

# Research on the Application of Project Teaching Method in the Teaching of *Landscape Sculpture*

Danping Yi<sup>1\*</sup>

<sup>1</sup> Wuhan Institute of Design and Sciences, Wuhan, China

## Email Address

77657427@qq.com (Danping Yi)

\*Correspondence: 77657427@qq.com

Received: 2 March 2022; Accepted: 16 March 2022; Published: 30 March 2022

---

## Abstract:

In the traditional teaching of *Landscape Sculpture*, there is a phenomenon of simplification and rigidity of teaching methods. The integration of project teaching method makes students become the main body of learning, cultivates students' autonomous learning ability, greatly improves students' creative enthusiasm, scientificity and innovation, promotes the integration of teaching with practice and market, provides good teaching methods for cultivating practical talents, and achieve the goal of school education serving social needs.

## Keywords:

Project Teaching Method, Landscape Sculpture, Teaching Research

---

## 1. Introduction

*Landscape Sculpture*, as a compulsory course or elective course in the undergraduate teaching of environmental design in many colleges and universities, has strong practicality and professionalism. It aims to cultivate students' aesthetic ability, spatial modeling ability, ability to deal with the relationship between design and environment and practical operation ability. It is a professional skill that students studying landscape design and related directions should master.

The talent training goal of environmental design major is to make students have the ability to create a pleasant environment. *Landscape Sculpture* is an important landscape element in environmental design, which plays a finishing touch in the environment. Therefore, it is very necessary for students majoring in environmental design to master the relevant theoretical knowledge and practical skills of *Landscape Sculpture* design. However, in the teaching process of environmental design major, there is a general lack of attention to the course *Landscape Sculpture*, and there are some problems in the teaching that make the teaching results unsatisfactory, but the students' enthusiasm for such operable and interesting courses is high. How to make good use of students' learning enthusiasm and turn it into high-quality teaching results is worth teachers' thinking and discussing. In the teaching process of *Landscape Sculpture* for three consecutive years, the author tries to reform the teaching contents

and methods, and strives to obtain good teaching results, so that students can get professional knowledge and skills in the limited class time. The following will elaborate some of the author's experiences in the teaching process, and is willing to communicate with peers. [1]

## **2. The Deficiencies in the Teaching of *Landscape Sculpture***

### **2.1. *Single Teaching Method and Outdated Teaching Mode***

In conventional teaching, the course of *Landscape Sculpture* is divided into two parts: theoretical teaching and practical operation. First, the teacher explains the basic theory, and then the students complete the drawing design and practical tasks according to the theoretical knowledge they have learned. In the traditional teaching process, first, the theory and practice are often separated, and the students are not interested in the explanation of the theory, so they do not combine the theoretical knowledge with practice well. Second, due to the lack of guidance of three-dimensional effects, teachers and students pay too much attention to the respective effects of graphic design and sculpture models, ignoring the coincidence relationship between drawings and real objects, resulting in great discrepancy between design drawings and sculpture works. At the same time, the shortcomings of students' weak drawing ability were also exposed in the whole design process. Third, with the development of the times and the advancement of science and technology, new methods of landscape sculpture production have emerged that are different from traditional craftsmanship, such as 3D printing technology is also widely use, but the traditional manual craftsmanship is still used to complete the sculpture production in the classroom, which limits the presentation effect of the final work.

### **2.2. *The Teaching Content Does Not Highlight the Professional Characteristics***

The syllabus of the *Landscape Sculpture* course has long been set by reference to the sculpture majors of major art colleges in many colleges and universities, focusing on the cultivation of modeling ability, and lack of consideration for the modeling ability and professional needs of students majoring in environmental design. The intersection and integration between disciplines are the main trends of teaching development. However, in the teaching of environmental design majors, the syllabus and teaching objectives of *Landscape Sculpture* should be combined with professional characteristics and social needs. Under the limited teaching resources, we should pay attention to cultivating students' aesthetic ability and improving students' practical ability, strengthen the study of sculpture types and styles, learn to select appropriate materials, and master the techniques and processes of sculpture production, and then apply them to the later landscape design practice. [2]

### **2.3. *Disconnection Between Design and Environment***

The characteristic of landscape sculpture is that it needs to be placed in a specific environment. It belongs to the environment, serves the environment, and becomes the visual focus in the environment. Therefore, the integration of landscape sculpture and the environment is crucial. In the assignment stage of *Landscape Sculpture* course, teachers often provide virtual environment or general site type as the site for students to make sculptures, which leads to students' lack of intuitive feeling about the spatial scale of the site and the surrounding environment. Teachers are also easy to ignore the effect of guiding students to deal with spatial scene, which makes the design and

production of landscape sculpture inappropriate in terms of scale. It is difficult to integrate into the environment in terms of form and material selection, resulting in the common phenomenon of disconnection between design and environment. [3]

