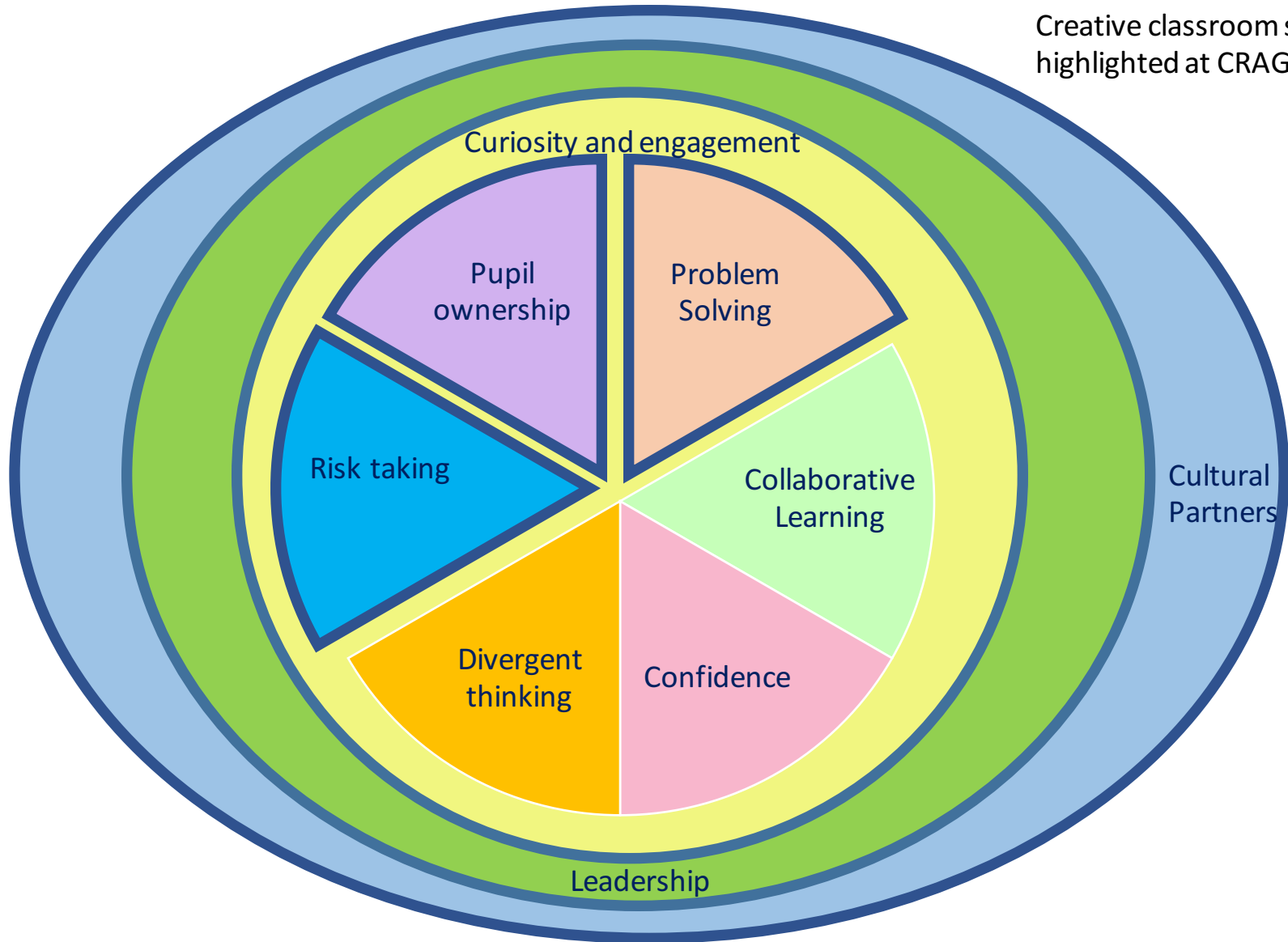


Creative Classrooms

Creative Engagement

Creative classroom strands
highlighted at CRAGSIDE PRIMARY





CURIOSITY AND ENGAGEMENT – Creative Intention CONTEXT

The commitment to creativity also extends to Year 6 in which the school ensures that the foundation subjects do not lose status, impetus or impact. One way in which this is achieved is through participation in the Shakespeare Schools Festival Project. Now in their third year of running, the school utilises this Project, amongst a range of other creative curriculum approaches, to inject creativity into their curriculum.

- Creativity is very clearly at the heart of the curriculum experience at Cragside Primary and is considered fundamental to what it means to be a successful learner.
- The school is firmly committed to enhancing learning outcomes by simultaneously cultivating their students' cognitive and creative development in the broadest sense across the curriculum.

CURIOSITY AND ENGAGEMENT – Creative Intention



For the first eight weeks of Year 6, the children live and breathe Shakespeare. A cross-curricular approach embraces History, English, PSCE, Art and Design, Music and Design Technology.

“The Festival process gives students vital life skills; it increases self-confidence and aspiration, raises self-esteem and promotes teamwork - skills young people need on whatever stage life has for them. From school refusers whose attendance soars, reluctant readers who seek out the full texts in their school library, to autistic young people who understand more about social interaction; we change lives every year.”
[Shakespeareschools.org]

Within the context of the [Shakespeare Schools Festival Project](#) the development of creativity skills has been secured by attending to three main themes:

- Helping students to take greater responsibility for planning and managing their own learning
- Establishing open ended approaches to learning, where learners and staff work together to explore themes.
- The use of external partnerships to broaden and enhance the learning experiences.

