

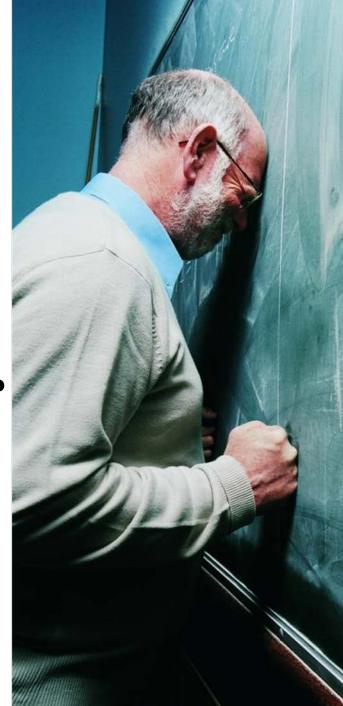
# 'Creating a Creative Curriculum to secure progress'





## **Aims and Objectives**

- What does a **Creative Curriculum** look like?
- Our journey to a Creative Curriculum
- The impact
- Creating the right Learning Environment
  - A Makeover Challenge
- How to plan <u>your</u> own Creative Curriculum?



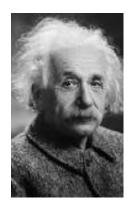


## What does a Creative Curriculum look like?



"Creativity now is as important in education as literacy."

Ken Robinson



"Creativity is contagious ... pass it on."

Albert Einstein





**Passionate** 

**Teachers** 

Extra Curricular **Opportunity** 

Include a Playful or fun element



Whole School **Approach** 

## What does a **Creative Curriculum** look like?

Think BIG 'The big picture'

**Engagement** 

**Common theme Cross-Curricular Approach** 



**Creativity** 



Student



### What does a **Creative Curriculum** look like?

Use the Post-its and the Pencil provided....

**Part One** | In **1 minute**, draw the person next to you

**Part Two** | Now show each other your drawing

• Why do we feel embarrassed?



