

Panel Discussion & workshop

Imagining a 'new world' in art & design education

- Peace | iJade 2024
- Andy Ash, Peter Carr & Ged Gast

ROUTLEDGE TEACHING GUIDES



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

Andy Ash and Peter Carr



The Big Landscape of the Art & Design Curriculum

<https://biglandscape.nsead.org/>

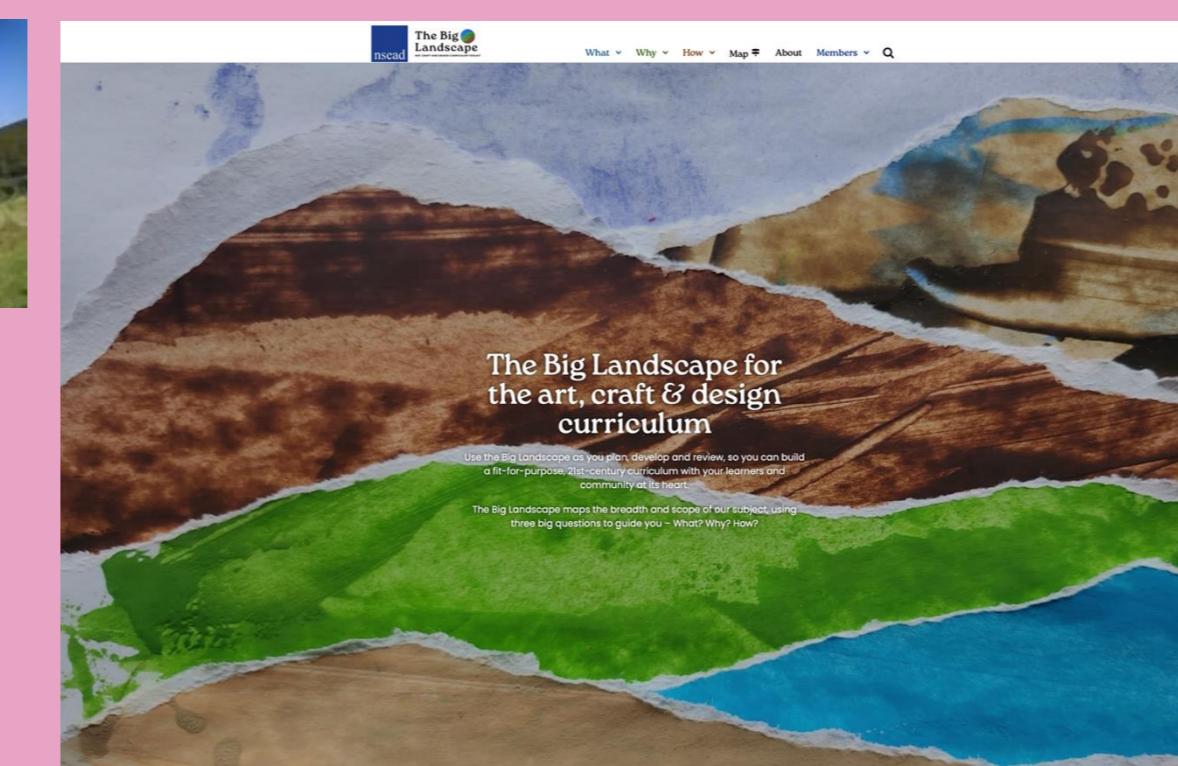
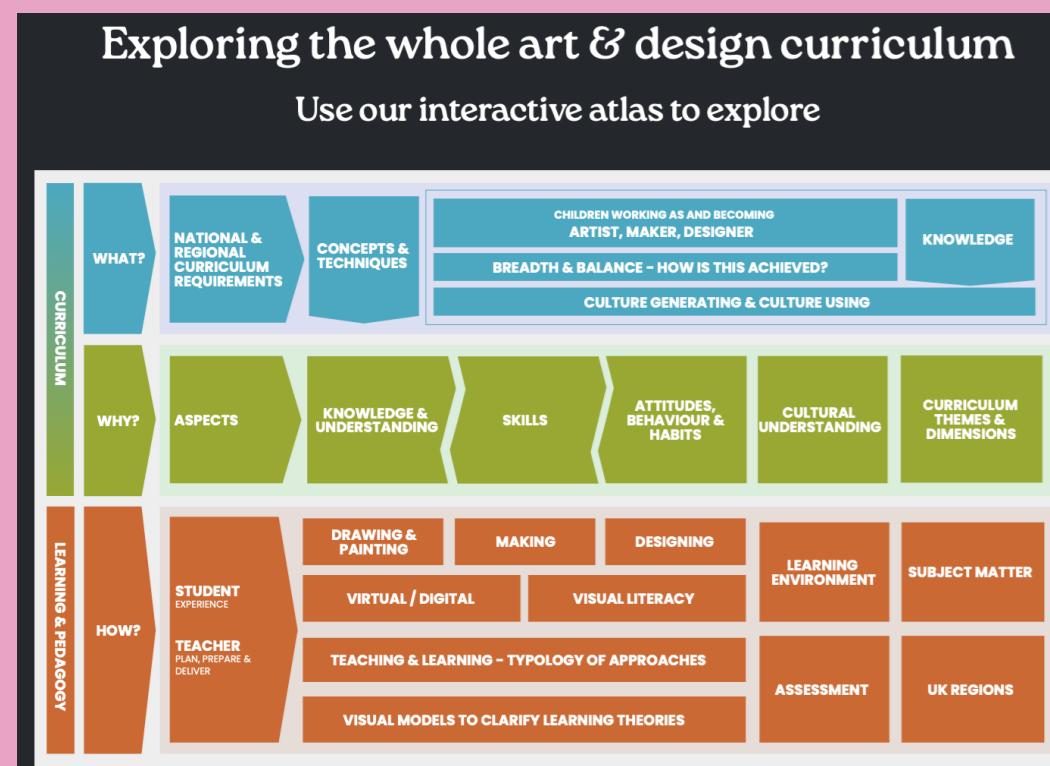


What is the Big Landscape?

The Big Landscape is an Atlas of Creative Possibilities.

