

Art and Design



Cross-curricular learning

Video 1: Creative arts

Chenderit School

PM, Headteacher: The aims of the school have always been very much about integrated learning opportunities to encourage creativity through overlapping programmes and projects. Our belief here is that ... students learn best when they're creatively engaged in projects and programmes and they're not sort of in, they don't come along in neat compartments. We think they improve students' learning, engages them in enjoyable, interesting activities, encourages them to work hard, to problem solve, ... to be independent learners and to actually encourage their lifelong learning skills that they're gonna need way beyond their life at Chenderit.

MB, Advanced Skills Teacher, Learning: Welcome to a meeting to discuss this year's Excite to Write project. What I wanted to start with, is that I wanted to really build on the success we've had with Excite to Write in the previous couple of years.

JC, Head of Creative Arts: The Excite to Write project was conceived as the idea that one would use writing that was inspired by other sources.

What about the whole idea of exhibition reviews ... and actually putting some on the website (yes) and perhaps even publishing (yeah) a small booklet with some illustrations that they've done. How would you see ... other aspects of, of writing or drama or things like that moving in?

ST, English Teacher: If you decided to use The Forbidden City for example, for a piece of descriptive writing, ... if you were teaching for conventions of writing to describe, using similes, metaphors, uses...



MB: There are things that are worth doing and if they're worth doing they're worth abandoning the one-hour timetable.

Oh I think it works because not many people in their real life or many children see things in those little subject boxes and I think if we're wanting to give an experience which is a whole experience, you don't just see it in just those small isolated bands, I think what they do is they take a whole theme and it has those different threads, whether it be music or drama or art, or whether it be writing, or any of the other subjects that have been involved in the project.

ST: If you're using art as a stimulus for something that we produce in English it just makes it that bit more visual, it brings it to life a little bit more, particularly if those students who are more visual learners because they're able to see it and, and, and use those skills in order to, to create something more original, more dynamic.

JC (in class): I'm going to give you ten minutes to make six figures.

Pupil A: We're making like soldiers like the Terracotta Army.

Pupil B: Actually going to see them was good fun.

Pupil C: I liked the way that you sort of like were actually looking into the figures' eyes.

Pupil D: Must have taken them ages to do this.

JC: Three, two, one, put things down, bring yourself back round here.
What sort of figures did we see when we were at the Terracotta Army?

Pupil E: They were big and ready for war.

JC: Ready for war, yeah?

Pupil F: Um..., there was like a circus leader, like ... the ringleader person.

JC (in class): What I want you now to do is think about your group of figures, how are you going to personalise them? You're going to get... quarter of an hour.



Maybe you just personalise two or three because what we also want you to think about is who they are.

JC: The benefit to learners is that they can spend several days on a project and that combines different ways of thinking and different approaches, ... it means that ... the learning is far more individualised, it does allow for a greater exploration of a project, it does allow for more ... in-depth knowledge.

MB: I think projects like this reinvigorate sometimes, but I also think sometimes they're an alternative approach which spark imagination, spark interest in the subject that you're traditionally doing back in the classroom.

MB (in class): Now it's time to actually starting thinking and placing yourself in the position where you're going to take on the character of one of these people, it's gradually going to build up something which we can turn into a piece of writing. So you're seeing, you're hearing, you're smelling, you're looking beyond what's there.

PM: We will still always need subjects, we always will need aspects of key knowledge; how we transmit that and how we translate that into learning for students ... there's a variety of different models. We would see it as curriculum efficiency to make sure students are actually encouraged both formally and informally.

JC: Everyday life's not compartmentalised so why should school learning become compartmentalised?

Pupil F: It helps you learn it quicker that you can get from three different points of view.

Pupil G: Once you've made this then you know what it looks like and what it feels like and so you can really write strong things about it.

Pupil E: I think my writing ... has really been helped by making it first because you're really touching it and ... kind of you're touching part of the story and it's kind of your world.

END

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National
Curriculum

Working in partnership to support
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Part of the 14–19 education and skills programme