

# Study on Creative Depiction of Animals

Rui-Lin Lin

Department of Commercial Design  
Chienkuo Technology University  
Changhua, Taiwan  
linrl2002@gmail.com

**Abstract**—In the class on Creative Graphic Composition, the teacher asked the students to be imaginative and make a creation that depicts environmental issues using their favorite animals. The artistic concept that each individual wanted to portray was hand-painted on a 265 mm x 379 mm paper. In addition, the students gave an oral report on the creative idea for their work. The teacher then gave some comments and let the students observe one another's works and learn from them.

**Keywords**—*innovative design, graduation design, customized bride cookies.*

## I. INTRODUCTION

In this paper, creative works were made using one's favorite animals to convey environmental issues. The teacher criticized the environmental pollution caused by garbage and other waste that seriously affects the survival of the living organisms by means of creative ideas and discussions. In addition, human greed and pride were exposed through the use of creative design techniques.

While guiding students in their creative process, the teacher used case study method to stimulate their creativity and discussion method to improve their works so as to help them produce more interesting or satirical works. Then, students were required to present their own creations and give an oral report to develop their communication skills.

## II. LITERATURE REVIEW

Case study method of teaching helps students think critically about the problem, put their thoughts into practice, then produce an actual work [5]. Another scholar conducted research on the case study method and found that such method can improve the quality and effectiveness of teaching and learning. It could help students think at a higher level and put forward more specific ideas [1].

With the discussion method, teacher and students can exchange their views regarding an issue and increase the effectiveness of teaching and learning [3]. This method can be assimilated into the creative teaching structure in hopes of enhancing learning creativity of students [5]. In general, when a teacher uses appropriate ways and strategies, students' learning motivation and efficiency can be enhanced [2] [4].

## III. CREATIVE DESIGN

Hand-painting trains the students' sense of touch with regard to the elements composing point-line

surfaces. When creating a picture, assistance and strengthening from an aesthetic perspective is needed. A work with a sense of design and aesthetic must be able to attract people's eyes and give the viewer a sense of awakening and room for imagination.

For the creative theme in the class on Creative Graphic Composition, students were expected to make a creative work depicting environmental issues through the use of their favorite animals and give an oral report accordingly to develop their skills in hand-painting and communication. After all, marketing is needed to promote even the most beautiful work of art.

## IV. DESIGN RESULTS

The following are student works that show excellent creativity. Peacock tail full of gold coins symbolizes greed of people (figure 1). Blossoming eyes of a tiger denote the importance of environmental protection (figure 2). The eagle's proud posture implies disdain for the world (figure 3). Combining an eagle's face with garbage depicts environmental pollution threatening one's survival (figure 4). Putting a whale together with sea waste implies suffering from environmental pollution (figure 5). Hermit crab taking a discarded bulb as his home symbolizes serious environmental pollution (figure 6). Banana peel becoming the home of marine life indicates helpless brought by environmental pollution (figure 7). As sewage flows into the ocean, the white whale instantly turns black (figure 8). Ivory turning into a straw shows the awfulness of environmental pollution (figure 9).

