

Innovative Practice and Reflection on Animation Education Driven by IP Image

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Abstract

With the vigorous development of the cultural industry, IP image has become a bridge connecting creativity, technology and market, and its application in the field of animation education is driving a deep transformation in education. In the practice of animation education driven by IP imagery, teachers can use the charm of IP imagery to construct more vivid and interesting teaching scenarios, enhancing students' participation and learning outcomes. This teaching model focuses on cultivating students' interdisciplinary integration ability and innovative practical ability, enabling them to master animation skills while also possessing the ability to integrate IP images with multicultural elements, thereby creating more creative and competitive animation works in the market. This article mainly analyzes the innovative practice strategies of animation education driven by IP image.

Keywords

IP image; Animation education; Innovation Strategy.

As a treasure of the cultural industry, IP image carries rich cultural connotations and brand value, and plays a crucial role in animation creation. By delving deeper into the connotation and extension of IP images, we are able to inject new vitality and inspiration into animation education, promoting dual innovation in educational content and form.

1. The Value of IP Image in Animation Education

1.1. Enhance students' interest and participation

Animation, as a medium that combines visual art and narrative techniques, can greatly enrich teaching content by introducing charming IP images, making it more vivid and interesting[1]. Carefully designed IP images often have distinct personality traits, unique visual styles, and captivating story backgrounds, which work together to enhance students' sensory experience and effectively stimulate their curiosity and exploratory desire. In the practice of animation education, IP imagery is not only the carrier of the storyline, but also an important bridge connecting students with knowledge content. They can guide students to actively think and participate, deepen their understanding and memory of knowledge points through interactive methods such as role-playing and scenario simulation.

1.2. Promote the learning of knowledge and skills

As the core element of animation works, IP images carry rich storylines and cultural connotations, and are an effective medium for imparting knowledge and skills in animation education. By cleverly incorporating IP imagery, animation education can break the boundaries of traditional teaching and present complex concepts and techniques in a more vivid and intuitive way[2]. For example, using IP images for action demonstrations when teaching animation principles can help students intuitively experience the practical application of concepts such as keyframes and intermediate drawings, thereby deepening their understanding of animation principles. On the other hand, IP image is also a practical

platform for skill learning. By guiding students to participate in the process of creating IP images, such as character design, scene construction, etc., their innovative thinking and hands-on ability can be exercised, enabling them to master various skills of animation production in practice.

1.3. Cultivate innovative thinking and teamwork skills

As the soul carrier of animated stories, the design and shaping process of IP images itself is a collision and fusion of creative sparks. Students need to consider the appearance and personality traits of their characters when conceptualizing IP images, and delve into the story background and cultural connotations behind them. This process greatly stimulates their innovative thinking. Students need to break away from traditional frameworks, be brave enough to try innovative design concepts and techniques, and gradually form unique creative perspectives and aesthetic concepts through continuous experimentation and revision[3].

2. Innovative Practice of Animation Education Driven by IP Image

2.1. Integrating IP elements to enrich content

In today's animation education field, the introduction of IP images undoubtedly injects new vitality and depth into traditional teaching content. From 'The Monkey King Returns' to 'Big Fish and Begonia', to 'White Snake: Origin' and 'Ne Zha: The Birth of the Demon Child', these domestic animated films have not only achieved great success in the domestic market, but also showcased the unique charm of Chinese culture on the international stage. The classic mythological stories, folk legends, and classical literary works that these works rely on constitute an indispensable narrative foundation in animation creation[4].

In the innovative practice of animation education, integrating IP elements has become an effective strategy. Combining traditional IP with animation teaching can enrich teaching content and stimulate students' interest and love for traditional culture. Taking "The Return of the Monkey King" as an example, the classic IP image of Sun Wukong has a high level of popularity and recognition, and the mythological story behind it has a long history and is deeply rooted in people's hearts. In animation teaching, teachers can guide students to delve into the personality traits, behavioral patterns, and performance of the character Sun Wukong in different story contexts, thereby inspiring students' creative inspiration. Meanwhile, by comparing different versions of the Sun Wukong character, we can better understand the diversity and innovation in character development, which is of great significance for cultivating their creative thinking[5]. Meanwhile, as a product with rich cultural connotations, animation is inevitably deeply influenced by specific cultural backgrounds in its creation and dissemination process. Integrating traditional IP elements into animation teaching can enable students to more intuitively appreciate the profound heritage and unique charm of Chinese culture, thereby enhancing their sense of identity and pride in local culture. Taking 'Big Fish and Begonia' as an example, the worldview and values of this work are deeply rooted in the soil of traditional Chinese culture and vividly interpreted through animation. It is worth emphasizing that using IP images in animation education is not simply copying or imitating them, but requires students to creatively expand and extend based on a deep understanding and grasp of the connotation and value of IP. This requires teachers to focus on cultivating students' critical thinking ability and independent problem analysis ability in the teaching process, encouraging them to examine and analyze the image of IP from multiple perspectives and dimensions, and thus tap into its innovative potential and possibilities.

2.2. Utilize IP influence to expand practice

Adapting classic cultural IPs to give them new vitality is not an overnight process. It requires

animation creators to innovate and reconstruct cleverly while respecting the spirit of the original work. Taking "Ne Zha: The Birth of the Demon Child" as an example, the film successfully created a series of animated characters with distinct personalities and characteristics of the times through the deconstruction and reconstruction of classic characters such as Ne Zha in traditional IPs. Nezha has been redefined as a magical child, with its unique shape and personality traits reflecting the current subculture of young people pursuing individuality, known as the "ugly and cute" subculture[6]. At a deeper level, it reflects the social trend of gradually blurring the boundary between "beauty" and "ugliness". The clever fusion of popular elements and traditional symbols allows audiences to appreciate animated works while experiencing the collision between the charm of traditional culture and modern aesthetics, thereby generating strong resonance. Firstly, how to shape the rationality of animation character? This is a question that requires in-depth thinking and exploration. Students must organically integrate their subjective creative consciousness with the objective form of their personality in order to shape animated characters that not only conform to the stability factors of their personality, but also have internal logical artistic images. Students need to possess both keen insight and rich creative ideas, as well as a profound understanding of human nature, in order to create animated characters that are both realistic and charming. Next, exploring the expression of personality is one of the key steps in shaping the character's personality in animation. Personality conflicts often stem from differences in personalities or potential opposing factors between characters. As the story progresses, these potential factors gradually become apparent, ultimately leading to the climax of personality conflicts. Therefore, when constructing animated characters, it is necessary to carefully plan the plot and scenes to cleverly reveal the inherent contradictions and conflicts of the character's personality, and thus demonstrate their growth and transformation process. At the same time, by endowing animated characters with occasional moments or psychological struggles of self-determination, the complexity and hierarchy of their personalities are enhanced. Teachers should provide detailed animation creation plans and copywriting styles to guide students in writing relevant content according to standards. In this process, students need to learn how to conceive and present a creative animated story, master key skills such as project planning, time management, team collaboration, and outcome evaluation. Through this approach, students can gain a deeper understanding of the various stages of animation production and gradually develop a macro level understanding of the entire project engineering process through practice.

Conclusion

In summary, the innovative practice of animation education driven by IP images not only marks a brave transcendence of traditional animation education models, but also indicates a deep exploration of the future development direction of animation education. In the future, with the continuous evolution of technology and the deep integration of culture, the use of IP images in the field of animation education will be more extensive and profound, bringing unprecedented transformative power and new opportunities to animation education. Therefore, we should persistently deepen research and practice in this field, and continue to promote the development of animation education to a higher level.

Reference

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