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SciVerse ScienceDirect

Procedia - Social and Behavioral Sciences 51 (2012) 130 – 134

Procedia
Social and Behavioral Sciences

ARTSEDU 2012

A workshop proposal on the visualization of sound concepts

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Abstract

The term of concept which can be defined as the projection/abstract design of one idea, event, emotion or object formed in the human mind, is a name given to a general classification for grouping the abstract-sounding words that we often encounter with or hear in our daily lives. Concept is directly related to the individual's ability of perception and responding to an influence. In the scope of this study, we can see the subject of the imagination/visualization/illustration of the concepts considering the perception and imagination of children and also it is examined if the illustrations in the children's books or the visual materials that are used in children's education are overlapping with the imagination of the children. Sounds as the complementary formations of the nature can be defined as a messenger when appropriate and also as the waves that are triggering the feelings when needed. It is planned to organize a workshop with students consisting of different age groups in order to explain the differences in the perception among people. In the beginning of the workshop some concepts that define the sounds are determined (wind, noise, horn, warning, ringing, music, and yelling, speaking, siren). These concepts of sounds are selected from the sounds that are often heard in the everyday life. It is planned to visualize these defined concepts as sound cards and illustrate each sound separately. The aim of this study is to reveal that the defined sound concepts are perceived differently from each child.

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Keywords: Illustration, sound concepts, sound cards, concepts, concept visualization;

1. Introduction

Art Education has an important place in the development of creativity in students and the development process in the children. Pictures in the education process allows the child to use it as a tool of expression and it can be used as an effective tool for the child to identify himself with the outside world. While emphasizing the significance of the pictures as a tool of communication, the importance of illustration is an undeniable fact. If illustration as a definition is expression of feelings, thoughts and ideas, in reply to this definition, illustration is used in all kinds of products, advertisements and posters that we encounter in our daily lives. In the art education, illustrations used with writing plays an attractive role for the child. At the same time it can be said that the illustrations help the child's perception level for the verbal ideas to increase. In the scope of this research, the visualization of the sound concepts which children often hear and encounter with is mentioned. Formation of the visual perception depends on the functionality of our visual sense (Ayaydin, 2009). Cüceloğlu (2002) states the relationship between perception and sense as "perception is different from sensation. At the time of perception, brain considers the expectations of the individual from the circumstance he is in, past experiences, other senses coming from different sense organs and

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social and cultural factors". Perception experiences can be seen as an important way of getting information. The information acquired from the environment can be obtained from seeing, touching, hearing, tasting, and smelling (Ayaydin, 2009). It can be said that the effect of senses on visual perception is important. According to the definition of Louis Khan, design concept is "expressing the form or idea animated in the mind in the way they will serve to a function and include the creative feature" (Gürer, 1991). In other words, it is the ability of transferring a form animated in the mind on a two-dimensional surface. In this context, proposal for visualization of sounds reveals that in the period of person's design education, the difference between perception of the sounds and illustration vary from person to person. Design not only affects the artistic work of an individual but also it is a concept within the individual's life. In design education which can be defined as a multi-directional process, both in design elements (line, texture, colour, space, shapes) and design principles (rhythm, balance, emphasis, contrast, harmony, proportion, variety and wholeness), (Ayaydin, 2009) senses have an important role. Just as our visual perception is connected to the functionality of our sense, our auditory perception is connected to the functionality of our sense. In this context, person's creating a visual memory for himself by seeing and observing can be said to be similar with his forming an auditory memory by hearing. For those people who had design education, it is important to form visual and auditory memory.

2. Purpose

Learning is a process of continuity and it isn't limited only with school environment. For this reason, it is necessary for the child to develop their abilities of learning / understanding / experiencing in their natural and family environment. So that, considering the aim of preparing an educational environment in which children can guess the sounds without hearing, the design of visualized sound cards which are planned to be prepared are presented as an application proposal to complete the shortcomings.

In this study, imagination/visualization/illustration of the sound concepts considering the perception and imagination levels of children are explained and it is examined if the illustrations in the children's books or the visual materials that are used in children's education are overlapping with the imagination of the children. In books prepared for preschool children, the most important element in terms of both design and content is picture. In this period, children try to complete / build / figure out the story in their minds by looking at the pictures. In other words, illustration is ahead of text in the formation of meaning. Art education also plays an important role in the development of students' creativity. At the same time, art education has an important place in the development period of the children. Pictures in the education process allows the child to use it as a tool of expression and it can be used as an effective tool for the child to identify himself with the outside world. While emphasizing the significance of the pictures as a tool of communication, the importance of illustration is an undeniable fact. In the scope of this research about the visualization of the sound concept, on the fact that the illustrations prepared for the preschool children are very effective, it is examined how a common sound can be illustrated in the most appropriate way. A child who hasn't had the skill of reading-writing can communicate with the book and the people by the help of the illustrations. It can be said that the illustrations which are strong in quality develop the learning and perception of the child and they are effective in forming a taste of art by developing the child's appreciation of beauty. Following this idea, along with having the illustrations in the children's books related to the content, the importance of the quality is obvious. Illustrations suitable with the age and development level of the children increase their will of reading a book and help them to have an interest in concepts and the meanings of the words. In the application proposal of the research in which the most heard sounds in daily life are chosen, from the viewpoint that variety in the illustration language affects the mentioned age groups, the necessity of forming an illustration language according to the age groups comes out. Within the scope of this research, it is planned to show children in specific age groups the same story in different illustration techniques. Responses given by the children are planned to set the tone of the research. Mentioned example overlaps with different perception of the same sound by different children.