## Our journey to a Creative Curriculum







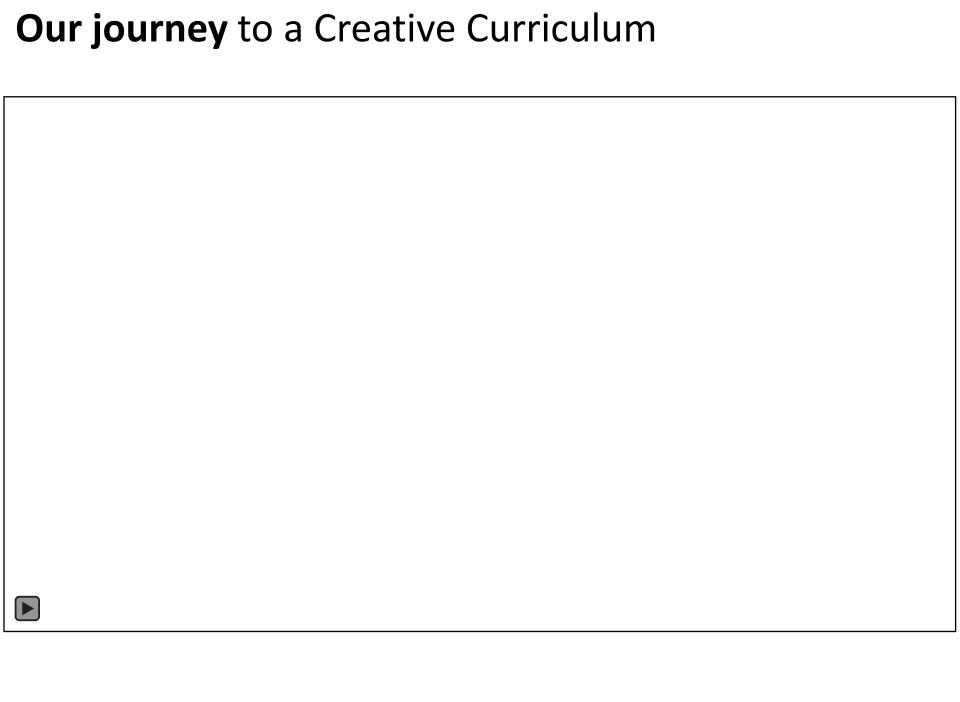


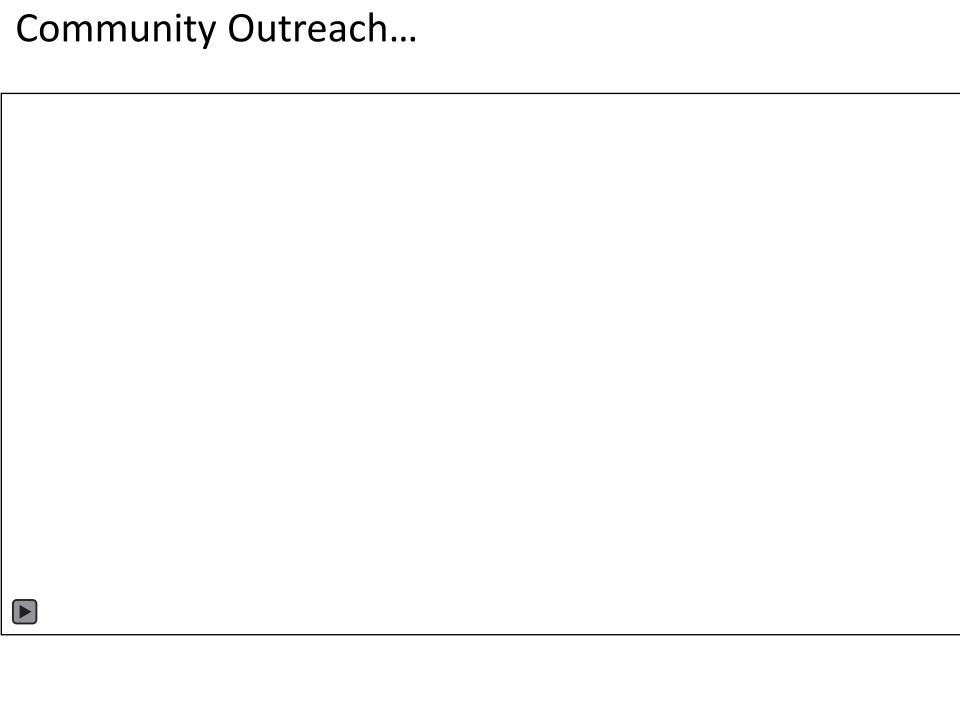


2011 2011-2012

2013-2014

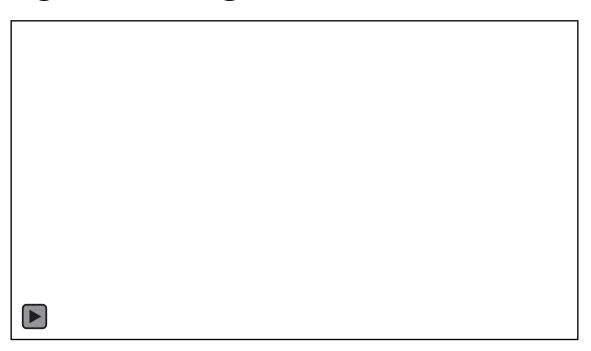
2014-2015







## Creating the right Learning Environment



- An area that promotes the very best of our subject
- That **inspires** students to learn and **improve** their quality of work
- **Inspires** and **motivates** staff within the department
- Allow visitors to gain a positive impression of our department and <u>our</u> school
- Strongly promotes and leads on Cross Curricular Projects



"These projects inspire us to learn more and do better...."

Oliwia Wysynska Year 7

"An inspiring department that allows students to express, develop and create their ideas... Students are engaged because of the projects like Warhorse and Legacy.."

Kelly-Anne Brennan Year 12

"When I walk through the D&T doors, I feel amazed...it makes me feel wonderful.."

Ashanti Year 7

"I feel inspired every time I come down to D&T"

> Rachel Steele Principal

"4 years ago the D&T environment at WFA was plain, uninteresting and not inspirational... Now it is more enjoyable to work in - this is because of the learning environment."

