



# ASOS JOURNAL

The Journal of Academic Social Science

*Akademik Sosyal Arařtırmalar Dergisi, Yıl: 4, Sayı: 31, Ekim 2016, s. 452-457*

Yayın Geliř Tarihi / Article Arrival Date  
26.08.2016

Yayınlanma Tarihi / The Published Date  
12.10.2016

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## **THE NECESSITY AND SIGNIFICANCE OF BASIC DESIGN LESSON IN FINE ARTS HIGH SCHOOLS**

### **Abstract**

Art comprises every way that leads to a person's revealing any perceived situation. As for design, it is an image which is generated in the mind either of an object with a plan or in the object's generation stage. In arts education, in order to direct the intended creativity light, certain methods are needed to be taught. These methods can be introduced with the Basic Design Lesson.

The purpose of the Basic Design Lesson is to gain skills of recognition of techniques, tools and materials which are needed to be used in the beginning of the design stage until the end and regulation of these instruments to attain an appearance. This lesson aims to provide the means of discipline for the individuals who will make a design with accurate observation, research, and easy problem-solving skills. Additionally, Basic Design Lesson is an important tool for individuals to develop skills under the guidance of certain rules and with an artistic disposition, providing them with vision and awareness of visuality and use these together accordingly.

The sooner an individual who is educated in arts meets the required basic training, the quicker this individual will reveal the talent inside, advancing in the development and reflect his/her own light. Due to lack of Basic Design Lessons in

existing Fine Arts High Schools in Turkey, the graduates of these schools may have to face difficulties in design on their future educations. However, it's obvious that the sooner the basis of design is established, the better it becomes. The lack of Basic Design Lessons in Fine Arts High Schools in Turkey constitutes the problem of this study. The study is attempted to be described via scanning of indexes and abstracts of scientific publications. In the light of the findings acquired from the scientific data, the result of the necessity of the Basic Design Lesson is deduced and relevant suggestions are made.

**Keywords:** Fine Arts High School, Basic Design, Creativity, Originality.

## **GÜZEL SANATLAR LİSELERİNDE TEMEL TASARIM DERSİNİN GEREKLİLİĞİ VE ÖNEMİ**

### **Öz**

Sanat eğitimi yaratıcılık eğitimidir.Okutulan derslerde genel olarak öğrencilerin yaratıcılığını ön plana çıkarmaya çalışmak,güzel sanatlar eğitimi için bir ilke olmalıdır.Genel olarak tasarım ve mimarlık gibi fakültelerde okutulan temel tasarım dersini alan öğrencilerin,güzel sanatlar liselerinde böyle bir dersle karşılaşmadıkları için yaşadıkları sorun azımsanamayacak kadar büyüktür. Yaratıcılığın içinde, sanatta yeni ve özgün bir şey yaratmak bütünselliğine ulaşmak için algı da önemli rol oynar Wernher Von Braun “bilinen şeyleri, yeni biçimde kullanmak, şimdiye kadar olduğundan başka biçimde birleştirmektir” diyor. Bundan şu anlaşılıyor ki yaratıcılık üzerine araştırma yapanlar farklı sözcükler de kullansalar içerik olarak birbirine yakın tanımlar yapıyorlar.Temel tasarım dersinde kullanılan materyaller aslında günlük hayatta hemen herkesin karşılaştığı objelerdir.Amaç bu tarz bilinen objelerden düşüncelerinizi yansıtmak yeni bir şey yaratmaktır.Ve bu aktif hayal gücünü ve yaratıcılığı geliştirmektedir.Ancak Güzel sanatlar liselerinde böyle bir dersin yer almaması bir sorundur.Bu sorunun nasıl çözüleceği ile ilgili kapsamlı bir araştırma yapılmış ve çözüm odaklı yapılması gerekenler sıralanmıştır.

