

A photograph of a man in a high-visibility vest and cap crouching in a field of tall grass, looking down at four orange flags in the foreground.

nsead

A Curriculum of Curiosity & Hope: Rethinking Art & Design education.

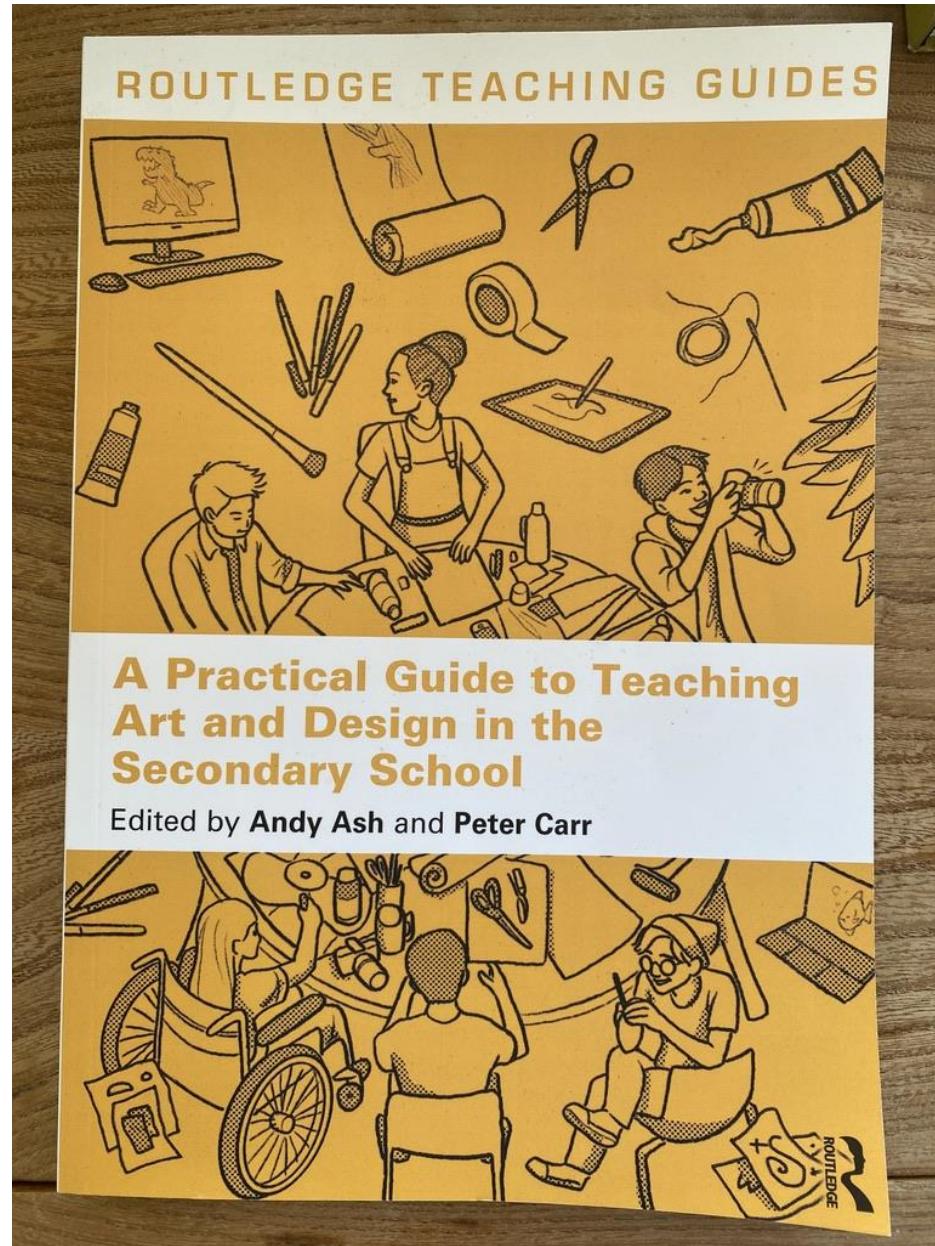
NSEAD President's Address Summer Conference 2025 Andy Ash



A. Ash, 'try again,
fail again, fail better' (2025)
WSP Thamesmead,
Gallery No.32
sculpture as performance



A Curriculum of Curiosity & Hope



“Art
Changes: We
Change”
Tate Modern
(2016)

Has Art and Design
education in schools
truly evolved with
society?

