

Creativity Session at Spinney Primary School

By Paula Briggs

Many thanks to Rae Snape @RaeSnape from the [Spinney Primary School](#) for inviting AccessArt to lead a professional development morning to help teachers extend making and creativity skills within the curriculum. The Spinney School is already a very creative school, and one which recognises which the importance the arts and creativities play within the curriculum alongside maths, english and science. In addition to being Head of the school, Rae is an inspirational and very proactive networker /campaigner and is a National Leader of Education. The Spinney is a National Teaching School and the coordinating school of The Kite Teaching School Alliance @kitetsa.

We were very priviledged to be invited to the Spinney - thank you.



Teachers exploring creativity at Spinney Primary School

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AccessArt is a UK Charity and we believe everyone has the right to be creative. AccessArt provides inspiration to help us all reach our creative potential.

Using Monoprinting and Sketchbooks to Explore GCSE

English Literature Poetry

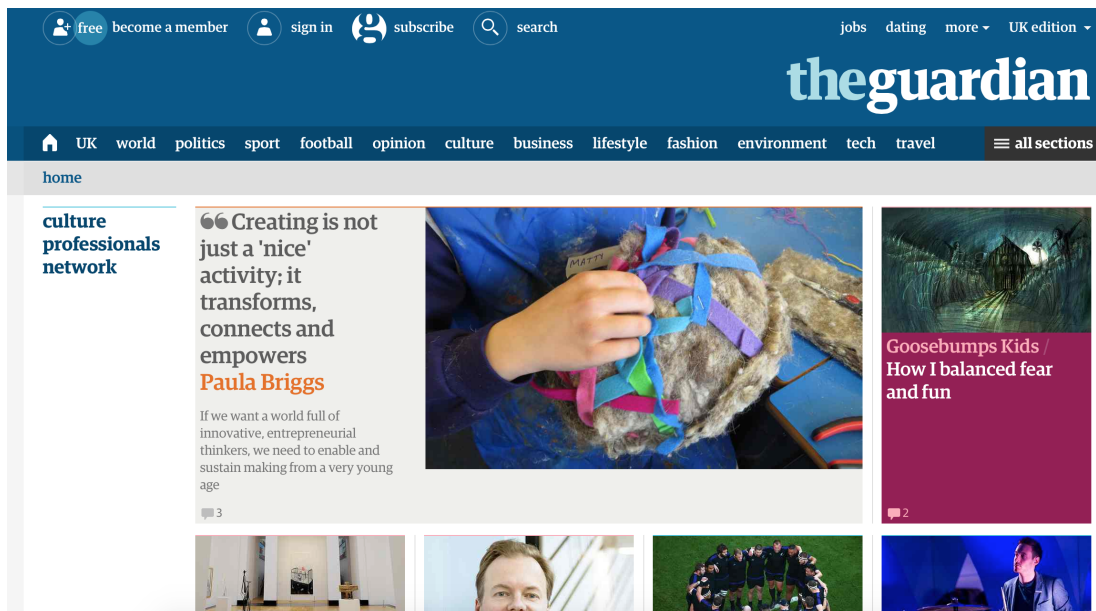
A session for teenagers exploring how a hands on creative activities might engage students in their revision, and how monoprinting and sketchbook processes might aid a personal connection to the poetry text.

Drawing for Science, Invention & Discovery Even If You Can't Draw by Paul Carney

AccessArt & The Guardian

"If we want a world full of innovative, entrepreneurial thinkers, we need to enable and sustain making from a very young age"

[Paula Briggs from AccessArt writes about the importance enabling making in schools.](#)



#CreativeJourneys

Art Rooms in KS1&2 Schools: Battysford Primary School

What Did Your Child Make With
Their Hands This Week? (and

why it is important)

By Paula Briggs and Sheila Ceccarelli

If you are a parent of a primary-aged child, please ask yourself *"What did my child make with their hands this week?"*

For many years, AccessArt has been actively inspiring **making** through the sharing of [excellent practice](#). However small the making journey, and whether the outcome leans towards craft, fine art or design, the very act of transforming the materials of the world is one of empowerment, and the skills involved need time, space and input just like any other area of learning.



We are always so grateful to be in contact with the many thousands of inspirational supporters of visual arts education – the advocates, teachers, artist-educators, facilitators, parents, arts organisations and of course the learners themselves, who all understand the value of visual arts

education, and all of whom work so hard to help nurture creativity.

However, now more than ever AccessArt is becoming aware that many children are not being given the opportunities to explore making. Schools face great time pressure to deliver “more academic” subjects, and there is a shortage of specialist teachers. Whilst many children do benefit from fantastic art teaching, others do not have art lessons on a regular basis, and the teaching can be less rigorous than in other subjects.

