

Intuitive Integration: a curricula model for teaching Critical and Contextual Studies

Jenny Rintoul, UWE Bristol

This paper proposes a curricula model and pedagogical approach that encourages students to work 'intuitively' as a means to empower them as learners and artists. This model draws together seemingly disparate knowledges from the studio and the lecture theatre, and supports the idea that intuition is key to the rigour and integrity of art and design. Through the discussion, I question what it means to create work using intuition and whether this can/should be facilitated through pedagogy, arguing that a curriculum based on 'intuitive integration' can be transformative for critical creative practices and practitioners.