentally solve the problems of insufficient innovation pertinence and effectiveness existing color teaching.

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