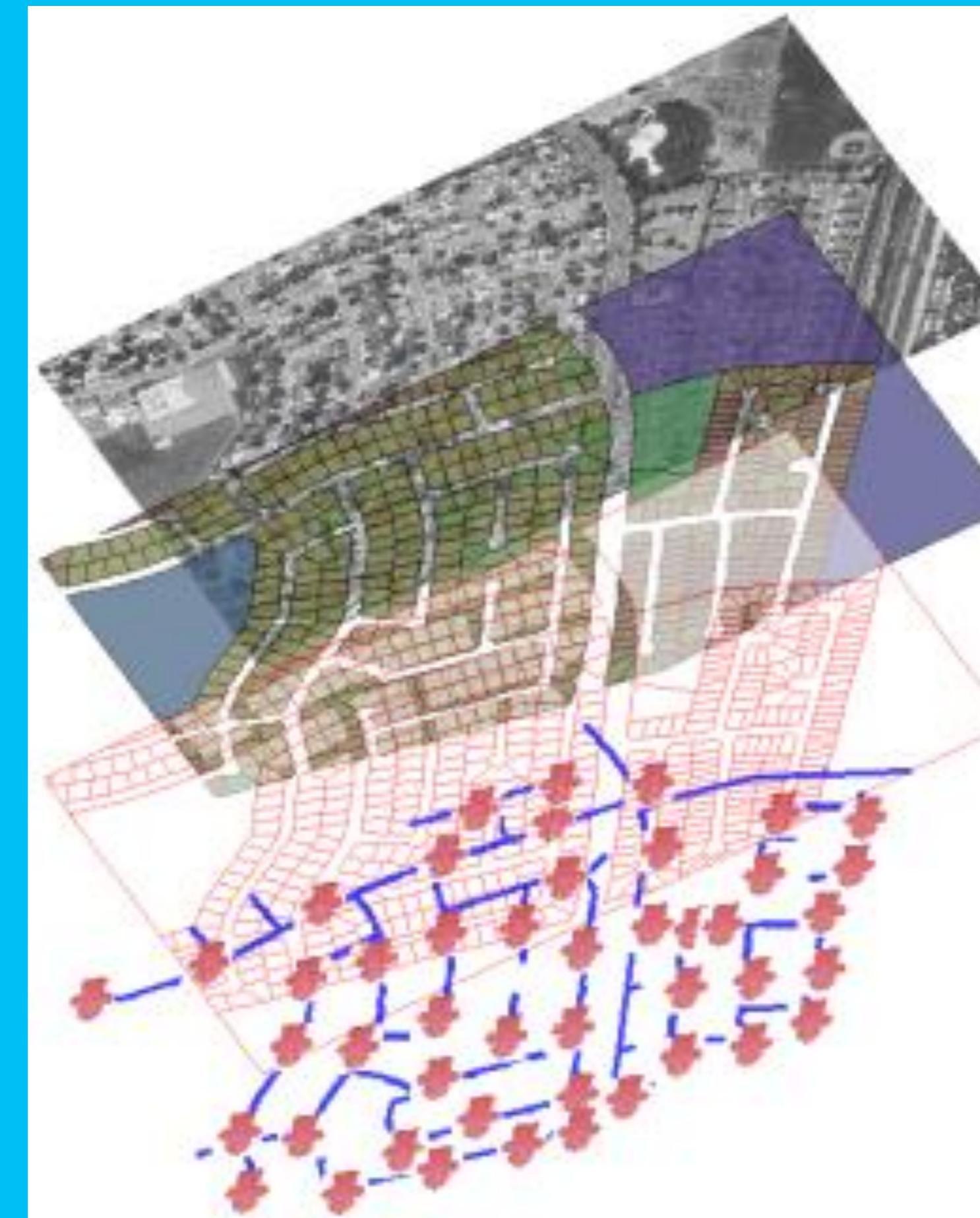
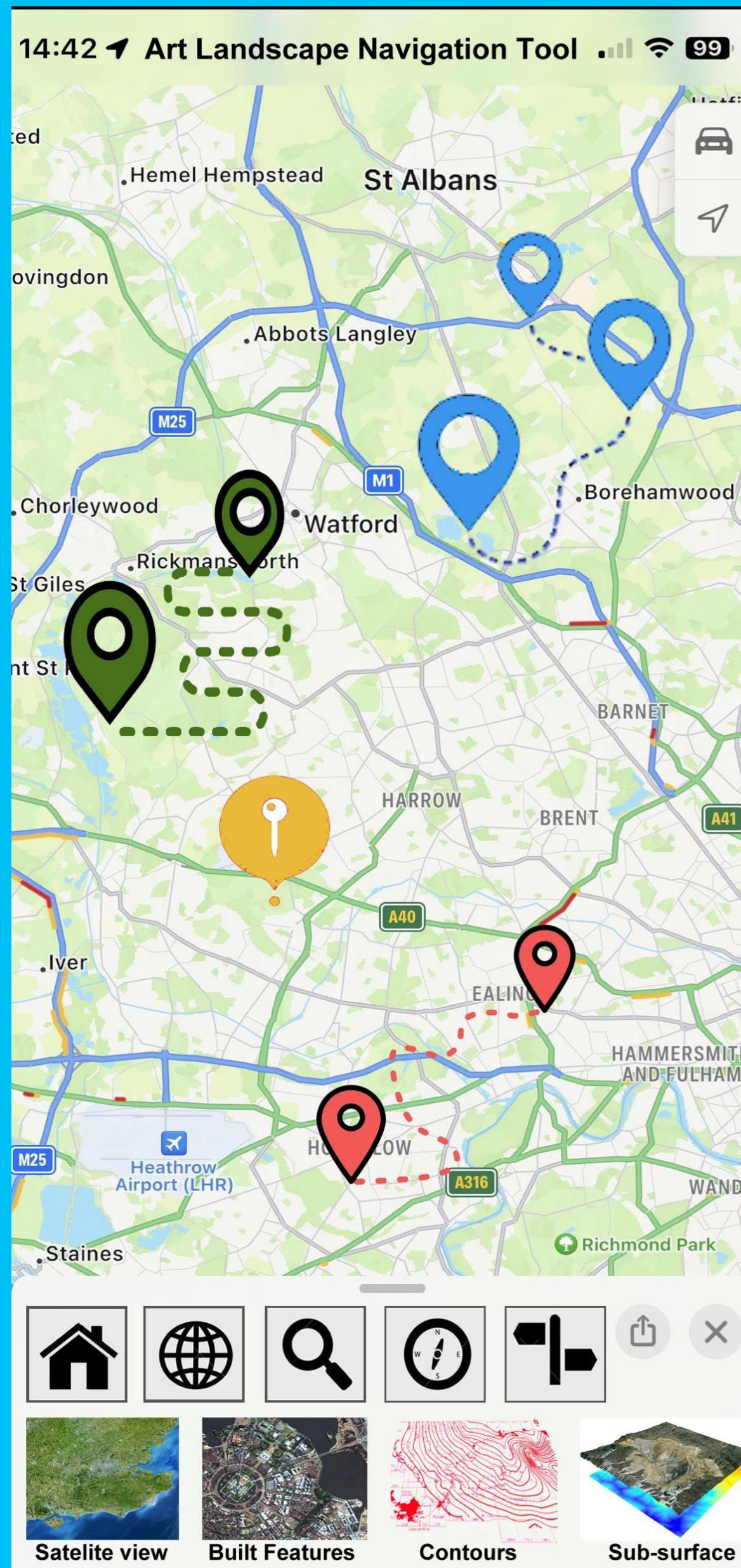
It can function like an aide-mémoire of possible approaches, contexts and rich connections, to help educators explore and build memorable learning experiences.

It challenges all of us to think about the quality of the learning, the impact and legacy this contributes to creative growth.



