

**creative  
schools**

**MOSMAN PARK  
PRIMARY SCHOOL**

CASE STUDY — TERM 3

## TERM 3

# creative schools

Creative Practitioner  
Charissa Delima

Teacher  
**Kristina Lund**

School  
**Mosman Park**

Year group  
**Year 3**

In 2019, with support from the Department of Education and DLGSC, FORM partnered with 16 metropolitan and regional schools to deliver its Creative Schools program. FORM developed Creative Schools in partnership with *Creativity, Culture & Education* (CCE), an international foundation dedicated to unlocking the creativity of children and young people in and out of formal education, and *Hidden Giants*, an education consultancy agency supports schools to re-imagine their curriculum by placing 'disruptive', creative, and critical thinking at its heart.

Creative Schools Program aims to improve the learning outcomes of young Western Australians. It does so by activating creative learning strategies through the establishment of meaningful partnerships between teachers, creative (arts) practitioners and young people. The program is a valuable and imaginative addition to class and school strategies for raising attainment, improving well-being and supporting inclusion

Creative Schools engages with the participating school over a full academic year. In Term 1, the creative and teacher participate in an intensive Professional Development on Creative Learning. The program then partners each teacher with a creative practitioner to co-design and co-deliver these learning activities, which focus on a priority area of the curriculum as identified by the school and teacher (e.g. mathematics, HASS or science).

Teachers and Creatives co-facilitate a 90-minute sessions for students on a weekly basis in Terms 2 and 3. Each class has access to 16 weeks (24 hours) of direct engagement of the creatives with the students. Two classes from each school were selected to participate, a total of 32 classes in 2019. Term 4 is an opportunity to reflect on the program and FORM's independent researcher, evaluates outcomes.

## ACADEMIC YEAR 2019



### TERM 1

#### PROFESSIONAL DEVELOPMENT FOR ARTISTS AND TEACHERS

Observation and diagnosis of student engagement in the classroom.  
Planning time for teachers and artists



### TERM 2

#### PROGRAM DELIVERY IN THE CLASSROOM

Creative Learning workshops per week for eight consecutive weeks



### TERM 3

#### PROGRAM DELIVERY

Learning workshops per week for 8 consecutive weeks



### TERM 4

#### REFLECTION AND EVALUATION OF THE PROGRAM

## CREATIVE PRACTICE

**Visual art:** sketch on paper and skilling towards working and exploring clay.

## MAIN CURRICULUM FOCUS:

**Science** – Earth and space strand, focusing on the solar system and objects in space

## CROSS-CURRICULUM LINKS

**English:** Narrative/telling stories inspired by Cat Balloon by Palo Morgan.

**Drama and music:** performance inspired by Cat Balloon for the end of term assembly.

**Math:** 2D and 3D shapes, enlarging, symmetry and measuring.

## WHAT WE DID

### Overview:

The year three students were 'invited' to create a ceramic tiles wall art that consist of twenty-one designed tiles linked together showcasing a collaborated picture that was inspired by Cat Balloon.

"Why do we have to be the same with others?" asked one student during the creative exploration. The question seems fair from a one-person point of view, but when the pieces are part of a whole class project, where collaboration is emphasised, there is a need for debriefing. And so it happened that the teacher and creative practitioner collaborated in re-explaining and revisiting the idea of fitting-in individual pieces to create one cohesive piece of work. The individual pieces were amazing, but without their counterparts they didn't tell a narrative – the journey of Cat bouncing through the solar system.



## HOW DID WE MAKE THE CURRICULUM COME ALIVE?

- Prior learning of the solar system.
- Predicting the story through brainstorming - what the cover of the book was trying to tell by reverting to knowledge about the solar system.
- Predicting what would happen and sharing imagination.

## HOW DID WE MAKE THE CREATIVE HABITS OF MIND COME ALIVE?

- Warm-up sessions that related to one or two of the creative habits; such as working in pairs on a design and two-minute questioning of their friends about favourite food/activities etc.
- Constantly using the Creative Habits of Learning poster to emphasis and articulate what makes up creative thinking.
- A subtle awareness that the program was different, in a sense it gave the children another outlet of learning and having fun while they learn.
- Hands-on-experiences with the notion of exploring (learning by doing).

## HOW DID WE ACTIVATE STUDENT VOICE AND LEARNER AGENCY:

Discussions and brainstorms to collect their language – an opportunity for the children to give their ideas and share their opinions regarding the inquiry.

The courage to give and receive feedback.

Encouraging a sense of pride in their own work.



## WHAT WAS THE IMPACT

### Student

- Showing vulnerability and the understanding that it is okay to feel this way.
- Developed curiosity towards others, towards inquiry based learning and learning about a different art medium.
- Improvement in creativity across all curriculum areas.
- Ability to brainstorm and think outside of the box – faster and deeper learning.
- Showing resilience when things went wrong and didn't fit.
- Has built discipline and persistence in the students.
- We noticed leadership skills in students that hadn't showed skills in this area.
- Through a presentation of the process and the product to the parents, admin team and whole schools, the children have shown ownership of the project and are really proud of their efforts.
- Friendship and tolerance for others has grown.

### Teacher

- Having a Creative Practitioner in the school introduces new ideas, knowledge and skills. It pushes teachers to try new approaches and learn new things. As a classroom teacher I was inspired to implement more creative activities and lessons in all curriculum areas not just the 'Arts'.
- There was improvement in creativity across all curricular areas.
- The ability to brainstorm and 'think outside of the box' was fostered and deepened.
- The students became more resilient when things went wrong.

