



Creativity

Creativity is not a prescriptive, checklist approach. However, teachers can identify creativity in pupils as part of the frameworks and competencies for Lifelong Learning, Middle Schooling and 'Learning to Learn' cultures. When pupils are thinking and behaving creatively in the classroom, you are likely to see them:

- questioning and challenging
- making connections and seeing relationships
- envisaging what might be
- exploring ideas, keeping options open
- reflecting critically on ideas, actions and outcomes

Creative pupils are curious; they question and challenge, and don't always follow rules. They:

- ask 'why?' 'how?' 'what if?'
- ask unusual questions
- respond to ideas, questions, tasks or problems in a surprising way
- challenge conventions and their own and others' assumptions
- think independently

Creative pupils think laterally and make associations between things that are not usually connected. They:

- recognise the significance of their knowledge and previous experience
- use analogies and metaphors
- generalise from information and experience, searching for trends and patterns
- reinterpret and apply their learning in new contexts
- communicate their ideas in novel or unexpected ways

Creative pupils speculate about possibilities. They:

- imagine and see things in the mind's eye
- see possibilities, problems and challenges
- ask 'what if?'
- visualise alternatives
- look at and think about things differently and from different points of view

Creative pupils explore possibilities, keep their options open and learn to cope with the uncertainty that this brings. They:

- play with ideas and experiment
- try alternatives and fresh approaches
- respond intuitively and trust their intuition
- anticipate and overcome difficulties, following an idea through
- keep an open mind, adapting and modifying their ideas to achieve creative results

Creative pupils are able to evaluate critically what they do. They:

- review progress
- ask 'is this a good...?' 'is this what is needed?'

- invite feedback and incorporate this as needed
- put forward constructive comments, ideas, explanations and ways of doing things
- make perceptive observations about originality and value

(<http://www.teachernet.gov.uk/management/atoz/C/creativityinschools/index.cfm?code=chec>)

At Beaumaris, creativity is the catalyst that draws on inspiration, engages students, connects learning and brings the school community together, as a whole, through performance, appreciation, integrated learning and opportunities to express oneself in many forms, with encouragement and without constraint. It is the 'mortar' that builds 'added value' to learning and life and the core of 'School Spirit.'

What Does this Mean for Beaumaris

For Beaumaris it means all staff, students and learning experiences are connected with the arts as a creative, concrete conduit to helping shape and develop our vision. Through their enthusiasm and commitment the school has been able to offer a broad range of experiences that go far beyond the 'call of duty' in: engaging learning; promoting endeavour achievement and excellence; nurturing citizenship; recognising difference; developing self esteem and confidence; emphasising trust; promoting interpersonal skills; having fun; and pride in self, school and community. Collectively, these have woven a warm and positive 'school spirit.'

Implementation

While creativity is integral in classroom activities it is deliberately structured into three key learning and experiential Arts sub sets in order to maximise opportunity and participation:

- Visual Arts – Art Specialist/s
 - Expression - Drawing; Painting; Modelling; Collage; Pottery; Technology & Enterprise; Textiles;
 - Appreciation – image analysis; art as stimulus; reflection; self evaluation
 integrated with classroom learning pathways
- Music – Instrumental Music (Year 6 and Year 7 Orchestral Bands; Senior Rock Band); Singing (Year 2; Junior School; Middle School; Senior School Choirs; Individual Performers)
- Performing Arts – Performing Theatre Group (Middle & Senior Sub Schools)

In addition to training students are provided with as many opportunities to perform in public, as possible. These opportunities are essential in motivating and rewarding effort, as well as personal pleasure and fulfilment. Performances include:

- Assemblies & Special Occasions
- School Concerts & Out of School Concerts
- Competitions and Festivals and Street Parades
- Open Nights – eg Musical Soirees; Arts Extravaganza - Exhibitions; Art Gallery; La Carnivale (music & dance); Plays; Musicals; etc
- Recordings – audio and visual

As a result, Beaumaris has evolved one of the most successful Arts Program in any primary school, across the globe. Creativity is encouraged and promoted through:

- all learning areas (eg Science; T&E; Maths; etc integration)
- ways to express and present knowledge
- problem solving at a social level
- opportunities to explore, take risks and look 'outside the box' in terms of the world, understandings and themselves

The Arts have engaged and connected learning, as well as school and community. The inspiration and culture derived from creativity has made the journey towards our vision more meaningful, much easier and more rewarding.

