

Research on the Relationship Between Bauhaus's Theory and Practice

Linxia Feng^{1*}

¹ School of Fine Arts, South China Normal University, Guangzhou, China

Email Address

1209732473@qq.com (Linxia Feng)

*Correspondence: 1209732473@qq.com

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Abstract:

Bauhaus not only has a profound reference significance for future generations from his theoretical thought, practical means and curriculum system, but also has a profound impact on the development of the field of modern design. The purpose of this paper is to study the relationship between Bauhaus's theory and practice, sort out and summarize the relevant literature by using the literature research method, excavate the relationship between Bauhaus's theory and practice, better learn and understand the development process of Bauhaus, and apply Bauhaus's theory and practice results to the relevant research of modern design.

Keywords:

Bauhaus Theory, Bauhaus Practice, Bauhaus Education, Modern Design, Curriculum System

1. Introduction

Bauhaus college has a history of a hundred years. In this history, we have brought us not only the changes of its basic curriculum system, but also the precipitation of its theoretical thought, but also the embodiment of its internal spirit. The existence of Bauhaus is like a key to open the door of modern design. The precious wealth it gives us makes us go farther and farther on the road of modern design education, and makes the development of modern design education follow. There are several points in the Bauhaus declaration. First, "there is no fundamental difference between artists and technicians"; Second, "the skill of craft technicians is indispensable for every artist. The source of real creative imagination is based on this"; Third, "advocating that schools should be absorbed into workshops again" [1]. It can be seen from the Bauhaus declaration that Bauhaus attaches importance to the workshop system. Through the establishment of the workshop system, the school wants to pay close attention to the students' practical technical operation ability, cultivate a group of Applied Art and design talents needed by the society, and enable them to master practical technology and apply it to design.

This paper studies the relationship between Bauhaus's theory and practice, excavates the manifestation of the relationship between Bauhaus's theory and practice, and analyzes the correspondence between the two. First of all, what does Bauhaus's

theory mean? Is it educational idea, design idea, curriculum teaching theory or modern design educational thought? Or can all these exist as Bauhaus's theory? Secondly, is Bauhaus's theory embodied as the core value? Then, what role does Bauhaus's theory play in Bauhaus's practice? Finally, explore whether Bauhaus's theory and practice are divorced from Bauhaus's original plan? The above problems are the key to explore the relationship between Bauhaus's theory and practice.

The relationship between theory and practice can be shown as follows: practice plays a decisive role in theory; Theory reacts on practice and theory guides practice; Theory and practice complement each other and combine with each other. Then Bauhaus's theory and practice should also have such a nature. This paper is to excavate the expression form of the relationship between Bauhaus's theory and practice from the curriculum system, art design education, Bauhaus's design thought, teaching concept and Bauhaus itself.

2. The Bauhaus Background Study

Bauhaus is a design institute established in Germany in 1919 by Walter Gropius, a famous German architect and design theorist. The design institute was established after the first World War. After the war, Germany faced the task of reconstruction. For more than 14 years, Bauhaus has laid the foundation for the modern design education system in many fields, and pushed the European modernist design movement to an unprecedented height. From the beginning to the end, Bauhaus experienced three periods: Weimar, Dessau and Berlin, trained a group of designers for Germany, and influenced the appearance and characteristics of German industrial design at that time and in the future. After the German Nazi government ordered the school to be closed, Bauhaus's teachers and students spread Bauhaus's thought all over the world.

First of all, in the Weimar period led by Gropius, Gropius's idealism was also the period of Bauhaus's start-up and exploration. He held the idea of "new unity of art and technology" and undertook the mission of cultivating designers and architects in the 20th century. Later, under the political attack of the right wing, Bauhaus chose to temporarily close the school and move the campus to a political, economic Dessau is a city with appropriate culture [1]. Secondly, the Dessau period led by Hans Meyer can be said to be the mature period of Bauhaus's development, but Meyer is a firm Marxist. His communist thought also affected Bauhaus's development. At that time, Bauhaus was in the "Pan political" period, which made Bauhaus face great political pressure and had no choice to move to the school again. Finally, in the Berlin period led by Mies van der Rohe, what Mies van der Rohe showed was pragmatism. As a non politicized figure, he began to eliminate the influence of Pan politics and strive to transform the college into a simple design education center. During this period, the theoretical ideas and practical skills also tended to be improved, but the Bauhaus spirit was still not tolerated by the Nazi party. With the increasing growth of the Nazi party, it was forced to close down in 1933, ending its 14-year difficult development process.