<https://biglandscape.nsead.org/>

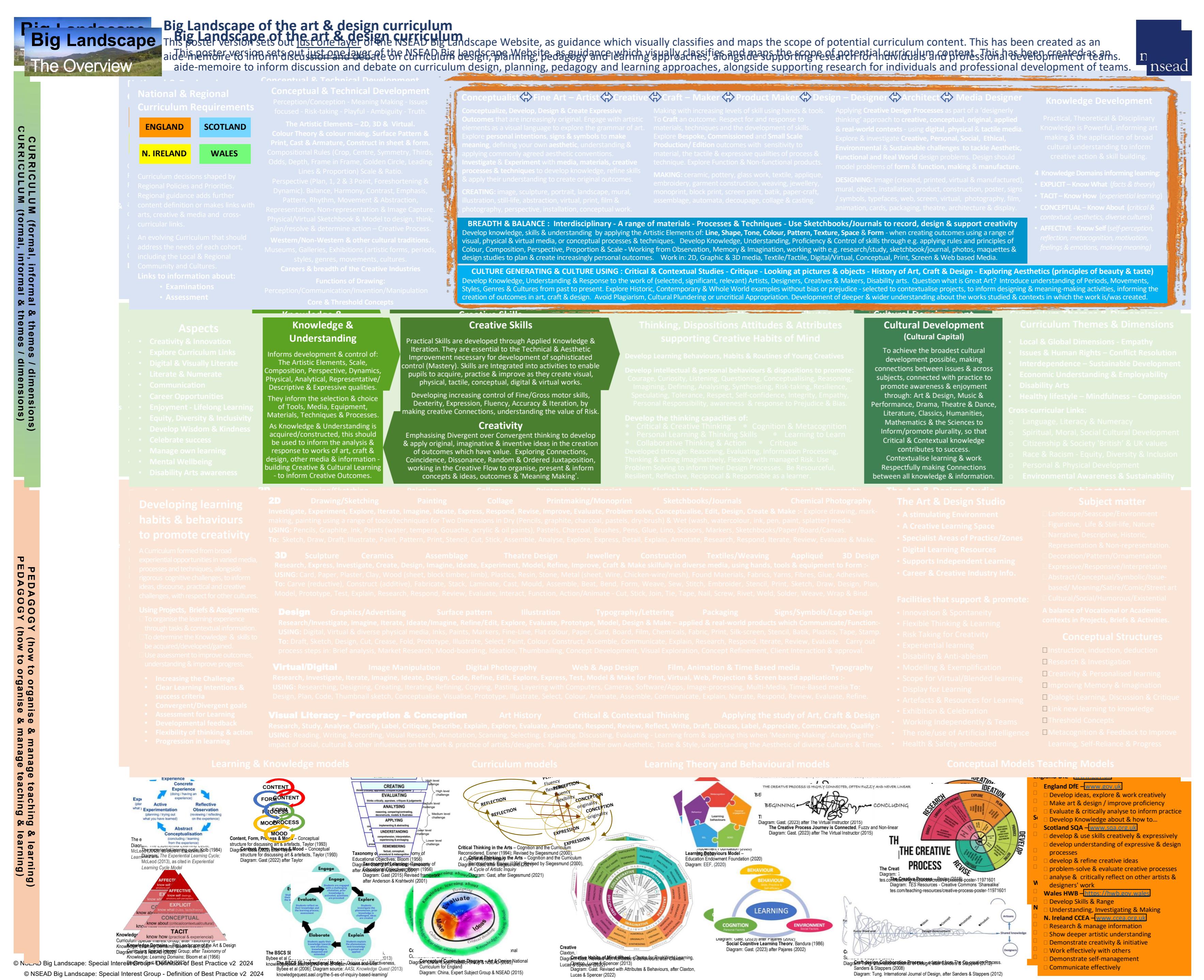
The Big Landscape : Purpose, Context & Values



- What is the big landscape
- An Atlas – NOT a Map
- Who would use it?
- Why would we use it?

The A2 Poster

Familiarise and discuss



nsead

Using the Big Landscape : Peace and Planning for learning

Big Landscape
Overview Planner

Big Landscape of the art & design curriculum
This A3 NSEAD Big Landscape template, shows how we set out the curriculum. The white boxes cover the content, so you can write your plan for how you might organise learning as a project or sequence of lessons. Starting with the WHY section, select key statements (in the text blocks) and link these to your written planning in the What and Why sections to construct the connections, learning focus and the content you plan to include. Then show how you would link this to the How section, clarifying how you will organise and structure the teaching and learning.

Name: _____ Email: _____ nsead

CURRICULUM (formal, informal & themes / dimensions)

WHAT?

WHAT might the scope and breadth of the subject be in:
 □ PRIMARY
 □ SECONDARY
 WHAT does pupil Entitlement mean?
 WHAT adds Breadth & Depth to knowledge, understanding & skills?
 A subject that is evolving/changing, concept & not content driven.

National & Regional Curriculum Requirements
 ENGLAND SCOTLAND
 N. IRELAND WALES

Conceptual & Technical Development
Learning & knowledge taught:
 Conceptualist → Fine Art – Artist → Creative → Craft – Maker → Product Maker → Design – Designer → Architect → Media Designer

Conceptualist → Fine Art – Artist → Creative → Craft – Maker → Product Maker → Design – Designer → Architect → Media Designer
Learners will learn about and apply, in order to:

BREADTH & BALANCE : Interdisciplinary - A range of materials - Processes & Techniques - Use Sketchbooks/Journals to record, design & support creativity
Media and processes:

CULTURE GENERATING & CULTURE USING : Critical & Contextual Studies - Critique - Looking at pictures & objects - History of Art, Art & Design - Exploring Aesthetics (principles of beauty & taste)
Applied cultural learning:

Knowledge Development
Practical, Theoretical & Disciplinary Knowledge is Powerful, informing art making & the application of broad cultural understanding to inform creative action & skill building.

4 Knowledge Domains informing learning:

- EXPLICIT – Know What (facts & theory)
- TACIT – Know How (experiential learning)
- CONCEPTUAL – Know About (critical & contextual, aesthetics, diverse cultures)
- AFFECTIVE – Know Self (self-perception, reflection, metacognition, motivation, feelings & emotions, making meaning)

WHY?

WHY is the scope and stimulus used in Art, Craft & Design so broad ranging?
 WHY are Aspects, Themes & Dimensions so valuable when promoting Creative, Critical Thinking & Action and used to inform creating, designing & making?

Aspects

- Creativity & Innovation
- Explore Curricular Links
- Digital & Visually Literate
- Literate & Numerate
- Communicate
- Career Opportunities
- Enjoyment, Meaningful Learning
- Equity, Diversity & Inclusivity
- Develop Wisdom & Kindness
- Celebrate success
- Manage own learning
- Mental Wellbeing
- Disability Arts awareness

Knowledge & Understanding
Why this knowledge:
 Which skills:

Creative Skills
Which creative capacities:

Thinking, Dispositions, Attitudes & Attributes supporting Creative Habits of Mind
Develop Learning Behaviours, Habits & Routines of Young Creatives

Cultural Development (Cultural Capital)
Learning about:

Curriculum Themes & Dimensions

- Local & Global Dimensions - Empathy, Internationalism & Sustainability
- Issues & Human Rights - Conflict Resolution
- Interdependence & Sustainable Development
- Economic Understanding & Employability
- Disability Arts
- Healthy lifestyle / Mindfulness / Compassion
- Cross-curricular Links:
 - Language, Literacy & Numeracy
 - Spiritual, Moral, Social & Cultural Development
 - Citizenship & Society 'British' & UK values
 - Race & Racism - Equity, Diversity & Inclusion
 - Personal & Physical Development

HOW?