Are we preparing
students for the world
they live in—or the
one we remember?

Critique of Traditional 'School Art'

'School art' (Efland, 1976): outdated, orthodoxy-driven teaching styles.

Training often reinforces conservative approaches.

New teachers feel tension between their creative beliefs and the constraints of the classroom.

Goal: Rethink teaching from a modern, socially relevant, learner-centered perspective.

Teacher Agency

- Empower Art & Design teachers with **agency** and **hope**.
- Promote **reflective practice** and **curriculum innovation**.
- Support teachers at all stages – from trainees to experienced educators.
- Encourage **personalized, relevant pedagogies** that reflect contemporary society.

NSEAD SE & London Art teacher Network, Whitechapel, Jan 2025



Deconstruct your journey

- Introduced models (1980s) such as:
- *Free Expressives, Technocrats, Social Workers, Pedagogues.*
- Highlighted **conflicting values** and **blind spots** in teachers' approaches.
- **Message:** Teachers must move beyond rigid typologies and define their own value-led practice.

A. Ash 'The Art of Walking'
2020 T+ Gallery, Japan

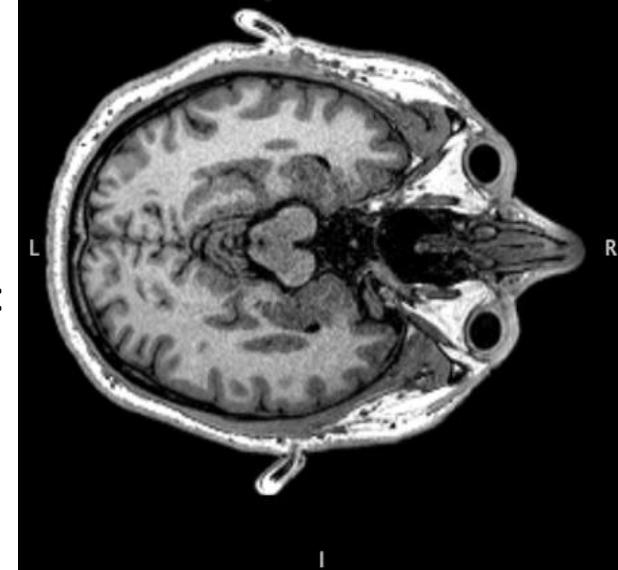
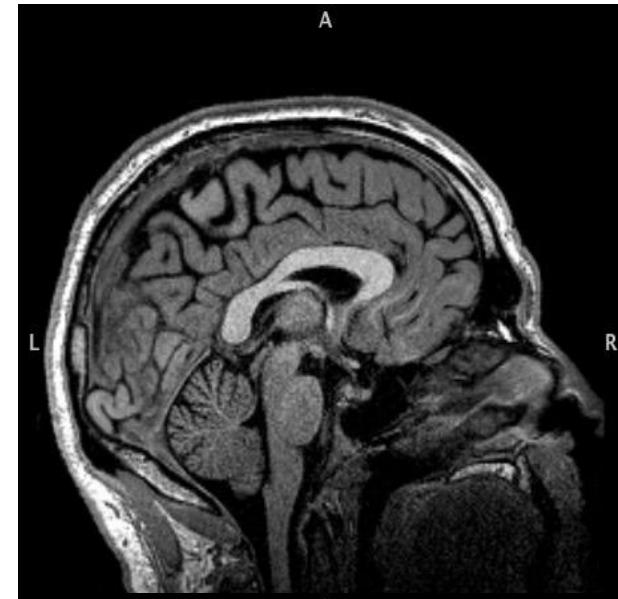


Contemporary Typologies (Addison & Burgess, 2007)

- 10 curriculum approaches, including:
- *Perceptualist, Formalist, Critical and Contextual, Issue-based, Postmodern.*
- Departments often mix these; dominant types shape learning experiences.
- Encouragement to assess and reframe one's own departmental culture.