3. Method and application

In the workshop formed by the students who are having art education at the Faculty of Fine Arts, the sounds that individuals often hear in their daily lives were determined and varied. Each student was asked to form the sound concepts which are determined in order to be helpful in facilitating their lives and meeting their needs by adding their own interpretations. In the designing process, colour, texture, dimension (3D), techniques and methods are free to choose. The importance of the sense of hearing in education is very big in terms of its effects in the development of a person in many areas. In the process of acquiring comprehension, speaking, reading and writing skills, the importance of the sense of hearing is obvious. The workshop in which children with hearing deficiency also attend, the hearing loss slows down the learning process not only for the children but also for the educators.

It can also be said that this workshop held with the visualization of the sounds is planned by thinking the concerns on the motivation of the people/children who have difficulties in establishing relationship with their surroundings. The application work for the sound illustrations which can be defined as “visual hearing” and a tool for transferring are done in various ways. Siren, bell, horn, warning, music, birds are some of the determined sounds (See images 1, 2).

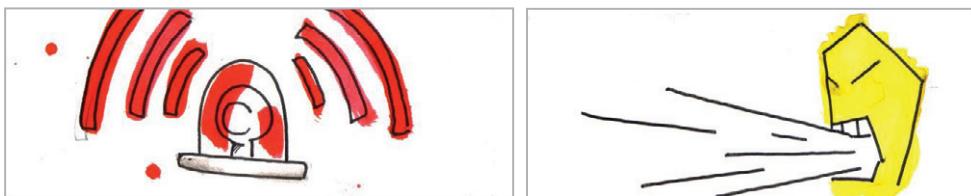


Figure 1. “Siren and shouting”, sound card design, Doğu Gündoğdu.

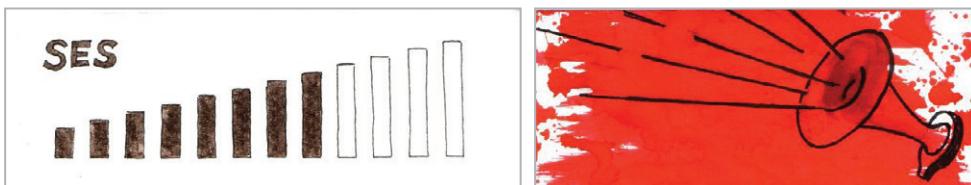


Figure 2. “Sound and horn”, sound card design, M. Volkan Çomak, Doğu Gündoğdu.

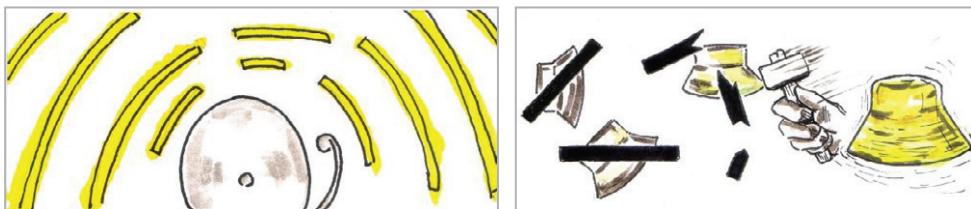


Figure 3. “Horn and bell”, sound card design, Doğu Gündoğdu, Kağan Kazakçı.

The diversity of perception among people can be considered by the sound cards by which students can be observed to illustrate the same sounds in different pictures (See images 3). In the workshop which students are required to identify the sounds that they want to hear, some of those sounds are dialogue, announce, music, thief, bagel seller and drummer (See images 4).



Figure 4. Respectively “bagel seller, nature, drummer, knock knock, thief, dialogue, announce, music”, M.Volkan Çomak, Beril Karabulut, Ozan Arslan, Merih Yanbastı, Gizem Arslan.



Figure 5. Presentation of the cards and application.

4. Result

As a result, group work and workshop environment serve for a process of creative learning with their purpose, implementation and evaluation. In the workshop in which teaching technique is free, the similarities and differences between the sound representations obtained from different materials are remarkable. With reference to the statement “building up the passion in students with the materials used in the art education is about the affective behaviors” (Kırışoğlu, 2009), in the process of student’s illustrating the images in their minds and the things they heard with the freedom to choose the material closest to what they heard, it helps them to produce authentic works. The sound cards obtained at the end of the workshop are formed by the interpretation of the sound by each person himself. In the workshop in which participants have an active role, differentiation of the sounds from person to person supports the purpose of the aim of the workshop.

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