How students learn?
 HOW best to organise concepts & subject philosophy to promote the best learning & ensure progression?
 HOW might our curriculum promote better learning?
 • Engage & Inform
 • Excite & Inspire
 • Challenge
 • Fun/Playful

PEDAGOGY (how to organise & manage teaching & learning)

Developing learning habits & behaviours to promote creativity
 A Curriculum formed from broad experiential opportunities in varied media, processes and techniques, alongside rigorous cognitive challenges, to inform ideas, discourse, practical and creative challenges, with respect for other cultures.

Using Projects, Briefs & Assignments:
 • To organise the learning experience through tasks & contextual information.
 • To determine the Knowledge & skills to be acquired/developed/gained.
 • Use assessment to improve progress, outcomes & understanding
 • Increasing the Challenge
 • Clear Learning Intentions & success criteria
 • Convergent/Divergent goals
 • Assessment for Learning
 • Developmental feedback
 • Flexibility of thinking & action
 • Progression in learning

2D Drawing/Sketching
Investigate, Experiment, Explore, Iterate, Imagine, Ideate, Express, Respond, Reuse, Improve, Evaluate, Problem solve, Conceptualise, Edit, Design, Create & Make - USING:
3D Sculpture
Research, Express, Investigate, Create, Design, Imagine, Ideate, Experiment, Model, Refine, Improve, Craft & Make skilfully, to construct and form - - USING:
Design Graphics/Advertising
Research/Investigate, Imagine, Iterate, Ideate, Refine/Edit, Explore, Evaluate, Prototype, Model, Design & Make - applied/real-world products to Communicate/Function- USING:
Virtual/Digital Image Manipulation
Research, Investigate, Iterate, Imagine, Ideate, Design, Code, Refine, Edit, Explore, Express, Test, Model & Make for Print, Virtual, Web, Projection & Screen based applications - - USING:
Visual Literacy – Perception & Conception Art History
Research, Study, Analyse, Classify, Label, Critique, Describe, Explain, Explore, Evaluate, Annotate, Respond, Review, Reflect, Write, Draft, Discuss, Appreciate, Communicate, Quality - - USING:

The Art & Design Studio
Facilities that support & promote:
 Organisation of facilities:

Subject matter

- Landscape/Seascape/environmental
- Figurative, Life & Still-life, Nature Narrative, Descriptive, Historic Representation/Non representation
- Decoration/Pattern/Ornamentation
- Expressive, responsive, imaginative, creative
- Abstract/Conceptual/Symbolic/ Issue-based/Meaning/Satire/Comic/Street art
- Cultural, Social, Political, Existential

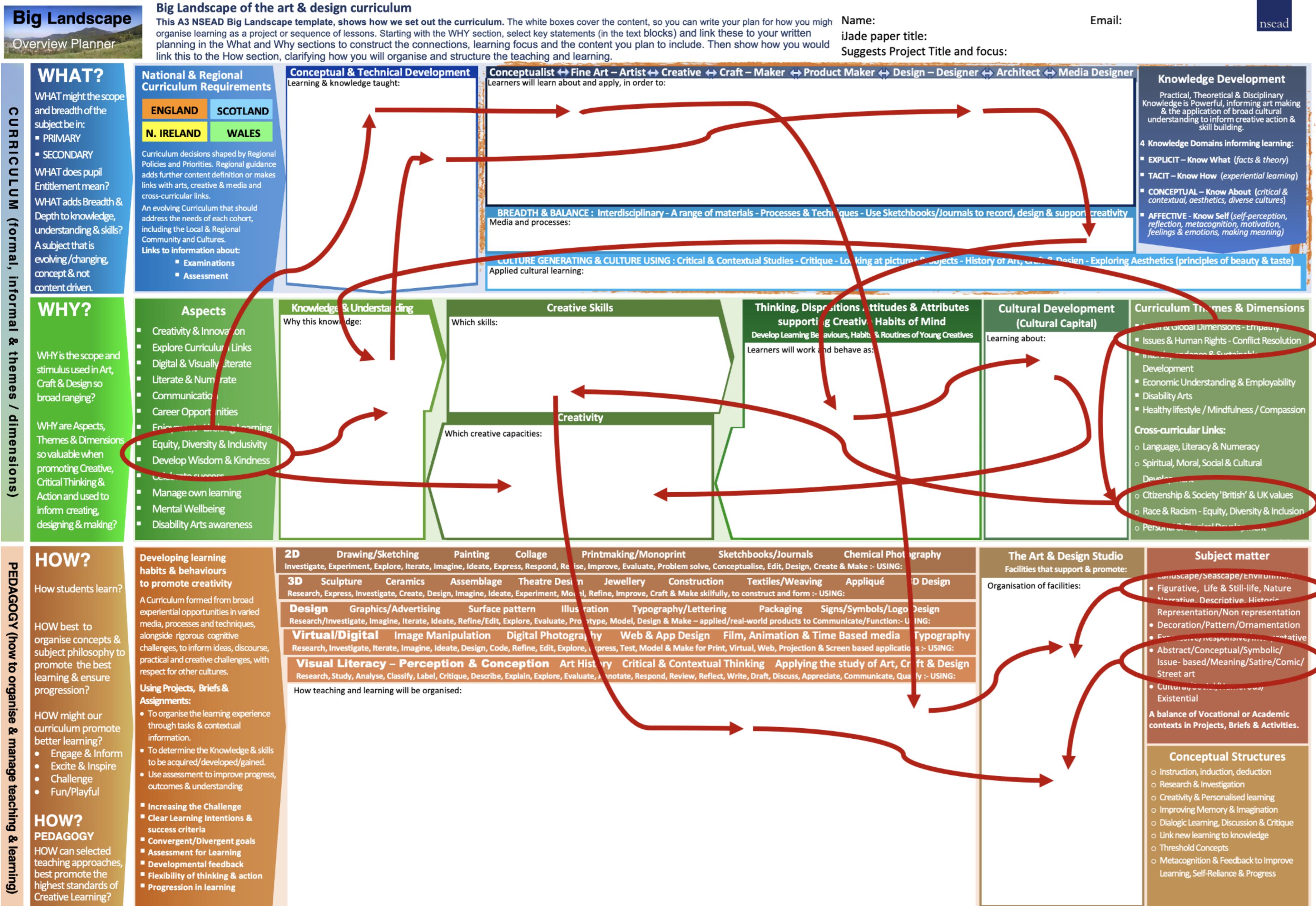
A balance of Vocational or Academic contexts in Projects, Briefs & Activities.

