

**IADEA Annual Art Educators Conference**  
**A workshop for:**  
**Art Integrated Learning**

# Culture and Creativity

## Art Projects for Primary Schools



# Remember yesterday's talk?

According to the IEADE contributors, art and design education should **catalyze** qualities found in:

- **Experience** and in **Freedom**

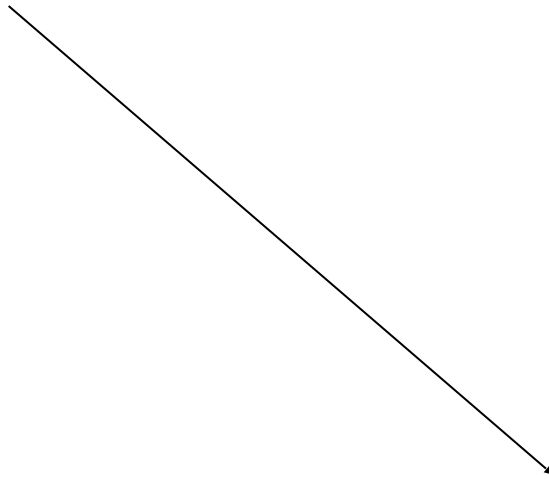
# We concluded with two questions:

- Do you believe it is more important that art offers learners **freedom to create their own ideas** or should learners **learn skills in specific ways** from experts (e.g. teachers)?
- Are values in **experience and freedom** counter to or incompatible with the tradition of **experts teaching skills** in specific ways to an inexperienced student?



This workshop explores how learners can take control of meaning making as adults offer them the skills they need to make those meanings

Introducing creativity



# Culture and Creativity

## Art Projects for Primary Schools



## One description of creativity:

“Seeing what no one else has seen, thinking what no one else has thought and doing what no one else has dared”

NESTA, *National Endowment for Science and Technology and the Arts*

Does that description fly in the face of a skilled person teaching skills to a less skilled person?

Introducing culture



# Culture and Creativity Art Projects for Primary Schools



# What do we mean by culture?

Slippery concept with many shades of meaning and uses in language:

*Popular culture, the cultural industries, high culture, street culture, other cultures, folk culture, playground culture, multiculturalism, global culture, becoming cultivated*

One well known working definition of culture from Clifford Geertze:

**“The ensemble of stories we tell ourselves about ourselves”**

(1975) *The Interpretation of Cultures*. London, Hutchinson

How can making art, craft and design help learners tell stories about their lives to share with others?

How can looking at art, craft and design help learners understand more about others' stories?



# Creativity supports creating cultural understanding

Skills are needed to support creativity.

The skills that are taught help define the 'stories' that can be told.

This workshop is one example of this idea in action.

Through imaginary places, communities and the resulting ideas spaces.

We can educate children about how culture works before showing them what culture is.

Learners invent imaginary cultures to understand more about how cultures work.