3. Analysis of the Relationship Between Bauhaus's Theory and Practice

3.1. From the Theoretical Level of Bauhaus

What is Bauhaus's theory? Is Bauhaus's theory in the core position and has core value? These are two issues that need to be grasped in the process of studying Bauhaus's theory. Bauhaus's design concept is the soul of his design. These conceptual views have played a positive role in the development of industrial design and made modern design gradually move from idealism to realism. The role of such design concept is immeasurable. Bauhaus's design concept has three viewpoints: "the new unity of art and technology", "the purpose of design is people rather than products" and "design must follow the laws of nature and objectivity" [2]. These three viewpoints can be popularly understood as people-oriented design. The idea of "people" here is very important. At the same time, we should also grasp the principle of "new unity of art and technology", so that students can accept the dual influence of art and technology and design products in line with natural and objective laws, which is accepted by people, And can start mass machine production of products.

If there are no rules, there can be no success. The design concept here is the rule used to restrict students' behavior. Bauhaus's theory can be its design thought, its design education curriculum theory, or its education thought. Theory is an idea, theory is the soul, and theory is creative thinking. Theory can provide basis for practice, prove the feasibility of practice and guide the correctness of practice.

3.2. Analysis from the Practical Level of Bauhaus

During Bauhaus' initial years, Gropius hired famous technologists to guide students at the factory. The formal tutor and the studio tutor teach together, and open an internship factory to facilitate students to study technology and cultivate the practical ability of the school, and form a new education system combining art education and manual making. Practice is the basis of theory, that is, practice has a decisive role on theory. What kind of technical ability determines what kind of theory to support, and the theory also improves with the improvement of technical level. (Figure 1)

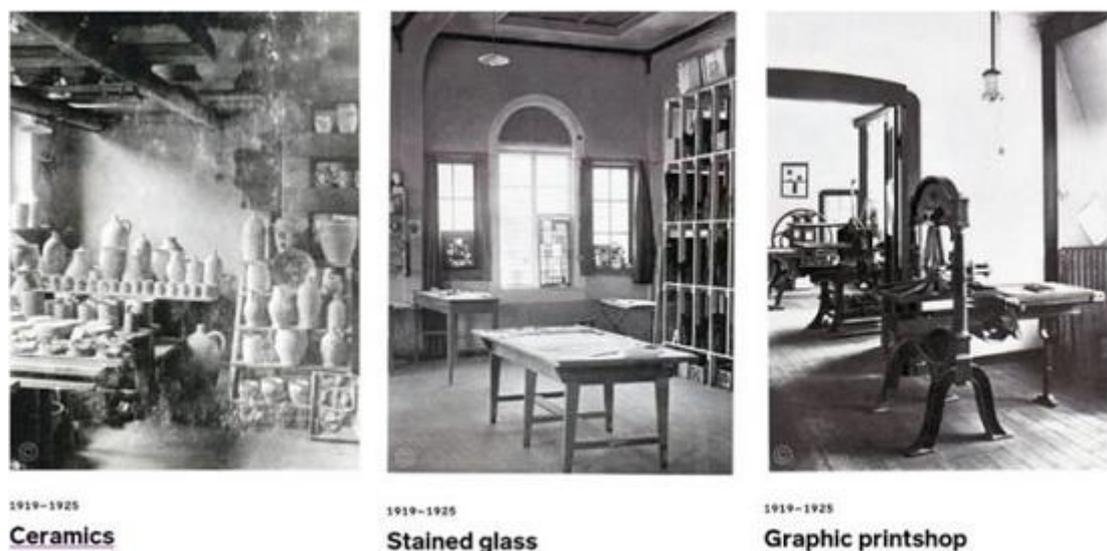


Figure 1. Bauhaus internship factory.

Source: Figure is from the Internet.

<https://www.163.com/dy/article/EROOLJMM0514C1J6.html>

Bauhaus has established woodworking factories, weaving factories, book binding factories and ceramic factories. Bauhaus has opened mural factories, sculpture factories, printing and advertising factories, and other internship factories including gold factories, textile and glass factories, furniture factories and other workshops opened and offered students. By learning in the factory, we can provide students with enough practical opportunities, improve students' practical operation ability, the ability to solve practical problems, and cultivate practical application talents [3].

Bauhaus's design education concept and mode is designed for large-scale production, takes practice as the core of the professional curriculum, and improves the basic curriculum system and practical teaching system. Bauhaus adopts school-enterprise cooperation to provide capable students with the opportunity to participate in business design and conduct social practice. Bauhaus practical teaching has three goals for students' training, which is to cultivate students; creative ability and innovation ability, cultivate students' practical ability, and cultivate students' equipment operation ability [3]. Through learning in the studio, on the one hand, it is the verification of students' theoretical knowledge, and on the other hand, it is a good way to hone students' technology, so that students can make breakthroughs in continuous practice, explore and innovate, and improve their practical ability.

