

Joe Woodhouse, Programme Leader Foundation Art and Design, University of Sunderland

The Hidden Curriculum:

Foundation Art and Design, pedagogies past and present

- **Current questions over the status of the Foundation course challenge us to revisit the origins of our curricula and reconsider existing provision for art and design**
- **In what ways might the pedagogical innovations of the artist/teachers responsible for *The Developing Process* (1959) still be of relevance to today's art and design students?**

This paper will present an ongoing research project reflecting on the innovative pedagogies of Harry Thubron, Tom Hudson, Victor Pasmore, Richard Hamilton, their peers and contemporaries. Key texts and educational resources will be referred to, alongside material from the National Arts Education Archive held at the Yorkshire Sculpture Park.

The project aims to reinvigorate debate around the Foundation course today, clarifying its educational purpose and scrutinising it further, in relation to both current pedagogy and contemporary art and design practice.

Examples of Learning and Teaching initiatives from the Foundation Diploma at the University of Sunderland will be used to illustrate parallels with earlier pedagogical thinking as well as offer cases where the differences in existing provision may be critical.

Drawing on the ferment of discussion that led to a significant reassessment of art education at the time, the research project aims to engage with schools, colleges and broader educational networks, including those from within Higher Education, to form new dialogues across all stages and contexts of art and design provision.

Beginning with a reflection on past pedagogies and shared experience, delegates will be asked to consider their relevance to contemporary practice and asked to define if and where the approaches of the Foundation still have a place in creative education today.

Starting Points

<http://www.artsedarchive.org.uk>

PhD outputs

Yeomans, R. (1987). *The foundation course of Victor Pasmore and Richard Hamilton, 1954-1966*. PhD thesis, Institute of Education, University of London.

http://www.henry-moore.org/docs/yeomans_basic_design_0.pdf

Sloan, K. (ongoing - Henry Moore Foundation Post-Doctoral Fellow 2015-17)
Radical Pedagogies in Post-War British Art.

Related publications

Read, H. (1961). *Education through Art* ([3rd(rev.) ed.]). London: Faber

Thubron, H., Pasmore, V., Hamilton, R., & Hudson, T. (1959). *The Developing Process*. Leeds and Newcastle

Thistlewood, D. (1981). *A Continuing Process: The new creativity in British art education 1955-65*. ICA

Briggs, C. (2013). *72 Assignments: The Foundation Course in Art and Design Today*. PCA Press

Rowles, S. (2013). *15 Methods: 20 Questions: Interviews with UK Art and Design Educators Uncovering the Process, Value and Potential of Art Education*. Q – Art

Hatton, K. (2008). *Design Pedagogy Research: Leeds 2007*. Jeremy Mills Publishing