# Teacher's island

## Illuzia Island

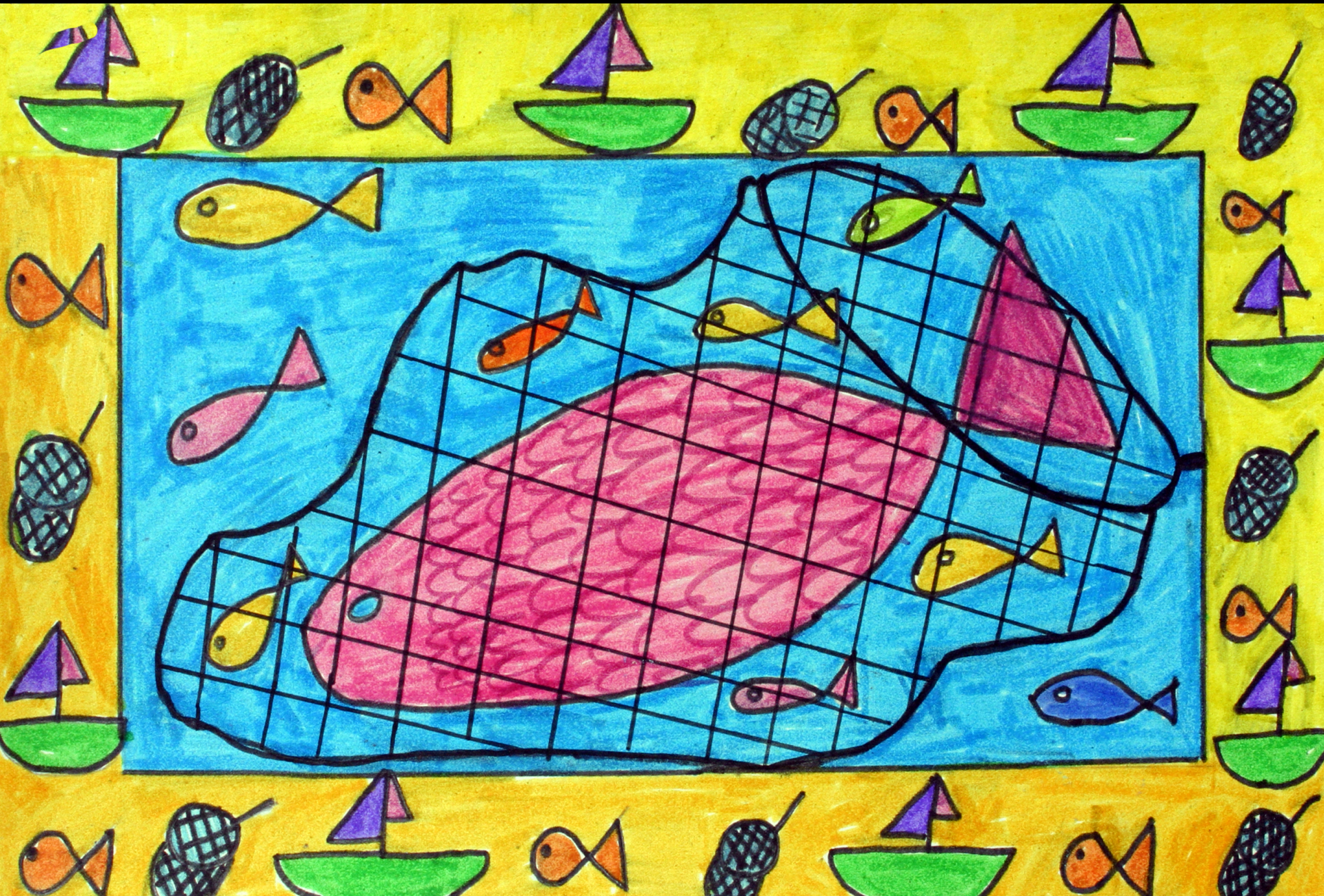




# Children's Island



# Designing for an imaginary community



# Designing for an imaginary community



# Ideas spaces – narratives – stories and the media



**Food** Help and Advice

**SQUEAK**

Numbers  
Telephone: 09854 549713



Address:  
2 Dolphin Road,  
Southeast Vauxhall.  
SA180-P

Email: [squeak@dolphmail.com](mailto:squeak@dolphmail.com)

Mobile: 07966951462

Squeak is a top community if you need a snack one of our warriors will go hunting for a fish or deer while hula or Colombo will get you some rice and tea. Squeak hospitality is world famous and many top chefs such as Gary Rhodes, John Christov Novelli, Gordon Ramsay and Ainslie Harriet have enjoyed our food. They considered our food to be "top stuff, world class food".

Squeak has an annual festival which celebrates Hula being rescued by the dolphins. It involves a huge feast and a lot of dancing and singing. We speak the same language as dolphins so we often speak to them a lot. Also we worship them as they are our gods.



**HELP THEM!**

relative of the gorilla.

Do you care about orangutans because we do!

This is what orangutans feel like

They are all getting killed for no reason! Stop we they have done nothing to you! They are a


Don't be against the with them!

Drop Kelly m





# Precincts – ideas Spaces - politics

<p><u>Remote-ness</u> (Job)</p> <p>difficulty getting to other side of island. Not enough money * to repair the damage. *difficult to export crops. Difficult to import things from other countries.</p>	<p><u>Jobs</u> <sup>Kabon</sup></p> <p>- Occupations -</p> <p>Not enough Jobs = Not enough Money * To pay people</p> <p>Qualifications - Education No jobs - can't do can't build large companies because of Rainforest.</p>	<p><u>Rainforest/storms:</u></p> <p>Demands - Wood fruit/food. space/land! Over working, specific areas: forgetting other areas. Destruction - rainforest land/areas Wildlife trees. importing fruit * exporting</p> <p>Destroy homes - Lack of money to build them again destroy animals habitats. Destroy crops cattle etc.... <del>Very</del> very expensive houses to re-build. water prob if Tsunamis * come and destroy the island to much to rebuild?</p>	
<p>If we had enough money we could build boats, to travel to other areas to sell produce. Get people to sponsor us. Selling Plants for healing e</p>	<p><small>* Kabon is a remote settlement in the rain forest. The village is surrounded by huge trees and it is very wet and very hot. The villagers know many secrets of the forest. These include the best plants for healing, how to cure snake bites, and how to contain the sounds of birds.</small></p> <p>Harvesting fruit/Wood ect. More Schools - Teachers * Breeding Sanctuaries - Good for wild life Recovery crew: Jobs for storms boat men small hospitals. sponsored</p>	<p>higher prices - Wood fruit land/space Working equally on every area. Rules/laws about cutting down sections of the rain forest. intaking endangered animals for breeding letting back out - jobs</p> <p>Solutions * hire people for jobs so there's more money have a bank Make houses shelter underground</p> <p>weather station to prepare for storms</p>	