Mr Botterill ( Senior

Technician)



"The Aspiration
Zone allows
students to be
inspired by looking
at other students
work.."

Samuel (Year 13)

"Themed projects like the Warhorse have helped students to learn so much more than just normal lessons. It inspires us to work towards something great..."

Leyla (Year 13)



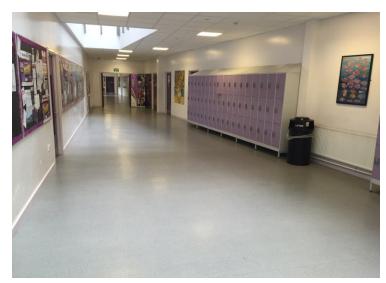


A great atmosphere surrounds the department.."

Tahmid (Year 13)

## Spot the difference ...why?









How important is the learning environment for Students?
How could you improve the learning environment of your Classroom?



**Learning Zones** (old storeroom)



Word Bank Wall



Unwanted Furniture...now a Student Leadership Area



Learning **Arrows** 



**Aspiration Zone** 



TakeAway Zone -Promotes independent Learning



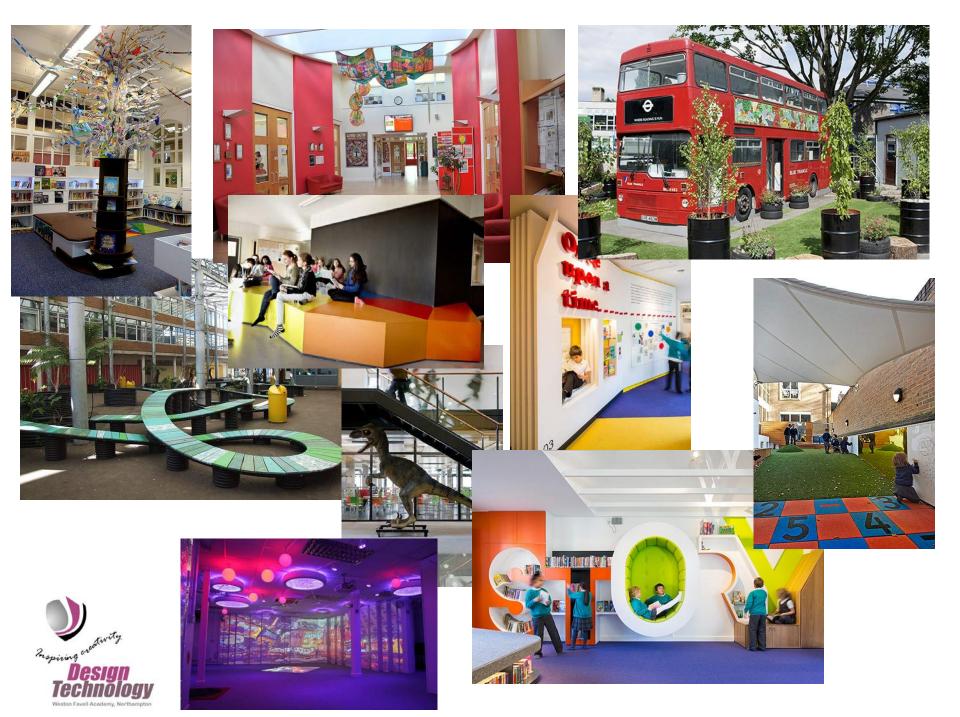




**Celebrate** Students work by displaying it



Independent **Thinking** Step by step **Board** 



## 5 Minute Makeover







## Creative Approaches to Differentiation





Platinum = Your improvements must be innovative and exciting. You may include mechanisms and LED's.





Gold = Your improvements must be creative and unusual. You may include modifications to the structure and shape.



Silver = Your improvements must be simple and effective. You may include modifications to the positions and shapes of parts.

#### Learning Objective - Model Evaluation

To be able to **identify** the **strengths** of your model.

To be able to **identify** the **weaknesses** of your model.

Explain how the model could be improved from the **Platinum**, **Gold** or **Silver** options.

Platinum

Platinum = Your improvements must be innovative and exciting. You may include mechanisms and LED's.

