

Proposal for conference at Baltic in 2016/17

The Foundation Course and other experiments in Art and Design

Our innovative art and design education has cultivated generations of creative individuals. Are we in danger of neglecting something important?



‘Until every classroom and studio is it’s own research situation we shall be hopeful practitioners of a primitive language’

Tom Hudson

Rationale:

There has been a recent resurgence of interest in the history of innovative pedagogies in Art and Design education. Much of this interest has been focused around Foundation and the Basic Design Movement with associated notions of the creative child and the role of the artist teacher.

This new awareness has led to current teachers, lecturers and students revisiting pedagogical experiments in order to revitalise their own teaching and learning.

This symposium aims to examine these contemporary experiments and use them as provocations to the creative curriculum, our classrooms and studios. In returning to the past, we find what might be important and of relevance today. What might we stand to lose if we don’t value our Foundations, past and present?

Attendees:

Foundation operates as a bridge between schools and university education in art and design. The conference aims to form a dialogue across the educational sector. Delegates will include representatives from the National Society for Education in Art

and Design (NSEAD) as well as the National Association of Fine Art Education (NAFAE).

Along with talks and creative sessions for teachers and lecturers we will also be facilitating a discussion between Senior Leaders and Advisors on Art and Design Education.

The conference is open to all of those involved in art and design education who are interested in the history and pedagogies of Foundation and what they might offer their own teaching and learning. We would actively encourage teachers and educators at all levels.

Format:

Friday evening

A short introduction to the conference and its aims to Senior Leaders, Advisors on Art and Design, along with presenters and delegates.

Saturday

A day-long schedule of talks and practical workshops offering provocations to the creative curriculum. The sessions will allow delegates to explore a range of pedagogies and experience contemporary innovations first hand.

Impact:

All papers and documentation from the workshops will be collated into a 'cookbook' for the creative curriculum. Attendees will receive a limited edition publication recording the innovative history of Foundation Art and Design and offering the contemporary responses they have experienced to reflect upon.

Returning to the strategies of publications such as *The Developing Process*, it is hoped that this conference can challenge our preconceptions of the creative curriculum and current art and design education.

- What do these experiments offer our own curricula?
- In what ways does current art and design education address the concerns of contemporary practice?
- If schools were to become the primer for higher education in art and design what might be done differently?
- Where does Foundation fit in?
- Can we work together to shape the creative curriculum most relevant for today?

Related Research

(Contributors and delegates to add to this)

Tate research project: *Art School Educated*

Related publications:

The London Art Schools: Reforming the Art World, 1960 to Now, Nigel Llewellyn (2015)

The Developing Process, Harry Thubron, Richard Hamilton, Tom Hudson, Victor Pasmore (1959)

A Continuing Process A Continuing Process: The new creativity in British art education 1955-65, David Thistlewood (1981)

72 Assignments: The Foundation Course in Art & Design, Chloe Briggs (2014)

15 Methods: 20 Questions: Interviews with UK Art and Design Educators uncovering the process, value and potential of art education, Sarah Rowles and Jo Allen (2013)

Education Through Art, Herbert Read (1958)

Initial call for submissions to include:

- Short video presentations or performances reflecting key pedagogies or innovative approaches taken within our schools, colleges or universities. (5 minutes max.).
Proposals should be 150 words describing the video or presentation. Images would be useful but not essential at this stage.
- Workshop presentations and activities. (1 hour sessions) Each workshop will have a presentation explaining the activity, the rationale and areas of pedagogical research. The presentations are followed by participatory activities for those attending in order to get a feel for the pedagogical experiments as described. Presenters can act as facilitators or involve others in support. It is hoped that each session could contain time for some feedback and discussion.
Proposals should be up 400 words and explain the activity as undertaken; it's context, etc. The rationale could be supported by real world examples from within your course or the highlighted workshop. Any related research into pedagogies past or present would be useful to help delegates reflect on its value within the broader discussion on art education today.