

Research on the Teaching of Fashion Accessories Design Course based on Studio Mode

Ping Wang^{1, a}

¹Guangdong University of Science & Technology, Dongguan China

^a28993716@qq.com

Abstract

Classroom teaching of clothing under the mode of clothing studio allows students not only to master more knowledge of accessory design theory, but also to learn more principles of drawing. The elderly can improve students' adaptability in future design and lay the foundation of buildings for future design and learning. The discipline of fashion design is a discipline that requires practicality, and basic theoretical knowledge is far from enough. Using the studio method to teach design can allow students to perform some practical operations on the basis of mastering design theory to verify theoretical knowledge and better master it. In the process of practice, students can also pass through appropriately, thus building their own design style. The article mainly analyzes the advantages and composition of design teaching in the studio mode.

Keywords

Studio model; clothing accessories design; curriculum teaching research.

1. Introduction

The studio model has only been applied to the fashion design classroom in recent years. The studio has realized the way of combining teaching with technology, which enables students to learn and verify design knowledge while constantly practicing technology. This teaching mode has exerted great influence on design teaching, and it has also achieved great results. Under the working situation, the clothing accessories design course fully combines the characteristics of contemporary clothing accessories, and formulates different design tasks. According to the different tasks, it is divided into several different working groups, so as to form a technical exchange. The platform has built a very characteristic teaching method. The basic concept of this way of teaching is that students' hands-on operation is the main goal. Teachers carry out theoretical teaching and technical guidance. In the studio, students are allowed to complete more clothing design work, which innovates the way of design teaching.

2. Teaching Composition of Clothing Accessories Design Subject under Studio Mode

The subject of costume design is closely related to production. This subject should not only be a theoretical knowledge of design, but also be combined with production practice for teaching. Through the reasonable combination of the two, students can learn and master a lot of design knowledge and common rules in design, and then apply them to their own designs in the future. In practice, students have mastered more design rules and application techniques. The teaching method in the studio can achieve better teaching effects, master the flexible use of design rules, and be able to master higher design capabilities in the continuous practice process, laying a strong foundation for future professional learning. The teaching method of the studio has greatly improved the situation where the former teacher dominated the design of the classroom.

Whether in terms of explanation or demonstration, it is more focused on students, and the teacher actively plays a supporting role. Design teaching is mainly divided into the following components.

2.1. Ready-to-wear Design Studio

At this stage, it is the primary period for students to study professional design. During this period, students designed common types and styles of everyday clothing, including children's clothing, boys' clothing and girls' clothing. They can master the theme of the design and use them in actual cases reasonably. In this process, they emphasize the design of styles and clothes shapes, focus on the flexible use and changes of the laws of beauty, so as to better adapt to the design market needs. This process is the successful conversion of immature student work to actual production of clothing products. At the same time, it has strengthened a high level of awareness of the fashion design market in society, which is an important teaching content of the studio. Intensify the in-depth research on the theoretical knowledge of the course, and add some successful design cases to the actual design teaching in the classroom, in-depth analysis of the case, the actual design case published in the classroom teaching, so that students to strengthen the understanding of the design process of a finished product, fully integrate knowledge and practice.

2.2. Sample-making Studio

This link is mainly to combine the general style of clothing with the pattern-making teaching of clothing (see Figure 1). Reasonable combination of subject art and skills in design, based on actual requirements, reasonable formulation of design drawings of clothes styles and first screenshots of various structures, this is the main course teaching content of this work. In this stage, more attention is paid to students' innovative teaching. In costume design, the most important thing is to innovate ideas and master new methods and contents, so as to improve the overall level of design. This process focuses on the analysis and design ability of artistic innovation, let students understand the awareness of the market, reduce the gap between teaching and practical application at work, let students adapt to the design work content and working mode in the society in advance, help students better integrate into the society after graduation, reduce the time and distance of transition, and enhance the overall competitiveness.



Figure 1. Costume Studio

2.3. Clothing Brand Studio

This stage is a critical stage, and it is also the last period that the design work needs to be completed. This is the last important stage. This period is the last stage of making the works designed by students into commodities. Teachers should play a timely guidance role at this stage, students do not have sufficient experience in sourcing fabrics and production processes, teachers can strengthen guidance in this regard, the specific management of clothing, what kind

of crafts to use, and for the purchase of materials, there should be a certain calculation of the cost of craftsmanship. These aspects are very critical steps. The training of students in this aspect should be strengthened and integrated with actual teaching. The final stage can strengthen cooperation with some actual enterprises, find some professional enterprise personnel to explain to students the manual methods, operation methods and design processes of the entire enterprise, so as to help students apply this knowledge to design and improve comprehensiveness ability, And when designing in accordance with this flow standard, it can be more in line with the needs of the enterprise, improve the teaching effect of the design, and conduct a reasonable analysis of the excellent cases in the brand, lead the students into teaching in the enterprise, and realize the teaching purpose of practical training.

3. Teaching Strategies for the Subject of Fashion Accessories Design in the Studio Model

3.1. Teaching in A Two-Way Parallel Way

The reasonable introduction of the mode of doing things in the course of fashion design can shorten the distance between design teaching and the actual design of enterprises, and fully combine teaching with market demand. When teaching design, the studio model pays more attention to the practical aspects of design. Design major is originally a subject that combines theoretical knowledge and a large amount of practice. The operation of design practice allows students to strengthen hands-on operations, they can have a deeper understanding of actual market needs and design specifications. The content of this part cannot be learned only through theoretical knowledge. Theoretical knowledge has not been constantly reformed according to the characteristics of the times, while the times are progressing. Every year, there are great differences in fashion concepts, and the requirements for design are also constantly improving. By using the studio, students can participate in the design process of clothing products in a timely manner and participate in the operation of clothing enterprises and the actual process management process. The learning step of this model is teacher teaching, students learn and put into practice to operate, forming an integrated teaching process. Moreover, the professional design is based on professional technical theory and practical design courses, which allows students to design clothing in an environment that is more close to the work mode of the enterprise, as well as the standardization of the process. In this way, students can participate in the work of enterprises more quickly and better after graduation, better adapt to the specific requirements of enterprises for design talents, fully combine theory and practice, and achieve a two-pronged learning effect.

3.2. Adopt An Artistic Design Teaching Model

Clothing design has a certain degree of artistry. Under the premise of testing basic knowledge, students should be edified in design art. Teachers should add some artistic information to the teaching of costume design to help students make a comprehensive analysis of the design structure, so as to build a bridge between clothing art and design. How to better enhance the artistry in the process of fashion design teaching? For example, in the design of a neckline for men's clothing, the teacher explained in detail the characteristics and overall structure of the neckline of girls' clothes in the studio. The explanation should be divided into levels, and the following steps should be taken: First, find a variety of design methods for the neckline; secondly, find some different designs that match the neckline with different clothing types; finally, design the overall structure of the neckline. According to these requirements, students conduct the characters between each group, and after determining the theme of the design, they first draw the shape and structure of the neckline they want to design, and then communicate between the group members. After the design is over, the students in each group can make a

corresponding and reasonable evaluation of the other's work, and make improvements if there are deficiencies. The excellent design concept is worth learning and learning from. Teachers should also participate in the evaluation of the design and explain the overall structure in a reasonable way, so as to reflect their own overall artistry.

4. Conclusion

The design teaching mode of the studio effectively improves the efficiency of design teaching, helps students adapt to the design rules and requirements of the company earlier, provides more practical space, lays a solid foundation for students to enter the society, and promote the development of students.

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