Level

Level

Gold = Your improvements must be creative and unusual. You may include modifications to the structure and shape.



Silver = Your improvements must be simple and effective. You may include modifications to the positions and shapes of parts.

#### **Extension Task**

Once you have produced on model, create a 2<sup>nd</sup> model with improvements

## Planning a Creative Curriculum

#### **REFLECT & CONNECT**

Setup a **Creative Curriculum Team** with staff and students

**Evaluate** your current projects within your school and **discuss** how can you deliver it with a creative approach.

What are the Cross Curricular possibilities.

What you are trying to teach? What are students good at, what are they not good at?

Do pupils enjoy the curriculum? Is it relevant to them?

Why are the older students getting less enthusiastic about the curriculum?

How can you make your curriculum challenging and enjoying?

What is the right level of challenge?

#### **PLAN & IMPLEMENT**

Students and Teachers from each department can be become "Creative Agents"

POS Mapped / Assessment Strands (APP)

**CPD** requirements

Timetabling – Collapse Curriculum Day / Integrate into your Programme of Learning

Where will the project take you – is there an exhibition or finale?

#### **REFLECT & EVALUATE**



## Other approaches to Creative Curriculum

- **ENGINEERING CHALLENGES** inc. STEM AMBASSADORS
- THE APPRENTICE or DRAGONS DEN STYLE CHALLENGES
- **COMMUNICATE WITH STAFF** so its not seen as a free day
- **PLANNING IS KEY**