Conceptual Structures

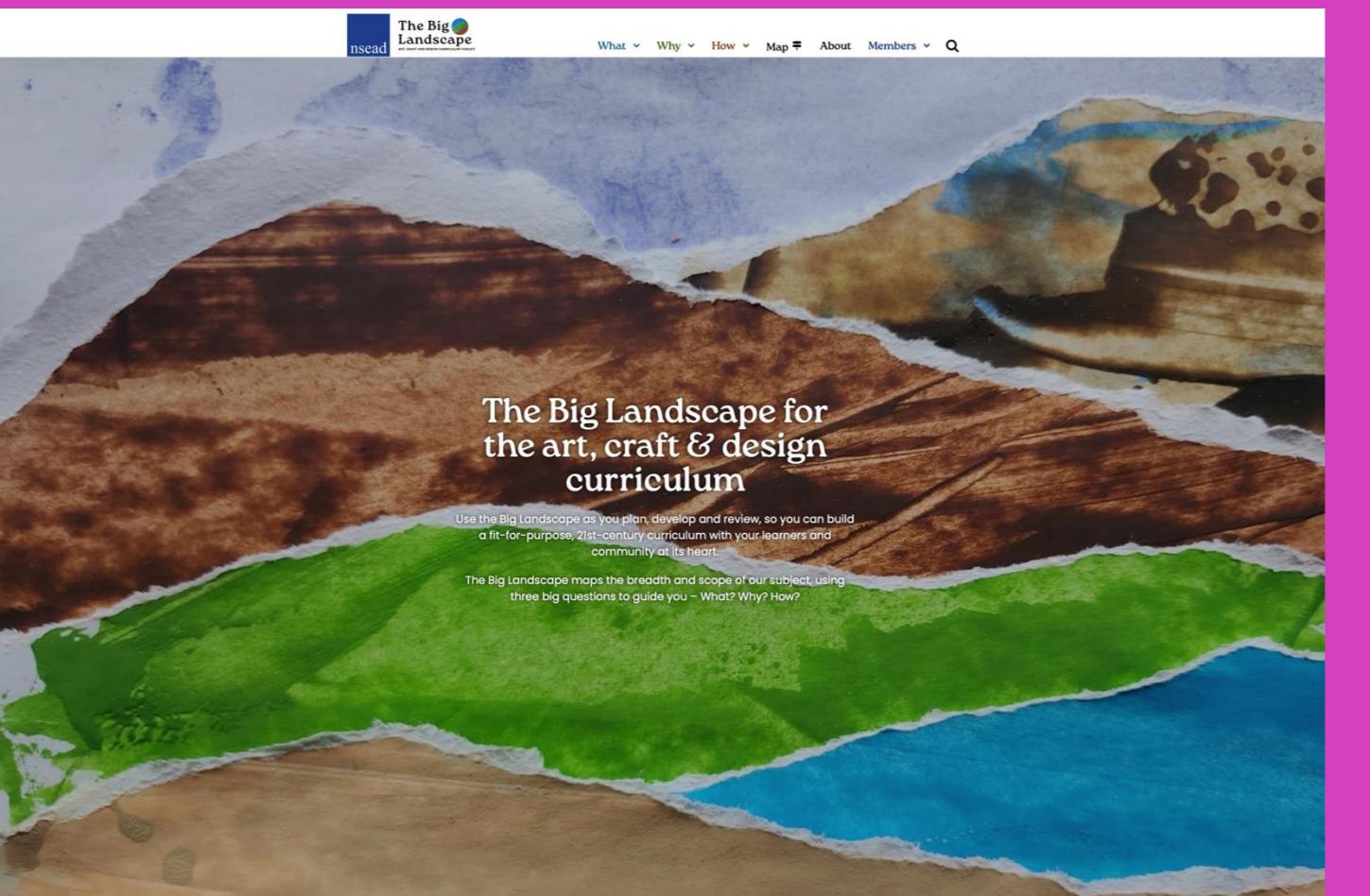
- Instruction, induction, deduction
- Research & Investigation
- Creativity & Personalised learning
- Improving Memory & Imagination
- Dialogic Learning, Discussion & Critique
- Link new learning to knowledge
- Threshold Concepts
- Metacognition & Feedback to Improve Learning, Self-Reliance & Progress

- Starting with the WHY select from the Curriculum Themes & Dimensions.
- Consider which knowledge and Conceptual/Technical Development in the WHAT along with Media specialist knowledge and How this will be taught.
- Plot a route of connections through the blocks of content and context to build the learning journey and define the project.
- Consider other linked contexts in the Themes & Dimensions or the Aspects.
- Connect these other contexts to Creativity Skills, Conceptual/Technical knowledge, Media specialist knowledge and How this will be taught.
- Identify subject matter and what the outcomes will be.

Your Planning Activity



1. You have a copy of the:
 - Atlas &/or weblink
 - A3 Planner and template
2. Work in a pair or triad.
3. Based on the paper/s you are presenting (or interest), select one. Use this to provide the context/focus to plan a Lesson or SoW.
4. Complete your details in the top right corner on the template (so we can get in-touch with you later).
5. Collaborate to set out your intentions on the Planning sheet for the Lesson or short Project.
6. Then, complete the Template sheet with clear statements indicating the content in the What, Why and How blocks.



A screenshot of the 'The What, Why and How of the Big Landscape' website. The header features the 'nsead' logo and 'The Big Landscape' logo. The main content area is divided into three sections: 'What...', 'Why...', and 'How...'. Each section has a background image (blue sky, green field, orange studio), a title, a descriptive paragraph, a list of questions, and 'Find out more' and 'view the map' buttons. The 'What...' section includes: 'Asking 'what' will determine the concepts and content driving each lesson, project and your overarching curriculum.' The 'Why...' section includes: 'Asking 'Why' will develop focus, purpose and depth to the learning in our subject. Why does this learning matter?' The 'How...' section includes: 'Asking 'How' will help you decide how to organise learning and teaching.' At the bottom, there is a section titled 'Finding your pathway' with text: 'The Big Landscape Map will help you to plan, develop and review your art, craft and design curriculum' and 'Our Big Landscape Finding your Pathway - A checklist Curriculum Design and Review will help you to start your journey'. Buttons for 'Explore the Big Landscape Map', 'Download PDF', and 'Download Word' are at the bottom.

Feedback: thoughts, questions & suggestions...



Contact:

