

# A Study on the Creation of Visual Arts on Paper Bags

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**Abstract**—When guiding students to create graphic compositions, the teacher used items found in daily life as the theme for practicing their creativity. This assimilates creative theory into actual production and achieves the integration of theory and practice. For the creation of visual arts on paper bags presented in this article, the students were encouraged to draw patterns according to their favorite theme and produce beautiful paper bags that were provided to the school's admissions committee for packing souvenirs given as gifts to friends of the school.

**Keywords**—visual arts, paper bags, creative graphic compositions, creative design.

## I. INTRODUCTION

The teaching and learning of graphic design compositions such as point, line, and surface assisted students in their critique of various works through appreciation of examples. It also cultivated their aesthetic perspective. Then, through practice, the students' ability and skill for painting were developed. Moreover, they were able to present and display their works by means of oral reports.

However, with diversified admission channels, students tend to come from different sources and have varying degrees of expertise and background. How can these students be assisted to be creative and not be biased against painting? How can their creative ideas be displayed through their works? These were the challenging issues faced by the teacher during teaching and counseling.

## II. LITERATURE REVIEW

Visual aesthetics is a critical factor of new product design to capture customer attention and create positive emotional reaction to enhance the customer satisfaction [1] [3]. Scholars believe that visual design is crucial in the display of items. Suitable pattern compositions not only produce an aesthetic perception, but they also enhance the realism of the work [2].

However, there are many subjective factors that define aesthetic perception. Some studies conducted experiments on its subjectiveness and objectiveness, in hopes of providing a more objective reference method for visual design [4]. Another study pointed out that when students learn about visual graphic creations, they should have a deeper understanding of how to convey meaning through patterns in order to express their works more vividly [5].

## III. CREATIVE DESIGN

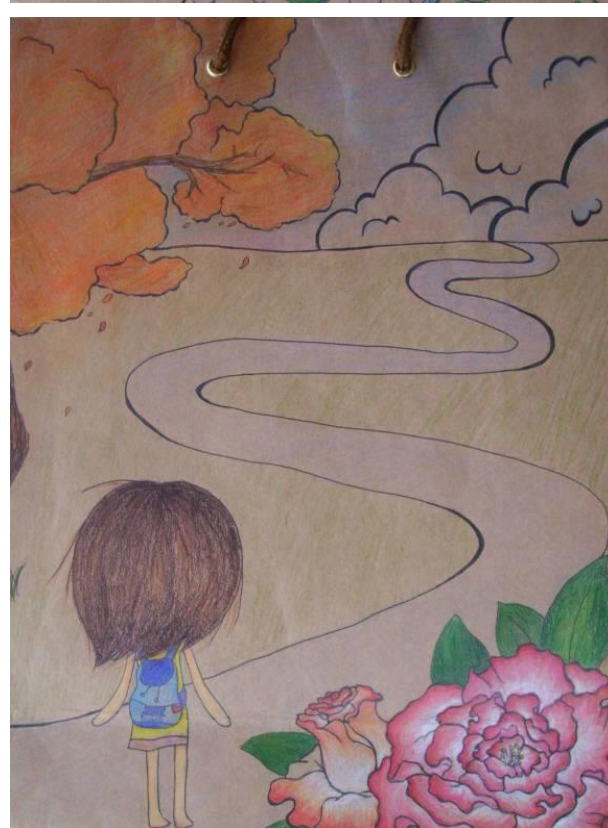
Creative thinking can be stimulated through the discussion of ideas. Creative works can be presented by means of oral report for the expression of ideas and training of communication ability, as well as to allow mutual appreciation of works and attain the effect of peer learning and observation. Secondly, the discussion process strengthened student-teacher interaction and emotional building, as well as assisted in giving the creative work a better presentation.