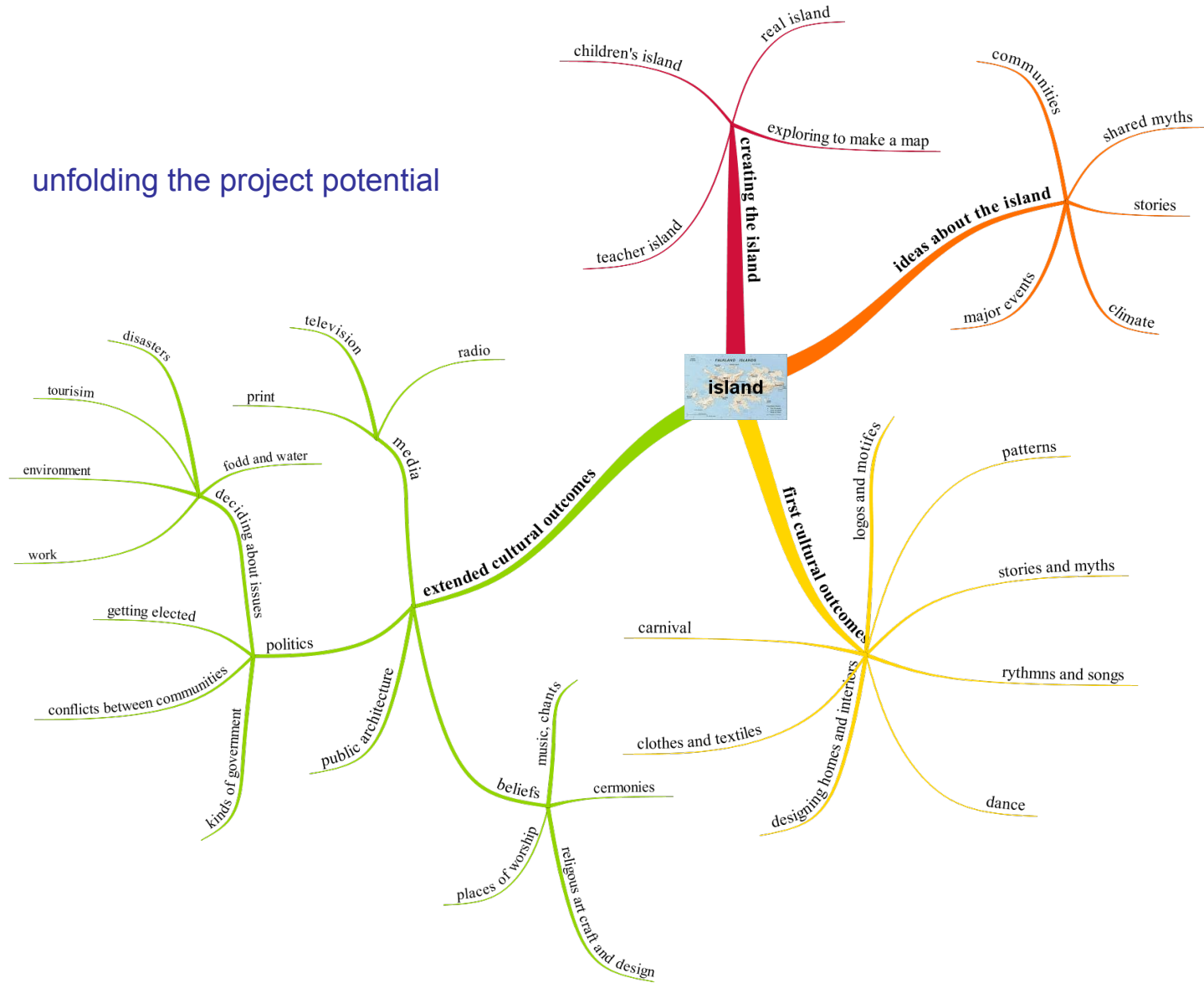
# Ideas spaces – beliefs and the community



# Dance, drama, festival and performance



# unfolding the project potential



Questions or issues?

Email me: [nrm32@cam.ac.uk](mailto:nrm32@cam.ac.uk)

**I am also am working as an artist**

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