Book – see flyer

andrew.ash@ucl.ac.uk

pcarr8999@gmail.com

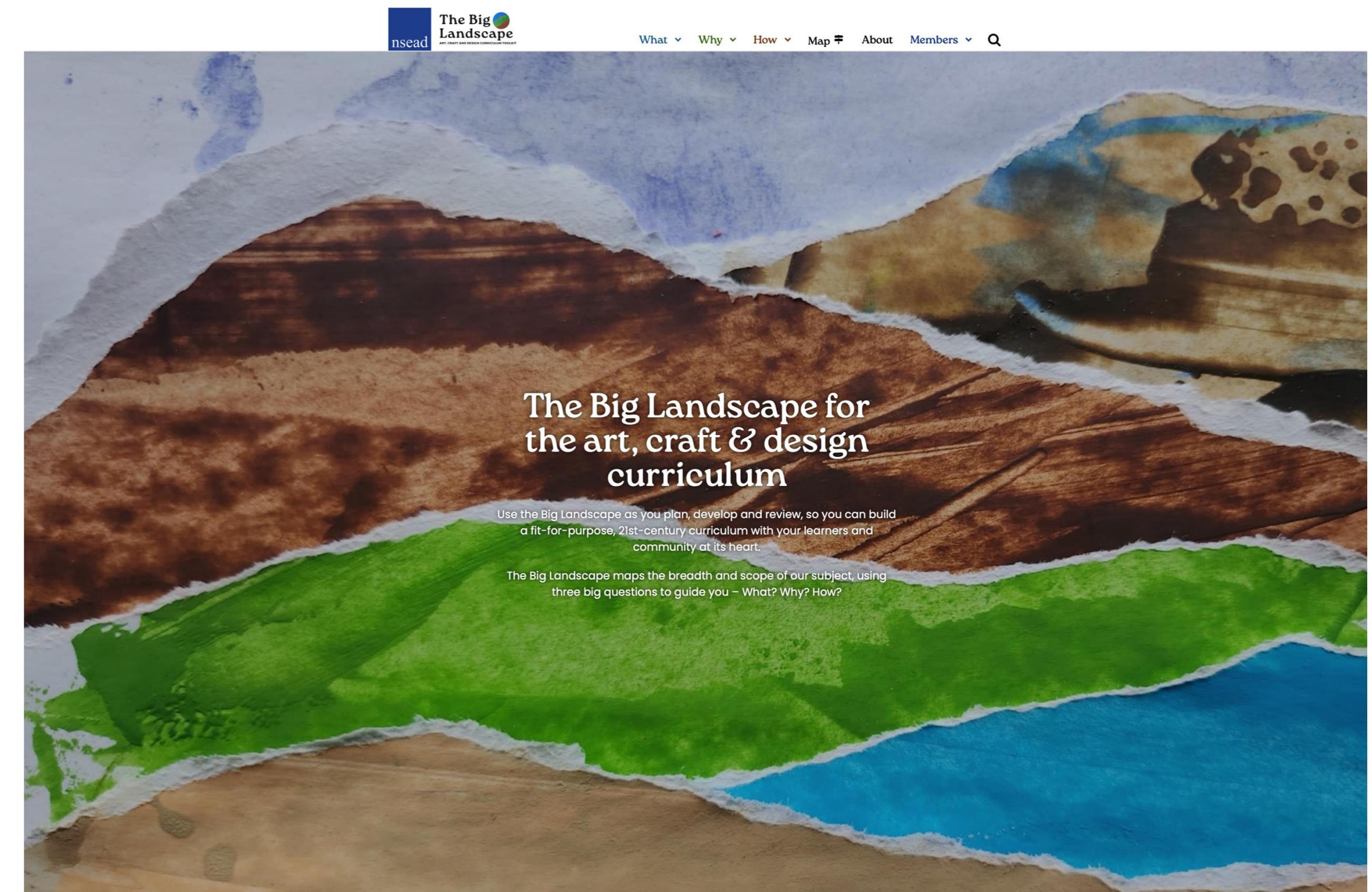
BL

michelegregson@nsead.org

sophieleach@nsead.org

gedgast@nsead.org

andrew.ash@ucl.ac.uk



nsead

Organising & Presenting Information



The Big Landscape website screenshot showing the 'Curriculum Themes & Dimensions' page. The page has a green header with 'Curriculum Themes & Dimensions' and a green sidebar with 'Attitudes, Behaviours & Habits'. The main content area discusses the curriculum's elements and themes like SMSC, citizenship, and environmental awareness.

This page summarises the intellectual and practical skills that enable young people to confidently and successfully realise the creative potential of **Creative Habits** of the Mind. The first element is the 'Subject Content'. This is the content, **knowledge** and **skills** specific to each subject and although some content can be connected to other subjects in various ways, it is not replicated in all or other subjects.

Highly effective creative habits can be developed through building intuition and instinctive judgement, as well as developing from focused and structured collaboration.

Establishing these behaviours and attitudes in the environment provides inspiration and confidence to equip young people with the capability to tackle technical and conceptual problems.

Attitudes, behaviours and habits are key characteristics in children and young people that help them to become confident and effective creative learners.

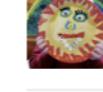
This includes:

1. Core learning behaviours
2. A **growth mindset** (believing that intelligence can be improved through effort, resilience and metacognition (the process of learning))
3. Social and emotional intelligence
4. Creative thinking
5. Creative problem-solving

References:

- See NSEAD's *Projects for Personal Development*
- See NSEAD's *Leading Change*
- See NSEAD's *Supporting Your Creative Practice*
- See ROH's *Creative Industry Toolkit*
- See NSEAD's *Developing Emotional Intelligence*
- See NSEAD's *The Power of Art*
- See iJADE's *Thinking Drawing*

Related concepts

-  Local & Global Dimensions (Empathy)
-  Spiritual, Moral, Social Cultural Development (SMSC)
-  Citizenship & Society
-  Issues & Human Rights (Conflict Resolution)
-  Sustainable Development (Interdependence)
-  Environmental Awareness & Sustainability
-  Language, Literacy & Numeracy
-  Economic Understanding & Employability
-  Race & Racism - Equity, Diversity & Inclusion
-  Disability Arts
-  Personal & Physical Development
-  Healthy Lifestyle - Mindfulness & Compassion
-  Disability Arts & Anti-Ableism

Highly Visual – Not just text.

Organised by **WHAT, WHY & HOW..**

Uses the Metaphor – (colour coded, bands, blocks, layers).

Encourages Exploration.

The **WHAT** : Subject Specific Content.

The **WHY** : Contexts - include Curricular Links, Behaviours/Habits, Culture & Critical Thinking.

Layers of info – Aspects, Themes, Dimensions, Cognition, Behaviours.

The **HOW**: Teaching, Learning & Pedagogy

Organising & Presenting Information

Conceptual and Technical Development

This Page summarises the practical, theoretical, conceptual and disciplinary knowledge relevant to **art, craft and design**.

As students create and make art and design, conceptual and technical knowledge can be taught as principles, theories and rules, and acquired and applied experientially in projects and lessons.

They are sometimes described as the **theory** (as in **colour theory**), or the rules (as in rules of **composition** or perspective) which define the knowledge and learning associated with particular ways of working or creating.

This knowledge can be acquired as **factual knowledge**, for example, learning about the theory of colour, which becomes embedded before being more widely applied through **experiential learning** (Kolb, 1984) i.e. following colour matching and mixing activities where students learn about primary, secondary, and **tertiary** and complementary colours, tints and tones, warm and cool colours.

Learning these concepts as **explicit knowledge** before **making** it experiential can at times be helpful to develop understanding, particularly when applied in a project context, or before being embedded when practised as a skill.

This is what we mean when we describe 'powerful' knowledge' (Young, 2008). The knowledge associated with these concepts, processes and **techniques** is powerful because they empower students to understand, apply and implement, becoming more skilful, confident and effective.

