

A Brief Note on the Examination of Graphic Design in Architectural Education

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Teaching drawing in the first year of college in the visual arts is de nitely tough, but not impossible. We understand students' immaturity at the start of their architectural education, and we know what professors at architecture schools can do to help them with their drawing needs: develop their capacity to think, feel, and create, as

perceive; and the third is inventive drawing methods. An examination of the early sketches in this research is nished.

Discovering the meaning of the world is learning to discover it. Every published theory about drawing and the act of drawing is upsetting, emotional, philosophical, technical, and so on. Some are adamant about the procedures, while others rely on them. Systematic, educational, and psychological experiences, unquestionably historical, whose dissemination has been printed in particular treatises, signi cant ideas that grow from the works of great artists and builders who draw, all of which have been printed in speci c treatises individuals who have assisted us in learning and understanding how to draw [1-2].

Not everything in drawing courses is based on theory; rather, actual experience is what enhances the potential to evolve graphically. However, in order to learn, gain knowledge, and grow in the creative world, practise requires theory. Drawing allows you to not only express

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