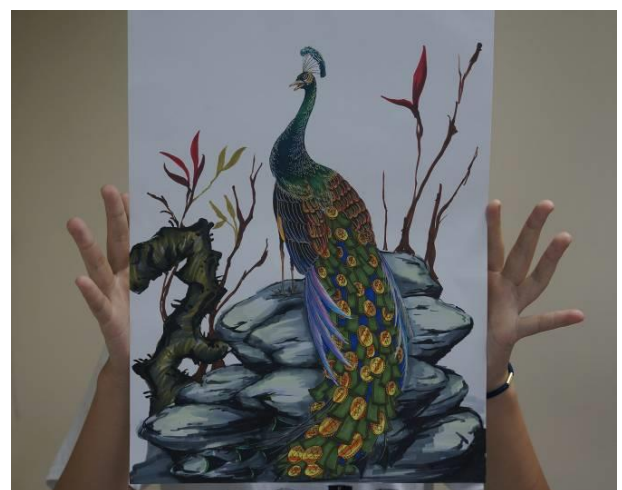


Fig. 1. Peacock tail full of gold coins



Fig. 2. Blossoming eyes of a tiger



Fig. 4. Combining an eagle's face with garbage



Fig. 3. The eagle's proud



Fig. 5. Whale together with sea waste

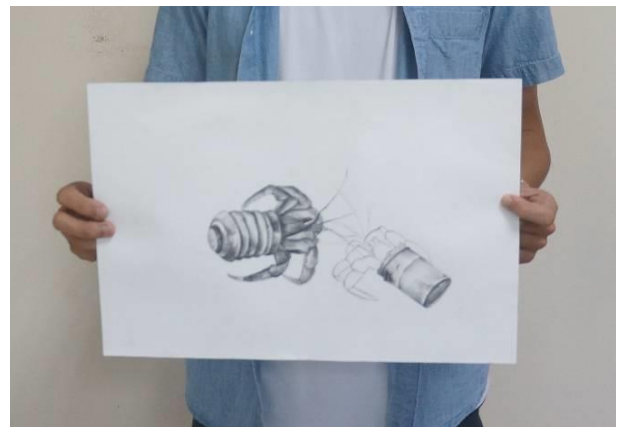


Fig. 6. Hermit crab taking a discarded bulb

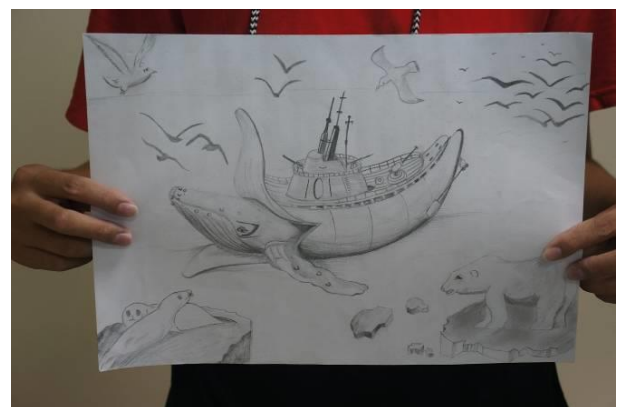


Fig. 7. Banana peel becoming the home of marine life



Fig. 8. *The white whale instantly turns black*

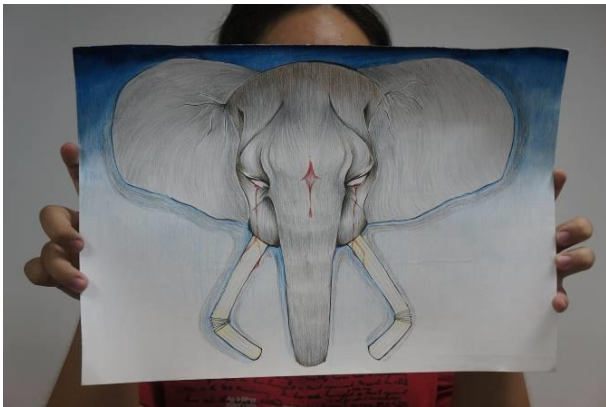


Fig. 9. *Ivory turning into a straw*

## V. CONCLUSIONS

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

- (1) The teacher must give students various ways to show the results of their diverse sources to meet the need of different student expertise.

- (2) A clear creative theme enabled students to express themselves easily. Moreover, students doing hand-paintings were able to fully demonstrate the delicateness and beauty of their pictures.
- (3) Using the case study method helped students without basic design foundation to quickly acquire creative thinking and undergo hand-painting training.
- (4) Using the discussion method inspired the creative ingenuity of more students, causing use of different mediums and diverse picture development.

## REFERENCES

- [1] A. E. Cuzcano, K. L. A. Mendives, 2015, El método de casos como alternativa pedagógica para la enseñanza de la bibliotecología y las ciencias de la información Investigación Bibliotecológica: Archivonomía, Bibliotecología e Información, 29 (65), January-April, pp. 195-211.
- [2] A. G. Carter, D. K. Creedy, M. Sidebotham, 2016, Efficacy of teaching methods used to develop critical thinking in nursing and midwifery undergraduate students: A systematic review of the literature, Nurse Education Today, 40, May, pp. 209-218.
- [3] A. Rozenshtein, G. D. N. Pearson, S. X. Yan, A. Z. Liu, D. Toy, 2016, Effect of massed versus interleaved teaching method on performance of students in radiology, Journal of the American College of Radiology, 13 (8), August, pp. 979-984.
- [4] J. Roca, M. Reguant, O. Canet, 2016, Learning outcomes of "The Oncology Patient" study among nursing students: A comparison of teaching strategies, Nurse Education Today, 46, November, pp. 29-35.
- [5] L. R. Kearns, 2016, The experience of teaching online and its impact on faculty innovation across delivery methods, The Internet and Higher Education, 31, October, pp. 71-78.