### Creative Practitioner

- I always believed that children are capable beings with the right to voice their ideas, opinions and concerns. I also believe that to building a partnership one needs to be flexible and open minded towards expectations. The past eight weeks have enhanced this understanding and to be able to share and show the children's ability to my teacher partner through the provocations, inquiries, play and stepping back has been truly rewarding.
- The creative program has pushed me in regard to widen my creative thinking and extend my own research in order to facilitate my teacher partner and develop my relationship with the students.
- As reflection, I would say the students have shown how working together using the creative habits in such a meaningful way has supported them in creating and delivering one elaborate detailed piece of art based on the curriculum.
- From a creative point of view, it was never about the outcome. It was about the process of unpacking the concept of collaboration, exploring different modalities and questioning how things / objects 'fit in'.
- The program gave me deeper insight towards collaborating with children and developing their work along with managing behaviour in large groups.

## QUOTES

"I also collaborated to complete a wonderful class ceramic work with the children. I would not have done this without a 'Creative Practitioner' as I thought it would be too difficult, messy and time consuming without an Art Room. It wasn't. And I would do it again! I would be calling on help to source materials and find out where and how to get ceramics fired, however. I would probably not attempt such a difficult whole class task again but have certainly learnt how I might improve and simplify a class ceramic work. But I would not be stymied by this prospect either, due to the result of the positive impact of the Creative Schools Project." (Teacher)

**"Getting our hands dirty with salt-dough and clay was the very best part of our ceramic project." (Teacher)**

"The project was challenging but fun." (Student)

"We were awesome." (Student)

"I think we did well in collaborating." (Student)

"We get to do creative stuff and we are learning about new things like moulding clay and Cat Balloon and space and things." (Student)

"Creative Schools is more creative like it says in the name. In other lessons you have to do the questions the teacher tells you to do. But in Creative Schools you get to use your imagination. It's not like a normal art lesson or maths or literacy it's sort of mixing different things together." (Student)

**"I like how you don't learn just one thing you get to learn about lots of different things like science." (Student)**

"I'm learning a lot. To play with clay. Making a puzzle with the whole class I need to be collaborative. Charissa has been putting us in different groups so we learn to work with different people. Life's tough you don't always get to be with the people that you like." (Student)

"I've learnt to be braver. If you are afraid to talk to someone just talk to them because you might make a new friend." (Student)

## **Teacher Reflection**

The Creative Schools Project was a tremendous schools project developing creativity through using the collaboration between 'Creatives' or Artists in the community and classroom teachers. But how can I quantify the success of the project? I can observe the children and see their growth and progress in their work and attitudes. I don't think it is measurable though. I can reflect on my teaching and attitudes to classroom projects.

I think many primary school teachers teach creativity very well already and have good training in teaching using a cross-curricula approach. This is necessitated by a heavy teaching load that can only hope to cover all areas of curricula through integrating learning.

In saying that, however, having a 'Creative' in the school introduces new ideas, knowledge and skills that many class teachers don't have. It pushes teachers to try new approaches and learn new things. As a classroom teacher I was inspired to implement more creative activities and lessons in all curriculum areas not just the 'Arts'. It also gives teachers an extended amount of time to learn that cannot possibly be achieved in a 2 hour PD.

I think teacher judgement is the only meaningful way to assess the success of the Creative Schools Project, and it is teacher judgement in ascertaining the progress and improvement in children's attitudes and values to learning. Teachers can measure this through observation of the children and their work in all curricula areas, with an awareness of the 5 Creative Habits of Learning.

Overall the Creative Schools project was a wonderfully worthwhile experience that was successful due to the extensive input from the 'Creatives', classroom teachers and undeniable support from the principal and Administration team. Without the extended time given to the project over two terms, I don't think I would have seen such a positive impact in my classroom in terms of self or students.

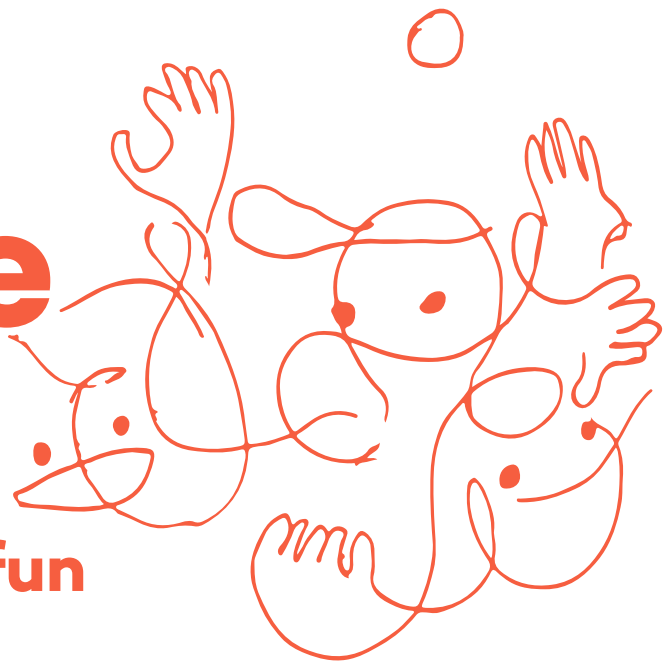




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deep learning, hard fun



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