Global Journal of Arts Education

Volume 04, Issue 2, (2014) 43-48

www.awer-center/gjae

A case study in design education: Creative drama method with image

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Suggested Citation:

Zülfikar, C. & Ertin, D., G. (2014). A case study in design education: Creative drama method with image. *Global Journal of Arts Education*. *4*(2), 43-48.

Received 25 September, 2014; revised 25 October, 2014; accepted 30 October, 2014.

Selection and peer review under responsibility of Prof. Dr. Ayse Cakir Ilhan, Ankara University, Turkey

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Abstract

In architecture education, it is important to guide the learner's thought, but not induce or dictate a particular line. In this regard, learners should be helped to be able to fly their mind in order to foster their creativity. Fundamental courses in architecture are for improving creative thinking skills of students in terms of context and practice. Student's participating actively to these courses, would end to a motivation which could be an introduction to creativity. The literature review of the research shows that different approaches in architectural education and learning can be articulated which emphasize on autonomy as pivot point of creativity in education. Research questions are: 1-What is the relationship between creativity and autonomy in architectural education and learning? And 2-How the interaction between creativity and autonomy emerges in fundamental courses in architecture education? Research method of the paper is participant observation research method has been adopted for the research. Descriptive analytical techniques adopted to enhance the efficiency of models.

Keywords: autonomy, creativity, fundamental courses, architecture education.

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1. Introduction

The ability of recognition that is the mission of design education; is to gain visual sensibilities in various perspectives and comprehension of problems and diversifying of problems. Design education takes the problems as a whole, criticizes them as a whole and teaches not just the patterns and rules but also how to deal with the changing rules. As in words of Rittel, it teaches what "the rules of the changing rules" are and it has to teach it (ODTU, 1990). We can call this as 'Transition Period'. This period, which is a major milestone of professional life, is also important to establish the latter improvements on a healthy base. The basic design education, in this transition period, is an important tool for the student to associate the realities of the world and the ones he imagines.

Basic design is not just a lesson to transfer info to the students to form the substructure of the profession, but a part of the transition process in which various transitions take place that aim the upper structure.

The basic design, as a concept, was born as a discipline definition which aimed to elevate the students' readiness level in Bauhaus to a certain point, help the students know their specific properties, relieve them from their prejudices. The basic design education in its centenary history, accepted the visualization as a base, tried to systematize the presence of a visual language and developed methods according to this (Seylan, 2005). This lesson which usually takes place in the first year programs of the schools giving design education enabled the experimental studies as a result of especially the improvement in performance tools. On the other hand, the concerns to feature the subjective values and local elements that are against the identity problems that rise under the influence of globalization made these studies accelerate.

Design is a process that has to be lived in all dimensions. This process is hard to be maintained without stimulation of attribution and creativity. As a result of these notions, a union of creative drama method to improve critical notion, creativity and awareness level, and semantic diversity and conceptional wealth that are used by many disciplines, are served to students of Trakya University Landscape Architecture Department as an experimental study in the design class.

2. Methodology

In the first step of design, the most important raw material that a man has is the images in his mind (Okudan, 2003). Image is subjective design of objective world (L'Abbe & J.B. Domecq 1925). Images stand out as subjective values and compose in different compositions in our mind and enable to production of a new one something (Sartre, 2006). The creative drama method is a tool to abstract concepts or lives, and to improve imagination power, emotions and ideas. From this viewpoint, the main theme of the experimental study is fictionalized as a workshop by which images from the movie 'Skhizein' are derived, discussed and re-interpreted in groups and served with body language by using creative drama method. The process of this fiction; Presentation of object, envisaging abstract expression, concretizing the abstract expression, presentation of concrete expression and criticism.

Presentation of object: A short movie, "Skhizein" was watched by the students as a part of the workshop. Skhizein; the scenarist and the director of which is Jérémy Clapin and the producers are Stéphane Piera ve Wendy Griffiths, was made in 2008 as a thirteen minute short animation movie (Fig. 1). It's the funny and also sad story of a man who's been affected by a meteor in a weird way (Short Bay, 2014).

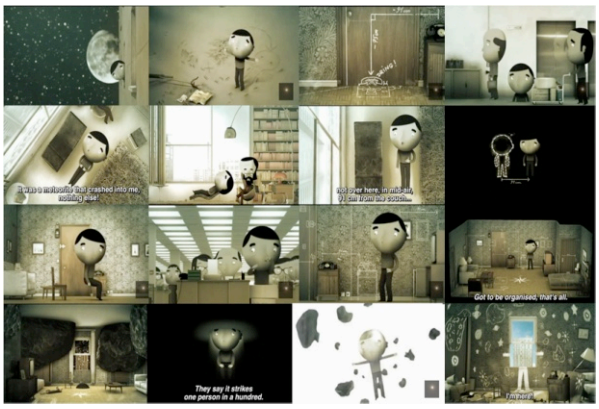


Fig. 1. Images of short movie Skhizein

The hero of the film Henry has his life completely alternated by the strike of 150 tons of meteor. The striking meteor made the man move away from himself of exactly 91 cm. Henry tries to explain this situation to his psychiatrist but fails. Henry has difficulty in performing his profession and also daily activities like opening the door, sitting, answering the phone etc. The only thing he can do is to pay more energy in performing these activities in a margin of 91 cm than its normal location and trying to adapt his life. But he also looks for solutions to get rid of this situation that has altered his life to hell. He hopes that everything will go back to normal with another striking meteor. But another meteor striking him makes no progress but a mare's nest. This time, he moved away from himself of 75 cm. unfortunately this situation that has messed Henry's life is only seen 1 in a 100 and is a very hard to get rid of problem. Henry is lost in his mind.