3.3. Analysis from the Combination of Bauhaus' Theory and Practice

Bauhaus its initial goal was to build a "guild" that integrated all arts forms to cultivate craftsmen. Under the guidance of Gropius, Bauhaus formed a complete set of art design education ideas, one of which clearly points out that "the combination of theory and practice in teaching to cultivate talents with both hands-on ability and theoretical literacy" [1]. The combination of theory and practice in teaching, theory and practice is a cooperative relationship, cooperate, complement each other, is indispensable. Therefore, Bauhaus' theory and practice are not dialectical, let alone emphasize one aspect in isolation. If the importance of theory is ignored, then its design is likely to be on paper and does not have the significance of practical application. Only people with hands-on ability without theoretical literacy have no soul. hands-on ability should be proportional to theoretical literacy, and theory should be improved with the gradual development of practical technology.

In the traditional process of art design teaching, the design concept of teachers and students is conceived in a virtual state and is lack of practical verification. Such design creation is undoubtedly on paper [4]. Therefore, the theory must develop with the development of practice, in order to comply with the changed objective situation, and achieve the combination and unity of theory and practice. Theory guides practice, practice verifies theory, and the two connect and develop with each other. So is Bauhaus' theory and practice divorced from the pace of Bauhaus' design education? Have the theory and practice here truly achieved the theory to guide the practice? Can the theory also support the students' practical application? From the perspective of the development of art and design education, Bauhaus' theory and practice are closely combined and play an important role. His theory also changes with the far changes, the period and the technical level. Students first learn theoretical knowledge can carry out specific practical training, truly achieve the theory to guide practice.

4. The Relationship Between Bauhaus' Theory and Practice Looks from Bauhaus' Educational Curriculum System

Bauhaus pioneered a modern-designed system of educational courses, which contained both basic courses, theoretical knowledge courses, professional design courses, craft and technology courses, and even engineering courses related to architecture [5]. Bauhaus's design education aims to cultivate comprehensive applied practical talents who can master both theory and practice, art and technology, technology and form. Bauhaus's design education concept is to achieve the unity of use and beauty, and the mutual integration of form and function through the mutual cooperation between concrete theoretical courses and practical courses in the concrete practical significance performance. (Figure 2)



Figure 2. Bauhaus school building.

Source: Figure is from the Internet.

<https://www.douban.com/note/656017096/?from=author>

4.1. Basic Course Teaching

One of Bauhaus's most notable reforms was his basic curriculum. During the Bauhaus period, it adhered to the principle of basic teaching and attached great importance to basic curriculum teaching. At that time, numerous faculty members hired Bauhaus to teach, including the basic system of the basic curriculum created by John Eaton, Vasilicandsky, Paul Kley and others. Bauhaus' theory course is based on rigorous theory. Through theoretical education, it inspires students' creativity, enriches students' visual sense, and lays the theoretical foundation for the later practical learning. The theoretical basis and support is the spiritual content of Bauhaus' basic course.



Figure 3. Bauhaus teacher team.

Source: Figure is from the Internet.

<https://www.163.com/dy/article/EROOLJMM0514C1J6.html>

4.1.1. Basic Courses in John Eaton

John Eaton was the first of the basic courses in modern design education and one of the first educators to introduce a modern color system. Eaton laid a teaching system based on plane composition, three-dimensional composition and color composition training. Eaton's "basic lesson" is actually a process of re-learning, through strict visual training, to produce a new visual habit. The ultimate purpose of such long-term training is not to design, but to lay the foundation for the ultimate real purpose. The learning process of basic theory course is the process of reconsideration. Continuous training is to lay the foundation for practice and use theoretical knowledge to support the play of practice. It can be said that Eaton's "three components" training method has made full preparation for practice and laid a solid theoretical foundation for students' later internship in the factory.

4.1.2. Basic Courses in Vasil Conandsky

Conandsky's basic course is to add its own abstract color language to Eaton and practice it in the course. After coming to Bauhaus, Kandinsky also established his own unique basic curriculum, strictly building the design basic curriculum on the scientific and rational basis. In Conandsky's teaching class, his teaching method is usually novel and flexible. He will guide students to learn theoretical knowledge while not to ignore hands-on ability and promote the combination of theory and practice. Conandsky's theory course combines color theory and technical practice, under the framework of "new unity of art and technology", build a bridge between art and technology, provide abstract way of thinking and education teaching concept for modern art and design, and promote the transformation of basic design curriculum to the direction of functionalism. Conandsky's basic theory course not only promoted the development of artistic design, but also the basic course of Bauhaus art design education, creating a theoretical basis for the advancement of modernist design.