In essence the unique power of performance has been used to ignite curiosity and engagement within both staff and students alike as they worked together to develop their interpretation of *The Tempest*. At Cragside Primary school drama is celebrated for its inherent worth as well as a springboard for wider learning opportunities across the curriculum.

Curiosity and engagement – CREATIVE IDEAS FOR DEVELOPMENT

One approach for injecting curiosity and engagement is to work with the unfamiliar and the unknown. Below are a range of strategies with examples from our Case Study school.

Transferring learning to different contexts

Using philosophical questions as a way into a theme.

E.g. 'The Philosophy for Children' approach involves group discussions about ethical or philosophical topics, such as fairness and truth. The discussions are designed to encourage children to ask questions, construct arguments and engage in reasoned debate.

Creating the unexpected

Working in a different way, trying out a new approach

E.g. Putting a small group of children in charge of producing one character's costume

Unusual perspectives

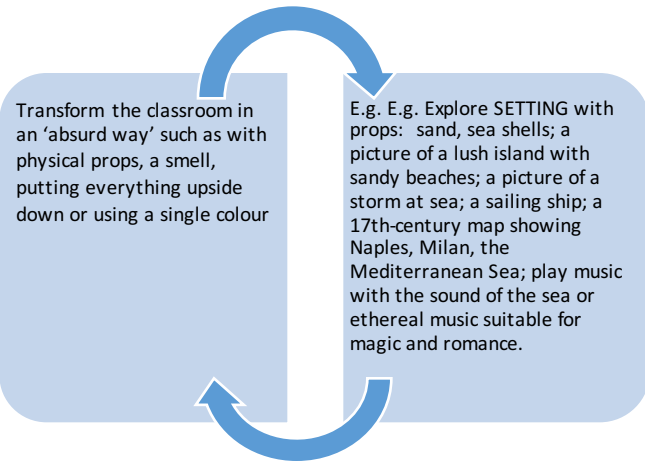
Using a visual, physical or musical medium for exploring concepts and ideas.

E.g. using our bodies in Music lessons, to create sound effects for the 'Storm' in The Tempest.

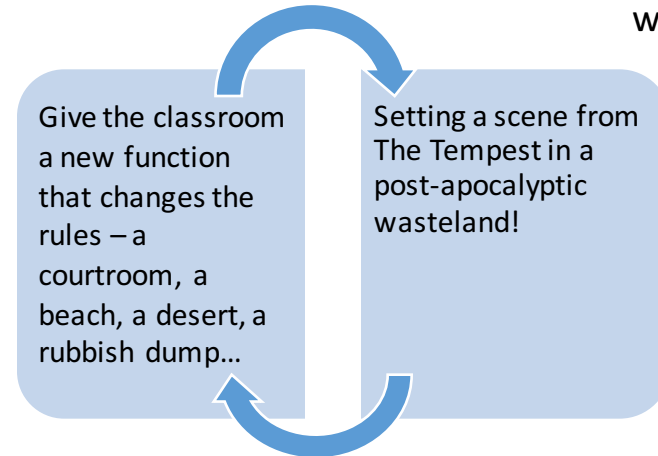
the power of suggestion

Being comfortable with uncertainty

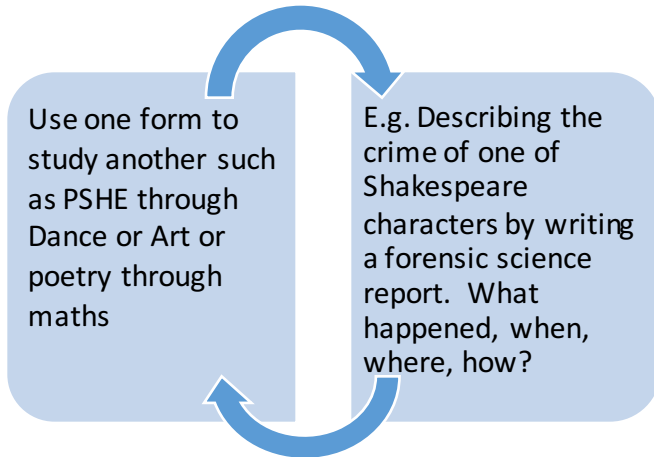
Curiosity and engagement – CREATIVE IDEAS FOR DEVELOPMENT



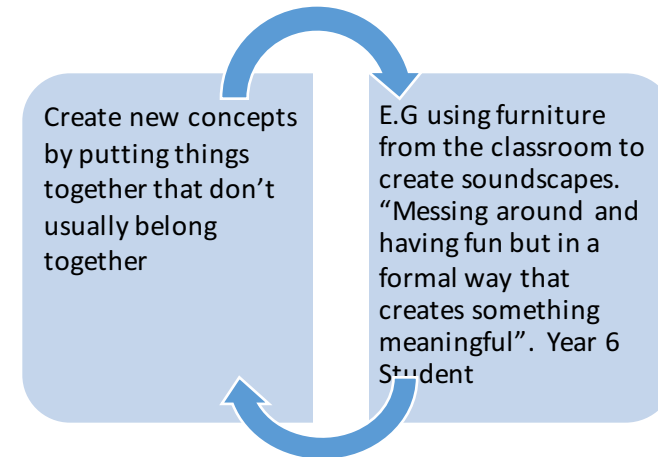
Stirring things up.



Playing around with ideas.



Generating questions.



Embracing the bizarre.

Creating a sense of wonder.

Exploring multiple view points.