3. Result and discussion

Envisaging abstract expression: First of all, the individual concept from the movie watched are to be conceptualized. After that, these individual concepts are to be discussed in 3-4 people groups to transform into a mutual concept. The stage is shown in Table 1.

Table 1. Envisaging abstract expression

Group-1 Individual Concept	Group-2 Individual Concept	Group-3 Individual Concept	Group-4 Individual Concept
Ikra Gul:desperation Bertan Kızıltan:discernible Rumeysa Varol:be discounted Enes Babacan:settle for	Yasemin Dinarli:fear Hatice Uysal:loneliless Umitcan Gur: death Muhammed Karakus: schizophrene	Zehra Karaefe:loneliless Ebru Akcan:unluckiness Rustu Korkmaz:struggle	Beyza Cakir: desperation Davut Gokce:hope Bugra Sonmez: disappointment
The Image of Group: Try to get used to	The Image of Group: Awareness	The Image of Group: Get used to	The Image of Group: Seeking

Concretizing the abstract expression: in this phase, for the image of the groups it is requested to create an oral design scenario in 30 minutes and this scenario should be presented visually using the creative drama technique. Visual presentations are limited with 5 minutes.

Scenario of Group 1 "Try to get used to": There's an artist whose all paintings are admired and appreciated. The artist had lost his right arm due to an accident. The artist who has dedicated his life to arts doesn't want to perform any other profession and starts dealing with serious

psychological issues. He tries to use his left arm but fails. The colors and scenes are always there in his mind. He can't get the previous pleasure and tries to accept the situation and get use to it. The visual presentation of group 1 is shown in Fig. 2.



Fig. 2. The visual presentation of group 1

Scenario of Group 2 "Awareness": Sometimes one can straddle between existence and non-existence. He has to make a choice himself. He is not alone in his manners, but alone in his thoughts. Yasemin sits in the canteen and reads a book. Muhammed comes by several minutes later and they move into a deep conversation. Hatice sees the duo and wants to join them, but the conversation is so deep that she can't step in. Umitcan comes in then, Yasemin and Muhammed count him in the conversation. Hatice feels like debauched, also alone and scared because of her thoughts and she leaves the place. The visual presentation of group 2 is shown in Fig. 3.



Fig. 3. The visual presentation of group 2

Scenario of Group 3 "Get used to": Two sisters, exhausted from the heat, want to lay down in the shadow of a tree and have some rest. After a while, the tree falls over on the sisters. One of the sisters gets injured and paralysed. She struggles with the situation but fails. The other sister thinks that if the tree falls over again, the situation will recruit. They make it fall over again, but nothing changes. They have to adapt the situation. The visual presentation of group 3 is shown in Fig. 4.



Fig. 4. The visual presentation of group 3

Scenario of Group 4 "Seeking": There's a very beautiful and shining flower. The world is always sunny for it. But one day a heavy rain makes its leaves fall down and make it feel isolated from the world. It's not shining anymore as before. The flower that's looking for a hope and thinking about what to do, gets caught up by the merciless wind and loses all of its leaves. All of its pursuits are for the sun. But the rain and the wind never let this happen. The flower keeps on searching without losing its hopes. The visual presentation of group 4 is shown in Fig. 5.



Fig. 5. The visual presentation of group 4

Criticism: in this phase, the frames telling about the whole, that are taken from the 5 minutes videos of the group images of which visual presentation are made by students are stopped. Visual presentations of the groups that have been videotaped and breaking points of videos that express the whole, have been detected by teachers of the studio. The abstractions that are formed due to breaking points of the group's movies. The abstractions are shown in Fig. 6., 7. 8. and 9.



Fig.6 . The abstraction of group 1

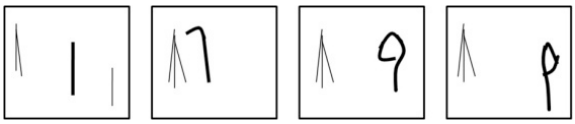


Fig. 7. The abstraction of group 2

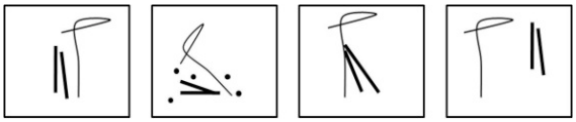


Fig. 8. The abstraction of group 3

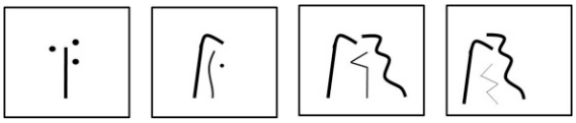


Fig. 9. The abstraction of group 4

4. Conclusions

Abstract concepts have been became concreted by way of images and creative drama method. For this study, outcome products are the abstractions. The abstractions that are fixed by the teachers of studio are brought up for discussion among the students. In discussion, the students that have been at the beginning of design education tried interpretation of following questions and find out critical thinking, creativity and awareness of themselves.

- Does group study enrich the design?
- Do subjective inferences increase with discussion?
- What kind of a relation is there between the source and the formation and production of the image?
- Is image free?
- What does image teaches to us?
- How does image transform?
- What is it that experienced?

In conclusion, in this study, instead of giving accurate answers to the questions above, producing alternative answers and achieving new information are aimed. Also the students have been realized a transformation process by way of image and creative drama method.

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