#### ***2.4. Design Lacks Spiritual Connotation and Cultural Characteristics***

For all designs, the embodiment of spiritual connotation and cultural characteristics is the soul of the whole design. Sculpture design not only needs to meet the aesthetic needs of the public, but also its spiritual connotation can arouse infinite thinking and leave a deep impression. At the same time, the sculpture constructed in the form of concrete theme and abstract cultural connotation in the site is more likely to resonate with the public, and the landscape sculpture enhances the degree of recognition and regional characteristics through the expression of cultural ideas. so that the cultural ideas contained in it can be spread and carried forward. In teaching, teachers can encourage students to learn from excellent landscape sculpture cases at home and abroad, pay attention to the spiritual connotation and cultural characteristics of sculpture design, and enhance students' national self-confidence and pride. [4]

### **3. Overview of Project Teaching Method**

#### ***3.1. The Concept of Project Teaching Method***

The project teaching method refers to the teaching of teachers and students carry out teaching on the basis of "project", teachers play a guiding role, students becomes the main body of the project design and implementation, and the teacher-centered conventional teaching is transformed into student-centered, which plays the leading role of the teachers and strengthens the main position of the students.

#### ***3.2. The Necessity of Implementing Project Teaching Method***

Project teaching method, which originated from the thought of labor education in Europe, has become a more mature teaching method after long-term improvement and perfection. The project teaching method breaks the passive learning state of students, effectively improves teaching efficiency, and enables students to actively participate in theoretical knowledge supplement, data collection and practical exercises, which highlights students' independent participation in learning. in the process of project teaching, it strengthens students' understanding and application of knowledge, cultivates students' ability to solve practical problems, and stimulates students' enthusiasm for learning.

In the teaching process, the project will organically connect teachers and students. While reducing teaching time, teachers need to strengthen communication with students in the process of project development, strengthen supervision and guidance in phased teaching such as data collection, information integration, scheme design, scheme practice and design evaluation, which can fully stimulate students' learning enthusiasm and innovation consciousness. [5] This kind of teaching mode can improve teachers' practical teaching ability and students' comprehensive ability. Teachers are not limited to teaching theoretical knowledge, but test teachers' professional knowledge, practical technology and teaching ability, and put forward higher requirements for teachers. Students can also experience the operation process of enterprise projects in the process of project teaching, adjust and improve their own shortcomings in a targeted manner, improve their comprehensive ability, and meet market demands.

## **4. The Application of Project Teaching Method in the Teaching of *Landscape Sculpture***

### ***4.1. Introduce Practical Projects to Improve Students' Interest***

The project serves for teaching, so when introducing the project, we should pay attention to the authenticity and typicality of the project. Only real projects can allow students to immerse themselves in the scene or collect real and complete project information, enhance the interest of the project itself, increase the difficulty of collecting project information in the early stage, and stimulate students' awareness of exploration. Only a typical project can allow students to carry out project learning in a targeted manner. After completing the study, they can draw inferences from one case and apply professional knowledge and professional skills to future learning. [6]

When preparing lessons, teachers should also make full use of resources and channels to collect project information with teaching value, and establish a project database, so that students can select curriculum projects according to their own preferences and project difficulty, teach students according to their aptitude, and mobilize students' awareness of exploration and innovation to a greater extent.

### ***4.2. Understand the Project Site Environment***

After the project base site is determined, teachers can take students out of the classroom for on-the-spot inspection. If the project site is inconvenient to reach, they can also inspect the same type of site. The inspection can be completed by taking pictures, drawing and writing records, etc., focusing on understanding the site characteristics and measuring the site data, getting familiar with the site environment, feel the spatial scale, and determining the location of the sculpture. In this process, students can complete the inspection tasks in groups, which exercises their ability to actively participate and mutual assistance and cooperation.

### ***4.3. Strengthen the Concept of Space***

It is very important to cultivate students' space concept in the teaching of *Landscape Sculpture*. The introduction of the project allows students to experience the real scene more realistically and have a more vivid understanding and grasp of space, so the establishment of space concept is also more solid. Even if the site cannot be reached, students can obtain relevant spatial information based on relevant drawings and research on similar sites. With a good spatial concept, students can design sculpture works in line with the site space.

### ***4.4. The Design Combined with the Characteristics of Regional Culture***

The phenomenon of convergence of modern urban construction is common, and so is landscape sculpture design, which also brings a lot of thinking to designers. Regional culture is the best element to express the characteristics of landscape sculpture. Combined with abstract or concrete sculpture forms, it integrates the characteristics of regional culture, so as to achieve the effect of displaying the connotation of regional culture. In the teaching of *Landscape Sculpture*, how to make the works designed by students reflect regional and cultural characteristics is not only a teaching point, but also also a teaching difficulty. Teachers should guide students to analyze regional characteristics in the early stage of design conception through the characteristics of the project site, so as to find the best entry point of design and carry

out landscape sculpture design. In the selection stage of landscape sculpture production, it can be made or partially embellished with regional characteristic materials.