Evidence suggests that in 2012, 1 in 12 people worked in the creative industries, and the cultural and creative industries are the fastest growing industries in the UK*. If we do not provide our children with the opportunity to develop their creativity, and we as parents do not demand a place for creativity within our schools, then we are failing to enable our children to meet their potential, and we are not preparing them adequately for the future:

“The pipeline to the creative industries begins at preschool, continues through primary school, through to secondary school and into HE and FE. At each of these stages, and every time we fail to provide an opportunity for children and young people to explore their relationship with the world through making and drawing, we weaken this pipeline, and potentially prevent the next generation of creative individuals from helping build the creative industries of the future.” Paula Briggs, AccessArt

As parents, we want to support our schools and our children’s education, and we recognise teachers work very hard to deliver the best education possible. However, if you feel your school might do more to support your child’s creativity, then there are some simple positive things which can be done:

Show your Support and Interest

You probably know what your child is learning about in maths

and english, but what about in art?

Take an active interest in art in school and find out what your child is learning about. How often do they have art lessons? What are the lessons like? What are they learning about? Which materials are they experiencing?

Ask!

Time spent making, or time spent drawing, is never time wasted: it is an investment. Art should have an equal weight to other curriculum areas, and in fact there is a body trying to move away from a focus on STEM (Science, Technology, English, Maths) towards STEAM (Science, Technology, English, Art, Maths).

If you do feel your child would benefit from more time spent on creativity, then do express your concerns to the school. There may be many reasons for the perceived lack:

- **Priority given to other subject areas/time pressure** on the school day. Some schools choose not to timetable art for a short time each week and instead choose to run art weeks. If a school offers pupils 1 hour art per week, that equates to approximately 39 hours of art per year. Find out how your school timetables art lessons, and if art seems thin on the ground due to time pressure, request art as a subject is given more weight. You might also want to contact the school governors with your concern.
- **Lack of specialist teaching/knowledge.** Most primary schools have an art or creativity coordinator who will help teachers plan the curriculum in this area. Subject knowledge can be built through organisations such as AccessArt, which aims to inspire and enable schools through the [sharing of resources](#), or NSEAD, who have regional networks to support teachers. Make sure your school knows about these organisations and about how

they support art teachers.

Please [get in touch](#) if you would like more help as a parent to help support creativity in children.

[Bob and Roberta Smith Message](#) from [Sophie Leach Nsead](#) on Vimeo.

You May Also Like...

Make, Build, Create: Sculpture Projects for Children by Paula Briggs



[Published by Black Dog Books](#)

#WHATDIDMYCHILDMAKE



[A collection of resources to consider how you can increase opportunities for making](#)

Transformation Project: Snippets of Inspiration

Megan Boyd



[Scottish Fishing Fly Maker](#)

In a cottage in northern Scotland, Megan Boyd twirled bits of feather, fur, silver and gold into elaborate fishing flies – at once miniature works of art and absolutely lethal. Wherever men and women cast their lines for the mighty Atlantic salmon, her name is whispered in mythic reverence, and stories about her surface and swirl like fairy tales. With breathtaking cinematography and expressive, hand painted animation, *Kiss the Water* adheres to and escapes from traditional documentary form, spinning the facts and fictions of one woman's life into a stunning film about craft, devotion, love, and its illusions.

Enjoy the preview of *Kiss the Water* below – the film is sure to inspire.

Hubert Duprat



Caddis Fly Larvae

French artist Hubert Duprat worked in partnership with caddis fly larvae to create these wonderful living works of art.

Cornelia Parker



Manipulating Matter

British sculptor and installation artist Cornelia Parker transforms ordinary objects into something compelling and extraordinary.

[Cornelia Parker @ 5x15](#) from [5x15](#) on [Vimeo](#).





Drawing as Support Activity

Looking, Talking and Celebrating

Teenagers from AccessArt's Experimental Drawing Class for Teenagers enjoy reflecting on their work and sharing it with friends and family.

Experimental Drawing – Process over Outcome

Artist and facilitator Sharon Kelly shares an inspirational mark-making workshop in which participants are encouraged to take risks in their work.

Thinking and Making

Colour Composition and Ben Nicholson

One hour session in which primary age children made simple coloured elements through which to explore composition. [Full AccessArt Members Only](#)

Taking Creative Risks

Is it important to get children to take risks in their artwork?

Reflect and Discuss: Crits in the Classroom

Sewing Circuits – Where Art, Science and D&T Meet

Using conductive materials to create sewn circuits. [Full AccessArt Members Only](#)

Making Maps Magical with Thermochromic Paint – Where Art, Science and D&T Meet

Making magic maps using thermochromic paint! [Full AccessArt Members Only](#)

Sketchbooks for Designers – An Introduction for Children

This module explores how sketchbooks can be a vital tool in any design process – whatever pupils are designing. Includes a module for pupils and teachers notes. [Full AccessArt Members Only](#)

Sketchbooks and Thinking Skills

This module is about helping to develop thinking skills in children and to widen and deepen their understanding of their own learning. Children are encouraged to ask themselves questions throughout the sketchbook process. [Full AccessArt Members Only](#)

Why Keep a Sketchbook? – printable pdf

A simple printable booklet (free to download) to inspire sketchbook use.