TEAR 7	TITLE	Staff invalved	7	Satup	TEAR #	TITLE	Staff invalved	Tonco	Satup	TEAR 9	TITLE		Staff invalved	*****	Setup
TOTAL:25	Legacy Music Festival		Tour 7 Ba	u	TOTAL:258	LEGACT BRIDGE CHALLENGE				TOTAL: 2	40 ACT TOWER CHALLENGE(KH	EZ)		HALL	CONTRACTOR DISCOSTORIOS
22	4 Terome per Group (240)	*AMB		PPT, Rosenners	190	3-47some per Group (190)					94 STeems per Group		KATHARINE (STEM),	AMB	VINRUE PRAIES FOR RESIDENCES
Staffin <b>Andd</b> murt complete the Group	Ketudonteportoan			Coleatolera		6 per Team	MBO (Load Support); 'A	PORTS HAI	MEN SYLVEDOM DIRECTARISECTION	•	6 per Team				4090017-Gu-
register for AH and PH	Group !	MBI	7A			Group f	SED, SFI		INC. I THREES FOR TESTINGS		Group f		EOB, JCL		Maladonia
Alletoff martement that PB inhelication	6 Graup 2	AGO	78			Graup 2	LRA, RLE		F DIRLES FOR RESIDENCES		Gravy-2		CLT, PCH		PRINCESTOR, ASSESSED
MME on STEMAMEASSADORS	Graup 3	HCO	70			Grave-3	оми, нов		ANADIW FRESIWACES		Group 3		JRO, CRO		
	Graup ₹	SAS	7D			Group 4	ZWH		ASPAPER, PENCIUS		Gravy 4		TDA, ARA		
HORMAL BREAK 10.20-10.40 👙	Group 5	ALD	7E	CREAS TO BE	sec.	Group 5	SLE. AAT		SPHOETTY, PLUETHON		15 SET DESIGN (Soundefmuic)		SKT	AZ	
NO TUTOR TIME STUDENTS MUST RET	V Group 6	RCR	7F	BEIR 140 FOR	5 M	Group 6	AMC, JRA		HEWSPHPER RULLS	2					
THEIR PERME AFTER EREDAK	Graup 7	SKH	76		-	Group ?	SHI, JLA		CHARLETTES, CHARACHART	- 4	70 LEGACT CHALLENGE	CREST	Harkr on World Co	L1,L2,L	3 LAFTOF TROLLEY REQUIRED
	Graup #	AHI	7H		8	Group F	RLO, JIN		CERROLECTOR SETUR / HUDOO SETUR	. 8	(47comraff)	BROMZE		,	HALSKS, HUST HAL TERLALS, GLUE GUNS, I
	Gravy #	ZCO	71		<b>5</b> 45	EM CHALLENGE (4 Teams per Gr	up) l	ALCOM SUI	ACT PRINCECTOR SETUP	2	Graup 5	AWARD	ECA, DDA, LVE		RESIDENCESHEETS
	Graup 10	SPA, LHO, PCH	7,3		_	Graup #	RCU, NKE				Graup f		RCO, AJO		
	Graup ##	TBA	E10			Graup M	AMZ,MMU								
	Support to Key groups	RME*									40 HGMA/ Rarpborry Pl Praje	:t	JHO, PLE, "AMB	H4, H5	NUTS RASP PLAYES
											Groups Fond F		<b>CULVERHOUSE Jaya</b>		.P.ZEPOWETUR AND PROWER SETTOR
DISCOVERY OREST 21	LMF CREST Challenge		DT2		23	STEAMPUNK DINO	GTT, AMB	DT1							ICT toxotop / INSTALL
	27 placer	JET, HAD, SHU, AMB,				8GTY					0:ETOND LEGACT (LITERACT)	)	DMU, BYU, SHM	DT3	(Horsey Frake Writtendobielien#War
															Hodio / Howapaper
															Hodic Report on Enquiry Day revolu
						Lunch 11.55 - 12.35				Lunch 11.55 - 12.35					
	Lunch 12.20														
	Legacy Music Festival Tear 7 Ba			PATROLLER LEGACT BRIDGE CHALLENGE		MBO (LoodSupport), "AME			F1 KNEZ CHALLENGE		KATHARINE (STEM),	HALL			
	Group 1	HBI	7A	Culeatulana		Group 1	PST,SFI	PORTS HAL	L		Graup 1		EOB, JCL		
ų	Group 2	AGO	78			Gravy-2	LRA, RLE				Graup 2		CLT, LWA		
	Group 3	HCO	70			Graup.3	NOB				Graup 3		JRO, CRO		
	Group 4	SAS	7D			Graup 4	ZWH, SFI				Group 4		TDA, ARA		
	Group 5	ALD	7E		· ·	Graup.5	SLE, AAT								
	Group 6	RCR	7F	CHERS TO DE	sand)	Group 6	AMC, JRA			9	SET DESIGN -Soundal music		SKT	A2	
ž.	Group 7	SKH	76	<b>BEIR LAPTOR</b>	·s #	Group ?	SHI, JLA			H					
-8	Group 8	AHI	711		Ħ	Group #	RLO, JIN			4					
- 6	Group 9	zco	71		ST ST	EM CHALLENGE (4 Teams per gr	up) I	ALCOM SUIT	TE	8	LEGACT DESIGN CHALLENG	CREST	Harkr on World Co	L1,L2,L	3 LAFTOF TROLLEY REQUIRED
2	Group 10	SPA,LHO,PCH	7,3		-	Gravy #	RCU, NKE			ž	(4Teamsof 6)	BROMZE		,	HALSKS, HUST HAL PERMAS, GLUE GUNS, I
	Group 11	TBA	E10			Grave M	AMZ, MMU			_		AWARD			RESIDENCESHEETS
	Additional support	RME*									Gravy-5		ECA, DDA, LVE		
											Graup f		RCO, AJO, JAR		
	DRAGONS DEN FINAL @2.		1 E9			STEAMPUNK DINO	GTT, AMB	DT1							
		RME ON CALL FROM 2.30				8GTY					EMIGMA/ Rarphorry Pl Praje-	:t	JHO, PLE, "AMB	H4, H5	
	LMF -CREST Challenge	JET HAD SHILL AMP	DT2								Groups 7 and 8				



Students **enjoy** the freedom to **experiment**, they feel **empowered** by taking **responsibility** for their **own learning** and do grow with **self confidence**.

The world we live in is a rich and diverse place. If we're smart, we can take advantage of different aspects of the stimulating environment we live in to help us teach creativity.

## Further reading / ideas

http://www.technologybitsbytesnibbles.info/archives/4 107

http://www.ted.com/search?q=ken+robinson

http://www.youtube.com/watch?v=W18NnvGl4YE&feature=related

http://steamco.org.uk

Pwilliams@westonfavellacademy.org

## Questions