#### 4.5. Strengthen the Supervision of the Teaching Process and the Display of Achievements

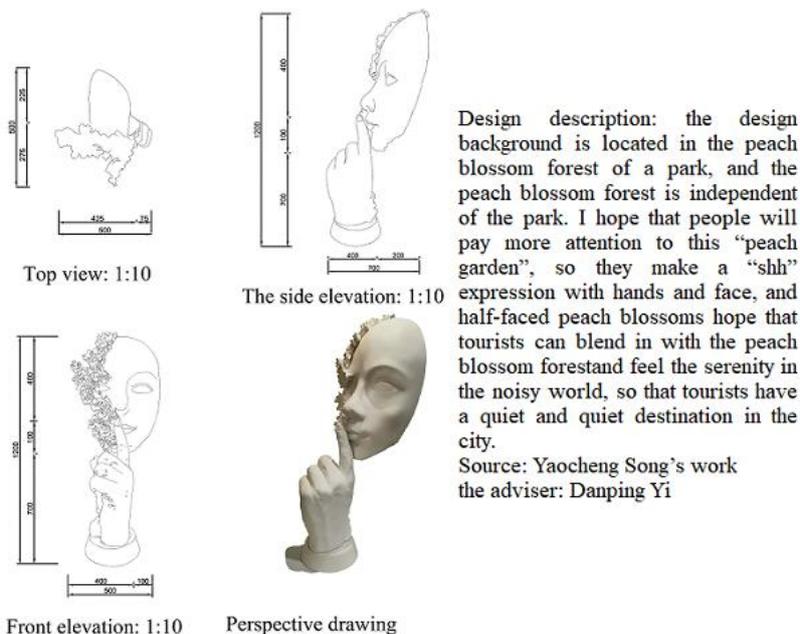
In the implementation process of the project teaching method, teachers should strengthen communication with students at each stage of the plan, from the design conception of landscape sculpture, plan determination, material selection, drawing of drawings to practical operation, each stage needs timely guidance and demonstrate teaching when necessary. After the sculpture works are completed, students can put the works into the project site to take photos and small videos in real scenes, and fully feel whether the scale, shape, material, color, connotation expression, etc. of the works meet the environmental needs in an all-round way (Figure 1, Figure 2). At the end of the course, the form of centralized reporting and display can be adopted to make timely summaries and give evaluation to students' works, so that students can form a complete knowledge chain in the whole teaching process.



**Figure 1.** *Life Is a Moment.*

Source: Hengzhi Zhang's work, the adviser: Danping Yi

#### Realistic landscape sculpture design





**Figure 2.** *Half covered face.*

Source: Yaocheng Song's work, the adviser: Danping Yi

#### **4.6. Encourage Academic Competitions and Strengthen the Combination of "Industry-University-Research"**

According to the author's attempt, the integration of project teaching method in the teaching of *Landscape Sculpture* can greatly improve the quality of students' works. Combined with the professional characteristics of the major, on the one hand, teachers can actively encourage or organize students to participate in landscape sculpture design competitions, which will greatly promote the enthusiasm of teachers and students in teaching and improve students' creative level. When participating in the competition, students can broaden their horizons, see their own shortcomings, and face up to their own advantages, which is conducive to the improvement of students' comprehensive quality; teachers can discover their own teaching shortcomings in the process of participating in the competition, learn from the excellent teaching achievements of their peers, and provide reference and basis for the later teaching reform.

On the other hand, teachers can actively promote mutual assistance and cooperation between enterprises and schools, expand students' learning and communication channels, introduce financial and technical support from enterprises, promote teaching development and integrate with the market, and cultivate practical talents who meet the needs of social industries. At the same time, it also provides enterprises with the latest academic research results of landscape sculpture and practical talent selection channels, so as to effectively improve the comprehensive strength of enterprises and achieve mutual benefit and win-win results. [7]

With the continuous development of urban and rural construction, landscape sculpture has become an important element in environmental landscaping. The course study of *Landscape Sculpture* should be paid attention to in environmental design, and find appropriate teaching methods to promote the completion of teaching goals. In teaching, the integration of project teaching method can better make up for some

deficiencies in traditional teaching at the current stage, so that teaching can be practical and market-oriented, and strive to cultivate applied and innovative talents for the society, reflecting the spirit of education serving the society.

## Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

## References

- [1] Li, Z.B. Teaching research of landscape sculpture design course. *Designs (I)*, 2010, 10, 65-67.
- [2] Duan, W. Interdisciplinary practical teaching of environmental art design majors and sculpture disciplines in colleges and universities. *Value Engineering*, 2017, 36(16), 198-199.
- [3] Tan, W.J. Teaching reform of landscape sculpture design course. *Art Education Research*, 2015, 4, 102.
- [4] Guo, H. Design and application of landscape sculpture from the perspective of urban public space. *City & House*, 2021, 28(6), 150-151.
- [5] Tang, C.C.; Zhao, L. On the application of project teaching method in landscape design specialty. *Art Education Research*, 2016, 15, 100-101.
- [6] Qiu, Y. The Design of "Project" in "Project-driven Teaching Method"-Application research of project-driven teaching method in environmental landscape teaching. *Art Education*, 2013, 5, 150-151.
- [7] Shi, X.D. Exploration and Practice of the Models of Manufacture, Research and Study with Regard to Urban Landscape Sculpture Course. *Sculpture*, 2015, 4, 84-85.



© 2022 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)