4.2. "Two-Track System" Teaching Mode

The Bauhaus' teaching system began in the Weimar period, and it was during the "two-track" teaching model. The core element of Bauhaus' teaching and teaching methods is the studio philosophy [7]. The "dual-track system" teaching mode is the form tutor and studio tutor to cultivate students' theoretical and practical ability. Form tutor serves as students' basic course teaching, teaching formal content, painting, color and creative thinking; the studio tutor teaches students' technology, crafts and materials content.

Bauhaus creatively applied "dual-track" teaching in classroom settings, each course is jointly taught by a form mentor and a studio mentor, and students must complete their design in the studio and be directed by two teachers. First of all, it is the study of basic courses. After that, students personally choose the studio they are interested in for the internship. Finally, after learning the basic theoretical knowledge and practical technology, they can conduct practical design training to participate in the business design and test the learning results from practice.

Bauhaus widely adopted the studio system for education, let students participate in the process of hands-making process, completely changed the old education method of painting and non-making, and created a new situation for modern design education [1]. Under the establishment of practical workshop, set up gold, furniture, glass, textile, potter craft courses, truly combine theory and practice, both cultivate the

students' theoretical knowledge, color, form content, etc., and the practical technology training, in artistic design, is no longer on paper, and more convincing and practical. Under the dual influence of the combination of theory and practice, cultivate students' creative thinking, hands-on ability and rational thinking, and promote the vigorous development of modern design education.

4.3. Tutorial System

Bauhaus is the practice guidance course and guidance form for the most important course, and Bauhaus another feature is called "mentor" or "master", students are called "apprentice", such a call with a strong traditional mentoring meaning, Bauhaus gradually rise mentor system to adapt to the development of the new era. Mentor system is the direct product of Bauhaus educational concept. Mentsystem can make students receive the double education of art and technology and cultivate students' comprehensive practical ability.

4.4. Factory Apprenticeship

Bauhaus had been working with businesses and communities since the Weimar period and further expanded during the Desau period. Bauhaus's original intention was to build a college of design and cultivate the talents needed by the society. It is the most reasonable choice to arrange practical topics in the practical teaching system, and the project-driven teaching method can often greatly strengthen the practical connotation of the teaching process [7]. If students lack specific market practice, lack of grasp of social needs, lack of process practice and production process, it will eventually lead to the disconnection between Bauhaus's theory and practice. And the mode of "school-enterprise cooperation", let the students learn enough knowledge and skills after the place to practice, facilitate the teacher to investigate the student's theoretical level and practical technical ability, can enrich the students' practical experience, also can make the students fully grasp the knowledge, let the students form a design concept in the process of design practice, master the design method. The use of this "school-enterprise cooperation" way in teaching is more effective, more exercise and test than a single teaching.

5. Conclusions

Bauhaus has a complete set of scientific concepts and teaching modes, focusing on art and design education under the multiple learning of basic, theoretical and practical courses. Using science to solve theoretical problems, technology to solve practical problems, through theory and practice, science and technology, art and technology, perfect grasp the importance of Bauhaus theory and practice, through this to guide students to art design creation, better complete school practice and school-enterprise practice, cultivate students' art theory accomplishment, practice technology, creative thinking, visual thinking, to cultivate both understand theory, and practice of applied talents. The purpose of cultivating applied-oriented talents is not to cultivate process technicians who can only work but have no design concept, but to cultivate professional designers. Bauhaus fully recognizes the importance of theory and practice, and teaching students about art theory and practical technology can also show that Bauhaus' theory and practice is very successful, and the two are indispensable and combined with each other. In the future Bauhaus' art and design education courses, continue to combine theory and practice, cultivate new talents with innovative ability, and contribute to the development of modern design education.

In the study of the relationship between Bauhaus' theory and practice, we will find that Bauhaus' teaching content and educational concepts are still being learned today. Bauhaus has created a new chapter and opened the door to modern design education. And on this basis of "take its essence", some old traditional ideas and the current ideas of the new era integration. The behavior relationship between students and teachers' learning and teaching has been changed. In the traditional teaching content, students are simply converted from textbook knowledge to current learning through practical participation. At the same time, combined with loose professional studio selected courses to give students more room to play. The training work of students will also start from theory and practice, with the development and change of technology and society, teaching concepts and theoretical knowledge are also constantly updated and improved, and with the development of theoretical knowledge, the design technology level is also gradually increasing.

Conflicts of Interest

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

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