References

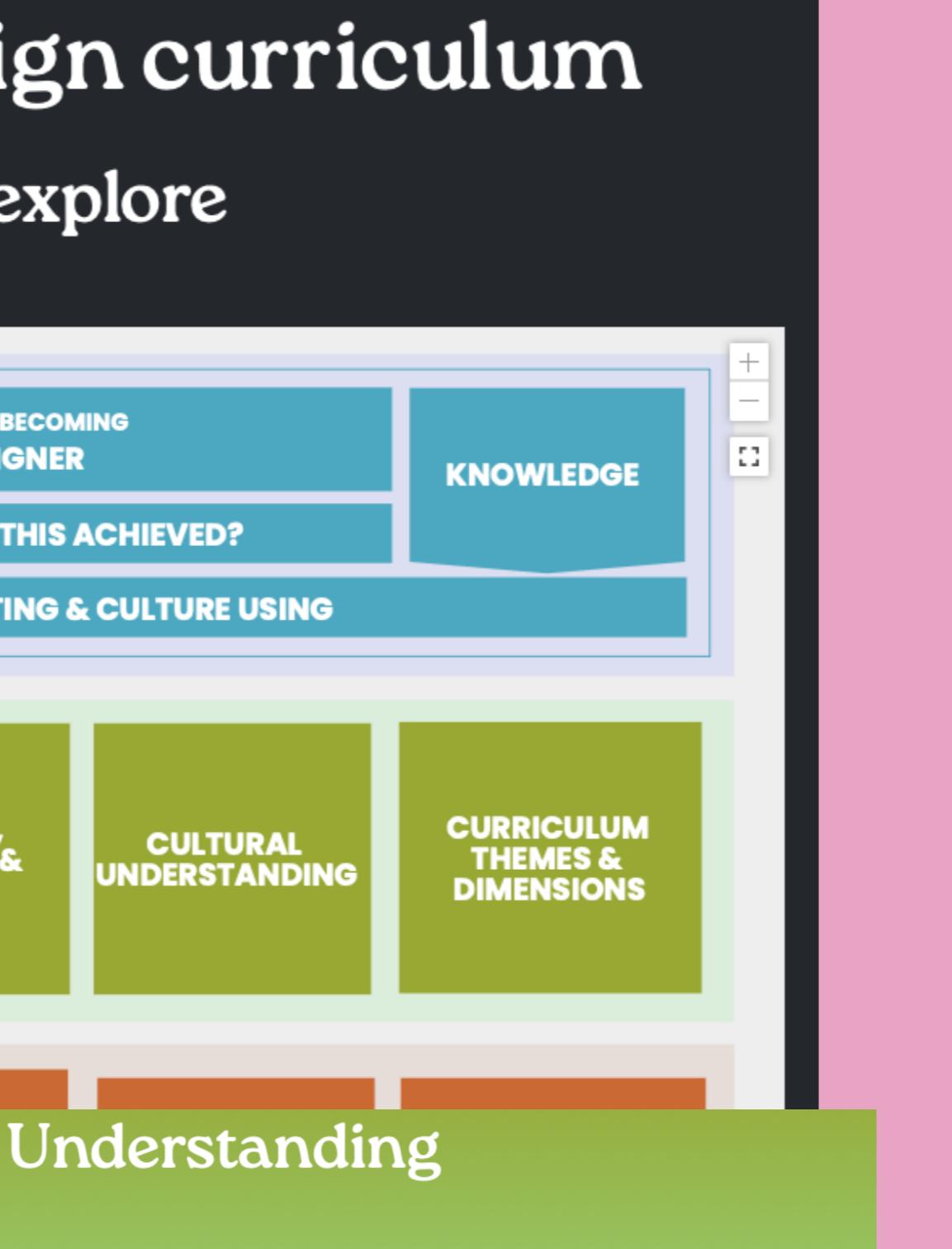
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, N. J., Prentice-Hall.
- Meyer, J. H. F. and Land, R. (2003) *Threshold Concepts and Troublesome Knowledge 1 – Linkages to Ways of Thinking and Practising in Improving Student Learning – Ten Years On* C.Rust (Ed), OCSLD, Oxford
- Young, M. F. D. (2008). *Bringing Knowledge Back In: From Social Constructivism to Social Realism in the Sociology of Education*. Oxford, Routledge.
- Perkins, D. (1999). *The Many Faces of Constructivism*, Educational Leadership, Volume 57, Number 3, November
- Francis, C. and Nicholls. J. *Art Pedagogy*
- JCQ. (2023) guidelines *Instructions for conducting non-examination assessments*
- NSEAD. (2023). *Sketchbook Guidance*
- NSEAD. (2023). *Sketchbook Circle*
- NSEAD. (2023). *Finding* creative Careers
- ART UK. (2023). *Examples of Art & Design selected from across Public Art Collections, UK*
- The **Creative Industries** Council. (2023). *Official Website*

The **Creative Industries** Council. (2023). *Official Website*

design curriculum explore

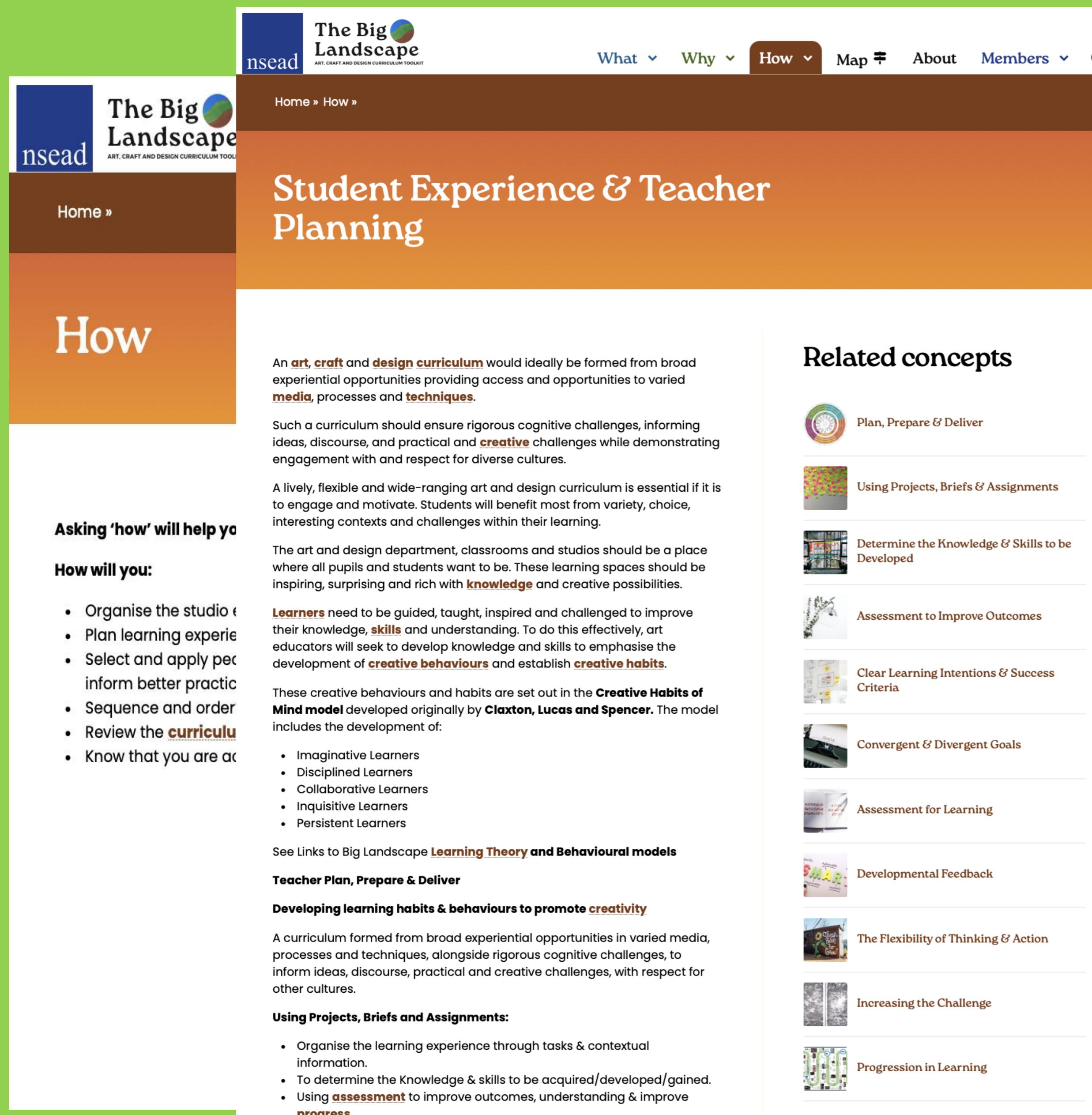
Related concepts

- Perception & Conception
- The Artistic Elements (2D, 3D & Virtual)
- Colour Theory & Colour Mixing
- Abstraction, Representation, Non-representation & Image Capture
- Compositional Rules
- Balance, Harmony, Contrast and Emphasis
- Careers & Breadth of the Creative Industries
- Core & Threshold Concepts
- Gallery, Museums and Exhibition
- Pattern, Rhythm & Movement
- Perspective
- Physical/Virtual Sketchbook
- Western/Non-Western Cultural Traditions
- 3D - Casting & Armature