**Anahtar kelimeler:**GüzelSanatlarLisesi,Sanat,Temel  
Tasarım,Yaratıcılık,Özgünlük.

### **Introduction**

The purpose of the Basic Design lesson in Fine Arts Education Departments of Education Faculties and Fine Arts Faculties in bachelor degree is to achieve development in a visual and aesthetic way, comprehension of technical equipment and composition of creative applications by establishing connections between objects. Visual Communication Design, architecture and similar departments employ this lesson for these purposes.

Additionally, this lesson, alongside developing creativity in students, aims to equip students with aesthetic production principles and reflect this in their practices by enriching the produced imagery in an aesthetical way. It is essential for a lesson, which can accomplish an important aim as this, to be basically taught prior to the bachelor degree. However, the fact that this lesson is not included in the curriculum of Fine Arts High Schools in Turkey leads to difficulties in the education process. In addition to having difficulties in creativity, the students who were not taught this lesson face several problems utilizing the material they have and reflecting their independent ideas.

### **History of Basic Design**

The term “design” was used in Bauhaus as Design School in Germany in early 20<sup>th</sup> century, having a place as a discipline in the education system with the aim of helping students to describe themselves personally and relieving them from their pre-acquired prejudice. The Bauhaus School, which aims to shape the visual education with a modern approach, contributed greatly to visual education with preparation system and unique educational methods in classes. Bauhaus, removing the boundaries by combining the fine arts field with other practical arts, aimed to integrate art into daily life with design.

Evaluating the twenty years of experience accumulation of Fine Arts Faculties, which started to demonstrate a more balanced distribution throughout the country, the realities, opportunities and requirements of Turkey are too significant to be ignored in a world which is going through a rapid-radical and extensive period of change. Our society’s and individuals’ aims and expectations, the extent and qualities of our art culture, the properties of our national education and higher education system should be reorganized in accordance with the principles of contemporary art and the century’s requirements and education programs should be rearranged. The effects of Basic Design lesson on productivity were clearly proven by the performed studies.

Art and design are two elements which constitute the core discipline. Basic Design is a lesson which concretizes abstracting. The content of the lesson plans of Fine Arts High Schools which should employ a professional art education falls short. The greatest example of this is the difficulties which the students in architecture, art teaching, and fine arts undergraduate programs encounter when they meet with the Basic Design lesson. The most developing period for a productive and creative mind is, between ages of 7 and 15. Unless individuals are presented with quick and productive thinking on time, it would be absurd to expect this development instantly from adults in their 20s. If a lesson as Basic Design, which helps to reveal and develop an individual’s creativity, is started to be taught in undergraduate education, it only means it is too late.

Ned Hermann, a man of art and an educationist, suggests that the resource of creativity is brain and not only a certain part but the whole brain is effective in creativity. It is also proven by the studies and experiments that the human brain is prone to change mainly in the secondary education period. Therefore, It is wrong to force individuals who are in university period about a subject which they were not taught before and inexperienced at.

It was observed in a study that Basic Design lesson helps students to employ colors, lines and shadows in the right place and at the right time (Uysal, 2015: 54).

Otherwise, a student in the undergraduate education will have difficulties discovering the creativity inside and substantially waver. Upbringing of innovative and authentic individuals who can keep up with the age depends on the existence of facilities which can constantly develop the education system (Buyurgan, 2007: 658).

### **The Significance of Basic Design Lesson**

Undoubtedly, art is one of the most significant of our past, present and future life. It is the definition of creativity and imagination. We express and share our feelings and thoughts by employing the art's versatile fields. Every creation has a connection with the previous ones and none of us can create something from scratch. The work we complete and the outputs we produce are the accumulation of all our knowledge and experience in life. The significance of the Basic Art lesson appears at this point, consolidating its necessity. On this basis of all Visual Arts (painting, sculpture, graphics, etc.) this lesson is taught. It is also a common lesson in every field in education faculties. In Basic Art education; we learn fundamental principles and concepts. We express and develop our creative strength, observations, impressions and feelings via art. It provides productions of classic and unique designs with various technical knowledge and equipment, comprehending the sense of art in past and present, comparing and synthesizing them, making our works unique designs which are free from duplication, imitation and ordinariness, recognizing national and global art and learning the fundamental terms in the Basic Art education. By teaching Basic Design lesson to students in early times, students advance faster in reflecting their creativity in their design and creating their own lines. An individual who is not taught this lesson and methods until the undergraduate education will have considerable difficulties in carrying out the design in a unique way. It was observed in a study that Basic Design lesson helps students to employ colors, lines and shadows in the right place and at the right time (Uysal, 2015: 54). Unless the Basic Design Lesson is taught in beforehand, unfortunately, the discovery of creativity becomes difficult accordingly and even cause students to feel incompetent about design on the following times and alienate them from art education.