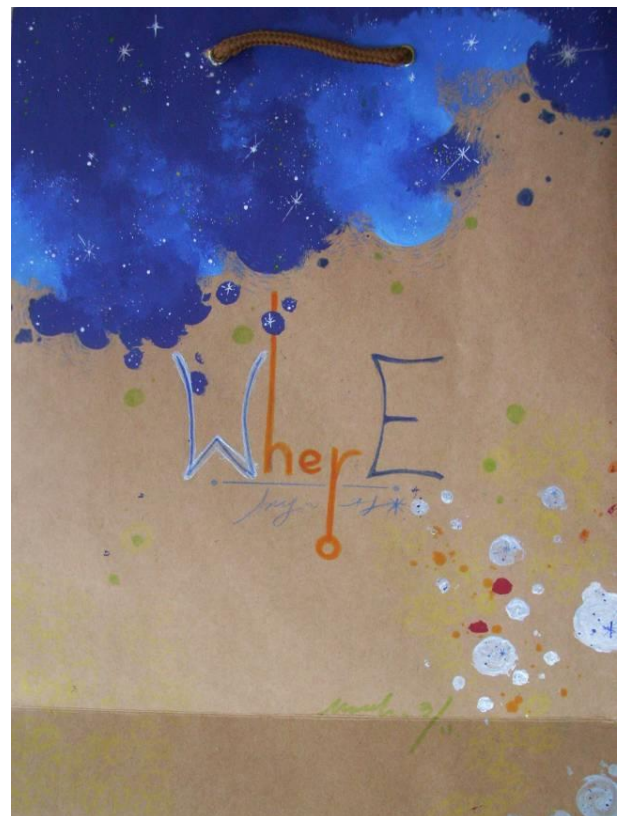
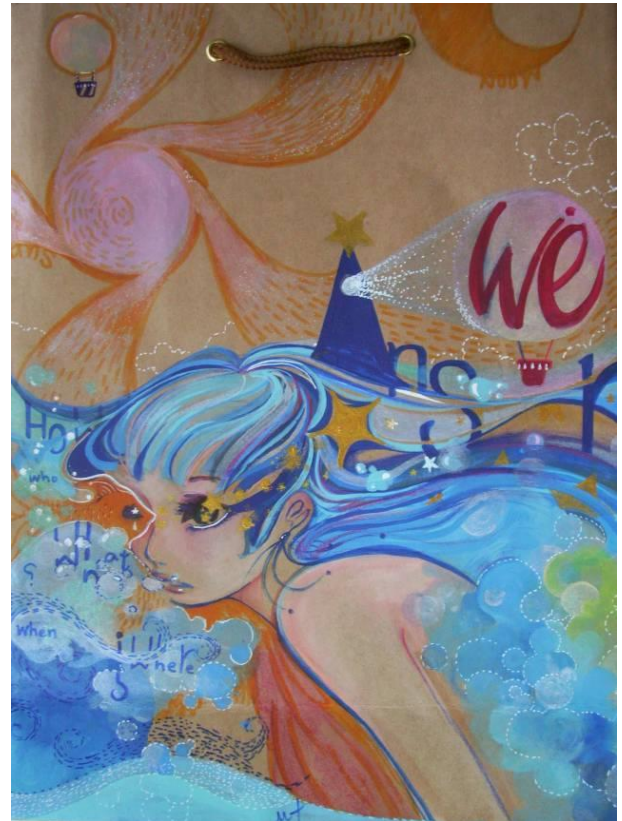
Creating with a purpose enabled students to study in real situations and was able to strengthen their motivation to learn. The students' sense of honor and confidence would be improved if cooperation with other units can be obtained to recommend their works. Daily life and creativity can be combined to achieve the new design concept of life creativity and creative life.

## IV. DESIGN RESULTS

The following are student works that show excellent creativity (figure 1).







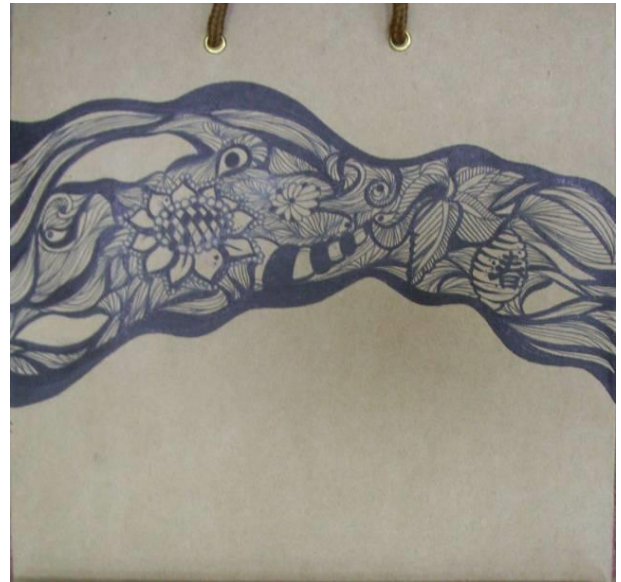
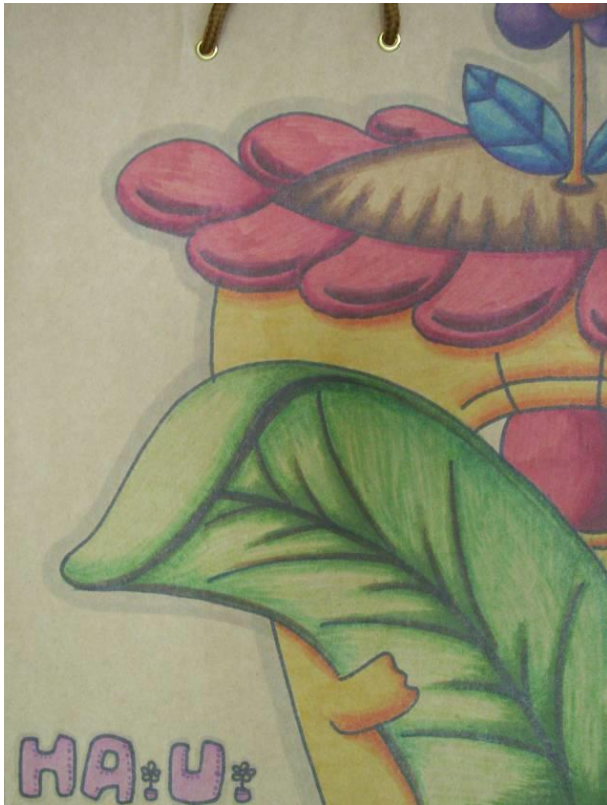


Fig. 1. The creation of visual arts on paper bags



## V. CONCLUSIONS

In general, the results for the innovative research and development of this study are summarized and illustrated below:

- (1) The theme for the creation was selected from life environment. Creative thinking, as well as flowers, vines, or water droplets helped in creating the atmosphere of the picture.
- (2) Creativity was encouraged and graphic composition was made lively and interesting. This also helped students who were afraid of expressing their creativity present their own works.
- (3) The exquisite creative compositions showed the delicate aesthetic perspective and creative skills of the creator and aided in peer observation and learning.
- (4) The performance technique of moderate exaggeration could attract attention and produce a visual design effect. It provided students with a different method of creative thinking.

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