- Asking: **WHAT... WHY... & HOW...**
- Organising Information:** (so it builds a curriculum picture & relationships in the user's mind)
- Pathways:** (through the bands, blocks, layers & graphics)
- Provides Feedback to Users**
- Responsive: Prompts/Pop-Ups**
- Adding: Breadth & Depth, Case Studies, Exemplars, Flexibility & Interactivity**
- Links Developing: Research, Practice & Exemplars**

What we Learn - Engaging the Community



The screenshot shows the 'How' section of the The Big Landscape website. The header includes the nsead logo and the 'The Big Landscape' logo with the tagline 'ART, CRAFT AND DESIGN CURRICULUM TOOLKIT'. The navigation menu includes 'What', 'Why', 'How' (selected), 'Map', 'About', 'Members', and a search icon. The main content area has a brown header with 'Home » How »' and a large orange section with the title 'Student Experience & Teacher Planning'. Below this, there is a sub-section titled 'How' with a sub-sub-section titled 'Asking 'how' will help you'. The 'How will you:' section lists several bullet points: 'Organise the studio & resources', 'Plan learning experiences', 'Select and apply pedagogies', 'Inform better practice', 'Sequence and order', 'Review the curriculum', and 'Know that you are achieving'. It also includes a list of 'Creative Habits of Mind' and a section on 'Learning Theory and Behavioural models'. The 'Related concepts' sidebar on the right lists ten concepts with icons: 'Plan, Prepare & Deliver', 'Using Projects, Briefs & Assignments', 'Determine the Knowledge & Skills to be Developed', 'Assessment to Improve Outcomes', 'Clear Learning Intentions & Success Criteria', 'Convergent & Divergent Goals', 'Assessment for Learning', 'Developmental Feedback', 'The Flexibility of Thinking & Action', 'Increasing the Challenge', and 'Progression in Learning'.

- Must be Interactive (Hyperlinked - with increasing 'Wiki' functions)
- Illustrative – Models & Exemplifies
- Evolve & Change with Current Thinking & Subject Development
- Vision, Values & Subject driven
- Landscape Metaphor drives use
- An Atlas - NOT a Map (makes it infinite)
- Creativity - must prevent Orthodoxy
- Language is Key: Definition, Clarity, Succinct, Solution Focused
- Pedagogy Integrated

Synergies, Integration & Interactive : the next stage of Development

- Pedagogical & Conceptual Models – through member exemplification & case studies
- Content Clarification: depth & breadth
- Routledge Practical Guide
- Using the Big Landscape: to Plan a Curriculum, Schemes of Work or Projects & Lessons
- Interactivity – ‘Wiki’ type functions: driving member engagement, challenge, new content & sharing practice

The Big Landscape explained

In this section, we explain more about the Big Landscape, our philosophy and who will find it helpful.

What is the Big Landscape?

The Big Landscape philosophy

Who will use it?

Below is a short guide to the Big Landscape will help you to review, improve or build a new curriculum or unit or work.

First steps to planning your pathway

To decide where to start your journey...

- If you're a member, download **The Big Landscape, Finding Your Pathway – A Checklist for Curriculum Design and Review** ([here](#)).
- Use the **What, Why and How** curriculum checklist questions to help you select your curriculum or unit outcomes.
- Decide which blocks (all 25 are in the 'What', 'Why' and 'How' layered bands) will help you to plan your route and to achieve your outcomes.

Exploring the bands and curriculum questions

Exploring the blocks

On the Big Landscape Map, the What, Why and How bands comprise of blocks which are the same as the drop-down headings or lists in the menu bar.

Each of the 25 blocks is a gateway to all the information, research and inspiration held across the Big Landscape site.

Conceptualist → Fine Art – Artist → Creative → Craft – Maker → Product Maker → Design – Designer → Architect → Media Designer

Conceptualize, Develop, Design & Create Expressive Outcomes that are increasingly original. Engage with artistic elements as a visual language to explore the grammar of art. Explore **personal intentions, signs & symbols to make meaning**, defining your own aesthetic, understanding & applying commonly agreed aesthetic conventions. **Investigate & Experiment with media, materials, creative processes & techniques** to develop knowledge, refine skills & apply their understanding to create original outcomes. **CREATING:** image, sculpture, portrait, landscape, mural, illustration, still-life, abstraction, virtual, print, film & photography, perspective, installation, conceptual work.

BREADTH & BALANCE : Interdisciplinary - A range of materials - Processes & Techniques - Use Sketchbooks/Journals to record, design & support creativity Develop knowledge, skills & understanding by applying the Artistic Elements of: Line, Shape, Tone, Colour, Pattern, Texture, Space & Form - when creating outcomes using a range of visual, physical & virtual media, or conceptual processes & techniques. Develop Knowledge, Understanding, Proficiency & Control of skills through e.g. applying rules and principles of Colour, Composition, Perspective, Proportion & Scale - Working from Observation, Memory & Imagination, working with e.g. research/study, sketchbook/journal, photos, maquettes & design studies to plan & create increasingly personal outcomes. Work in: 2D, Graphic & 3D media, Textile/Tactile, Digital/Virtual, Conceptual, Print, Screen & Web based Media.

CULTURE GENERATING & CULTURE USING : Critical & Contextual Studies - Critique - Looking at pictures & objects - History of Art, Craft & Design - Exploring Aesthetics (principles of beauty & taste) Develop Knowledge, Understanding & Response to the work of (selected, significant, relevant) Artists, Designers, Creatives & Makers, Disability arts. Question what is Great Art? Introduce understanding of Periods, Movements, Styles, Genres & Cultures from past to present. Explore Historic, Contemporary & Whole World examples without bias or prejudice - selected to contextualise projects, to inform designing & meaning-making activities, informing the creation of outcomes in art, craft & design. Avoid Plagiarism, Cultural Plundering or uncritical Appropriation. Development of deeper & wider understanding about the works studied & contexts in which the work is/was created.

In this section:

Starting your journey

Frequently Asked Questions

Knowledge Development

Practical, Theoretical & Disciplinary Knowledge is Powerful, informing art making & the application of broad cultural understanding to inform creative action & skill building.

4 Knowledge Domains informing learning:

- EXPLICIT – Know What (facts & theory)
- TACIT – Know How (experiential learning)
- CONCEPTUAL – Know About (critical & contextual, aesthetics, diverse cultures)
- AFFECTIVE – Know Self (self-perception, reflection, metacognition, motivation, feelings & emotions, making meaning)