

Visual Creation Research on 4K Paper

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Abstract—Design education emphasizes both theory and practice as well as requires students to present their creative design concept through textual narration and verbal report. Under this premise, students were asked to express their creativity on 4K (297mm x 420 mm) paper. During this process, the discussion of teacher and students became the reference for modification. The results of this paper show that students were able to utilize various methods to show their techniques and use composite materials for their creative works. This revolutionizes the traditional method of using a single theme or single material. This is worthy of being followed-up in future design courses.

Keywords—*creative design concept, composite materials, creative works.*

I. INTRODUCTION

The Creative Plane Composition course was originally called Basic Design, which used point-and-line surface composition to create visual designs. However, the nature of the curriculum was similar to design-related courses given in vocational schools; therefore, teachers must come up with livelier teaching methods and contents for advanced teaching and learning.

In this article, students were given the opportunity to make visual creations according to their expertise and interest by means of hand-painting, electro-painting, collage, or through a combination of media on 4K paper (297 mm x 420 mm). Moreover, after putting their creativity in full play on paper, they were able to show the different faces of plane composition.

II. LITERATURE REVIEW

Scholars have argued that the degree of impact of many design paradigms on the creation itself is unclear, and the meaning and purpose of a work's visual usability should be explored [5] [4]. The influence of aesthetic language and visual design was also investigated [2].

Some scholars proposed skills and training objectives, selected appropriate methods, as well as gave comments about graphic design teaching plan [1]. Others consider that graphic design is an information encoding process, the key of success or failure of graphic design due to the efficiency of information communication, namely information encoding quality [3].

III. CREATIVE DESIGN

During the teaching and learning process in the Creative Plane Composition course, the teacher first selected local and international works from graphic design books to explain to students, stimulating them to develop creative concepts. Secondly, during the creative process, discussions and modifications were made to help students understand deeper the meaning and purpose of creative work.

The conditions for creative works were dependent on the understanding of teacher and students. When more limitations for their creations were set, the students showed great capability for thinking and designing under limited conditions. The students were able to have more space to show their creativity. This seems to be a good trial for freshmen students.

IV. DESIGN RESULTS

Figure 1 conveys the joy of growth through the colorful beauty of spring. Figure 2 uses a childlike approach to shown the growth process. Figure 3 uses dolls as the theme, with each character expressed as a cool cartoon. Figure 4 depicts an interest in painting since childhood and an insistence on creative work despite poor academic performance. Figure 5 shows the fun of doing things with one's favorite bear. Figure 6 presents dreamland's illusion of beauty with abstract points and lines. Figure 7 uses countless heaps of heads to present the helpless and urgent need for rescue when a person is at one's end. Figure 8 shows animal postures through sketches. In figure 9, a bright eye is shown through a collage. In figure 10, the elongated antlers convey the complexity of the mind.

Figure 11 shows an invincible brave warrior. Figure 12 presents a father as a toiling, thrifty farmer. Figure 13 shows portraits from one's imagination playing certain roles. Figure 14 presents a star-filled sky created imaginatively. In figure 15 are cool cards showing household pets. Figure 16 presents the beauty of dance music through clippings. Figure 17 displays a three-dimensional cut-out of the word LOVE. Figure 18 shows nine scenes from a self-fabricated story. In figure 19, the creator compares oneself to a squirrel who loves to eat, drink, and play. Figure 20 is a promotional material that persuades people to love, protect, and refrain from cutting trees. Figure 21 presents a collage of precious photos in the form of three-dimensional invertible cubes.



Fig. 1.



Fig. 4.



Fig. 2.



Fig. 5.



Fig. 3.



Fig. 6.

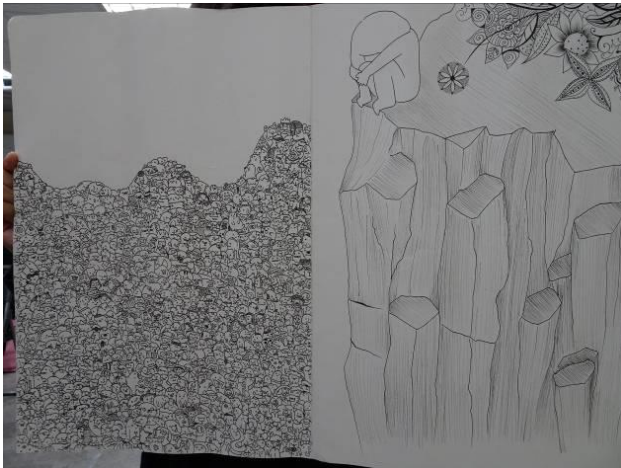


Fig. 7.



Fig. 8.

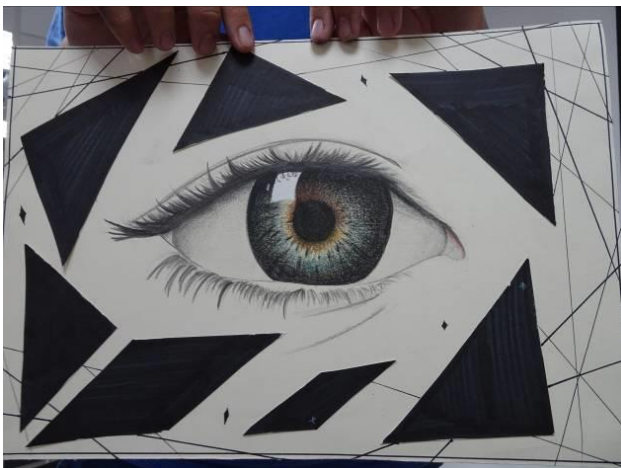


Fig. 9.



Fig. 10.



Fig. 11.



Fig. 12.



Fig. 14.



Fig. 13.



Fig. 15.



Fig. 16.



Fig. 17.



Fig. 18.



Fig. 19.

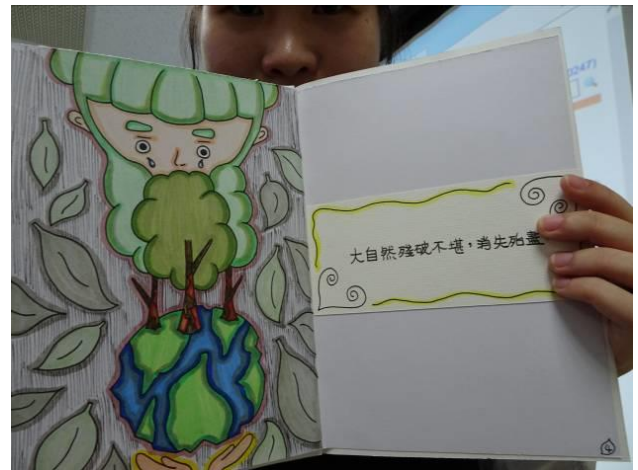


Fig. 20.





Fig. 21.

V. CONCLUSIONS

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

- (1) Students were encouraged to make creative products using 4K paper without being limited by techniques or materials. This allowed them to fully express their individual creativity.
- (2) Students produced their two-dimensional and three-dimensional works through hand-painting, electro-painting, or collage. They were able to escape from the traditional method of drawing with simple composition.
- (3) Requiring students to give oral reports cultivated their skills in oral expression. This is very important in design education.
- (4) Requiring students to submit a text narrative cultivated their ability to write. This is essential in design education.

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