### **Basic Design Lesson and Students' Gains**

Basic Design-I lesson's content consist of elements (line, texture, form, shape and space) and principles (rhythm, movement, balance, emphasis, contrast, unity, integrity, diversity) which constitute a work of art and two-dimensional and three-dimensional practices on a two-dimensional surface (YÖK, 2010). Basic Design-II lesson's content comprise of more emphasis on colored and three-dimensional practices by employing basic design elements and principles, and visualization of the arisen products (YÖK, 2010).

Basic Design lesson, is termed as "Basic Design" in visual arts and various programs in many countries. This phrase was first created as a result of the studies of Bauhaus teachers. According to Turani (1998: 21), "Basic Design" is defined as designing and organization practices which includes creating the right composition by employing line, point, volume, surface and color alike art principles and elements and practiced in a designing way in which the creativity is emphasized and the materials'

potentiality is researched. The basic design lesson was first employed in the program in the Istanbul School of Applied Fine Arts in 1957. According to Atar (2004: 47); this lesson, which was restructured with a common language's discipline and later practiced in graphics, ceramics, interior design and similar education departments. It was also employed as a mandatory lesson in the preparatory term in the first grades of schools which exercises an art education. HalilAkdeniz and ErdalAksel, who are important individuals of Turkish Painting, mention that students in the Basic Design lesson should be encouraged to think uniquely, take risks, do unrelated bounces while thinking, acquire new interpretations by fostering ideas simultaneously and try problem-solving ways freely (Akdeniz and Aksel, 1989: 15).

Basic Design lesson, which the fundamental principles of design are taught, teach students to work in a disciplined way, use time efficiently, be patient and focus. A design student with these qualities will be more successful in following works. Additionally, Basic Design lesson helps students to distinguish the difference between looking and seeing. A student with an appropriate background becomes a person who can apply free and creative perspective to future artworks easily. Likewise, by easing the career choice of the students, the ability to create self-suitable materials are provided by material and texture studies. As for color and form subjects, the same manner is employed, providing students with an objective look at the world (Itten, 1967: 9).

### **Conclusion and Suggestions**

In the study, under the light of the consulted resources, the art education need to have a structure that can develop the rational thinking, a problem-solving approach, and creativity. The art education, which plays an active role in the individual's personal development, should impose complete uniqueness of individuals. The Basic design lesson is the first step of art structuring. Within this scope, the already practiced Basic Design lesson in architecture and Fine Arts Faculties is totally focused on creativity and practice. The lack of Basic Design lesson in Fine Arts High Schools' curriculum leads students to an overdue development of active thinking and creativity.

Schools like Fine Arts High Schools, in which the education solely focuses on art, should provide Basic Design education with full capacity to the students. One of the main aims of Basic Design education is to teach students the theoretical and practical fundamental elements and principles. In this regard, the contents of the lesson should be directed accordingly. Another aim of the lesson is to teach how to be disciplined. The students are directed to meticulous working, using time efficiently and patiently focusing on the product. An education as this has the influence of directing them in further works. Additionally, the other aims of the Basic Design lesson and art education, in general, is distinguishing the difference between looking and seeing. In high schools, which are assumed to be the basis of the university, social life, and personality development, students should progress more on the practical way than theoretical ways and a lesson as Basic Design, which is highly interrelated with practical ways, should be included in the curriculum.

More research should be emphasized to provide works of art and non-imitation works and it should be ensured that new designs are produced by following the examples of works of art.

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