

Hazy expectations: collected stories around drawing in the design curriculum

Drawing is still widely assumed to underpin creative practice, although many design courses do not offer comprehensive drawing tuition at HE level. Our experience of teaching drawing via Academic Support prompted the questions: is a lack of drawing literacy a barrier to creative practice; and/or expression of creative intention and identity? What are the assumptions around students' previous knowledge and skillset?

Our study looks at a small number of students studying design-based courses at University of the Arts London and some of the staff who teach them and hopes to highlight some of the issues and consider options for how to address them.

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