The 'Psychic Prison' and ART Approach

- Teachers can be **trapped by old thinking** and norms.
- Use **A.R.T. approach** to break free:
 - **Acknowledge** unhelpful thoughts
 - **Replace/Reframe** them
 - **Take Action**
- Reflective practice leads to transformation.



'Dialogue:
Artist &
Scientist'
Andy Ash
2015

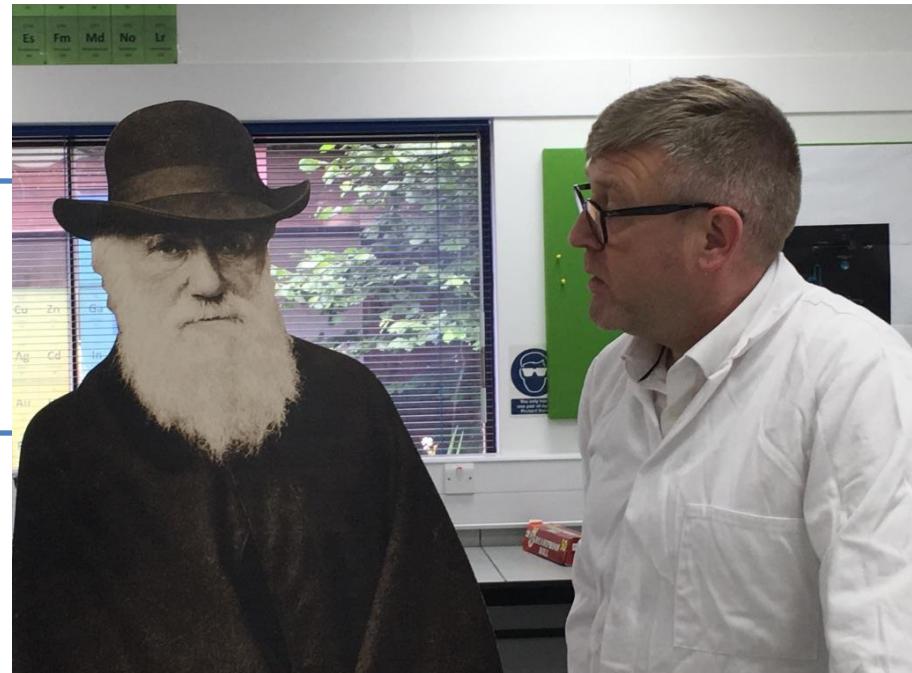
Types of Curiosity

Imaginative Curiosity –
Creativity from lived
experience.

Epistemological Curiosity –
Deep knowledge-seeking,
theory-informed.

Critical Curiosity – Challenge
dominant narratives, embrace
cultural relevance.

Curiosity is key to revitalizing
teaching.



Andy Ash & Charles Darwin working
together in Homerton College
science lab June 2018.



NSEAD Big Landscape website

Call to Action: A Curriculum of Hope

- Teachers must **reclaim curriculum design**.
- The future lies in *curiosity, agency, and transformation*.
- Hope as action: striving to co-create meaningful futures through Art & Design.
- ‘Be the change you want to see in the world’



NSEAD Summer event, Workshop at Tate Britain (2024)



A Practical Guide to Teaching Art and Design in the Secondary School

Andy Ash and Peter Carr

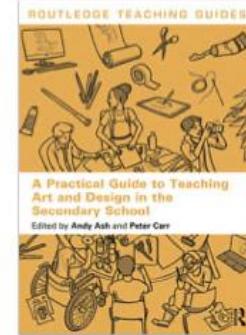


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Edited By Andy Ash, Peter Carr

A Practical Guide to Teaching Art and Design in the Secondary School bridges the gap between key themes in Art and Design education: theory, professional practice, and the classroom. Designed to be used independently or alongside the popular textbook Learning to Teach Art and Design in the Secondary School, this book is packed with practical strategies, teaching ideas and activities in every chapter. It provides everything trainee and early career teachers need to reflect on and develop their teaching practice, helping them to plan lessons across the subject in a variety of teaching situations.

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A. Ash,
'Hands
Breaking
Rules',
T+
Gallery,
2021



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A. Ash 'To make
concrete' (2024)