

Sparkling Creativity

A series of Teaching for Creativity Taster Cards

suitable for EYFS, SEND, KS1 and KS2



Introduction to Sparkling Creativity



Delve into our Teaching for Creativity Programme by exploring our **newly curated pack of faster cards: Sparkling Creativity**. These cards contain a range of activities to **spark collaboration** and will **inspire pupils of all ages** to develop their communication skills through a variety of ideas. **Playful** and **open** ended these activities will **motivate and engage** all learners in your class.

Sparkling Creativity is a Teaching for Creativity **whole school Primary resource**, packed with **accessible, inclusive** activities to spark creative thinking in all pupils.

There are faster cards suitable for all ages at Primary, although many cards can be adapted for several year groups.

To find out more, visit:

www.anewdirection.org.uk/teaching-for-creativity

Whole School Icebreakers



At the start of the school year, when there is a focus on **building relationships and connection** within your class these 2 Taster Cards can be used to spark creative connections between pupils or between staff members. You could use the cards at the beginning of the year or later in the term when you feel your class needs to reconnect with each other.

Freestyle Portraits will help pupils **connect** with each other by observing each other whilst **playfully drawing**. **Connection Maps** supports pupils to find connections with others through a fun, interactive activity. Often pupils surprise themselves by finding out things about their classmates that they never knew, such as having a pet or loving gymnastics!



This short 3-minute [animation](#), Teaching for Creativity introduces teachers to the **pedagogy** underpinning the Sparking Creativity Pack. It could be used in a staff meeting to familiarise teachers with **the five creative habits of mind**.

Freestyle Portraits

1. Put students in pairs and give them one minute to draw each other in each of the following ways:

- Without taking the pencil off the paper
- Using the non-dominant hand
- With dots instead of lines
- With eyes closed

2. When the portraits are finished, partners look at the other person's drawings and pick out three things they like.

Reflection: How did you find each task and how were they different? How did you encourage yourself to complete the tasks?

Go Further: You could use this as an opportunity for pupils to discuss a PSHE or RSE topic while they draw. For 'Healthy Friendships' they might ask things such as: *'How does someone show they are being a good friend?' or 'How do you resolve a disagreement you had with a friend?'*

Inquisitive: Sticking with Difficulty

This activity gets more challenging as more constraints are added, so students practice not giving up. It demonstrates the positive, and sometimes surprising, results of persistence.

Connection Maps

1. **Display the question:** *'What connects you to someone else in your group?'*
2. **Divide the class into groups and on one big sheet, students write their names on the edge of the piece of paper and then draw a line that connects their name with someone else in the group.**
3. **After talking to each other, they then write down something that connects them to that person. It may be something they like doing, music they listen to, places they go etc.**
4. **Ask pupils to make a line of connection with everyone in their group, writing as many 'connections' as they can on each of the lines.**
5. **At the end, give pupils time to search for words that might be written on several of the lines. Maps from different groups can be joined together and further connections can be made.**

Reflection: Did you find out something new about someone in your class? How do we feel when we are connected to other people?

Go Further: This activity could be adapted for topic work where pupils are given key words or pictures, and in groups find ways to connect to their word or picture to another in the group. E.g plastic, ocean, recycling, sustainability, the greenhouse effect, ecosystems.

Collaborative: Co-operating Appropriately

The physical creation of a connection map supports the talking process, and pupils need to work together on a shared piece of paper.

Early Years Taster Cards

Windows comes from our EYFS pack and will **spark pupils' wondering and questioning skills**, provoking curiosity in their surroundings. A fun way in might be to make different sized window frames with pupils in your class, painting and decorating them in bright colours. Maybe after trying this activity, you'll develop a whole collection of 'window frames' that you'll be able to use in your lessons across the year. Many teachers go on to make smaller 'windows' to use with picture books to help pupils focus on the details in an illustration.

Everybody on the floor is a fun, **physical game** which can be used to **spark a discussion** with pupils about being a **resilient learner**. What can we do when we find our learning challenging? This game will help pupils understand the importance of **persistence** and **problem solving**.



Conducting with Teddy

EYFS

1. **Give each child a simple shaker** *E.g. egg shakers, hand bells, maracas or homemade shakers.*
2. **Introduce a familiar teddy or puppet and explain that 'Teddy' loves to dance but needs to have some upbeat dance music to dance along to.**
3. **Move the toy so it dances and encourage the children to make music with the shakers. Model that if Teddy stops dancing, they stop shaking.**
4. **After you have done this a few times, Teddy can tell you that he wants to dance with someone else – pass the Teddy to a child to have a go a leading.**
5. **Continue, giving children choices about who to pass the Teddy to so they can take a turn to lead.**

Reflection: Were the children able to support and listen to each other?

Go Further: Vary the tempo Teddy moves at to affect the music. Try physical conducting of jumping in and out of a hoop or start and stop songs with the body / instruments.

Collaborative:

Children work as a group both through playing together, following instructions and honing their listening and watching skills. It supports them to take turns and make choices.

Windows

EYFS

1. Provide a selection of 'window frames' either cardboard, old picture frames, photo frames etc.

2. Encourage the children to hold their frame in different positions focusing on different parts of the room. *What do you notice or observe through your window? Can you find specific things through your window? E.g. something very small, something blue, something man made, something that is part of the natural world, a letter, a number.*

3. Provide children with cameras or drawing materials and ask them to record their favourite view through their window – what do they like about it? You could also use natural materials to create scenes within your windows or take photographs.

- *Do you have any questions about what you see?*
- *Does it remind you of anything else?*
- *What was the most interesting thing you noticed?*

Reflection: Do children display any dominant patterns/themes? E.g. did they focus on faces/feet, or on tiny details/patterns?

Go Further: Introduce the wordless book *Windows* by Jeannie Baker and explore how the view outside our windows changes over time. Use time-lapse photography through a window to explore how the environment changes and our impact.

Persistent: Sticking with Difficulty

This activity gets more challenging as more constraints are added, so students practice not giving up. It demonstrates the positive, and sometimes surprising, results of persistence.

Everybody on the Floor

1. Using a slippery floor, have children lie on a paper plate/ piece of paper/fabric. *Can children move across the floor while keeping the plate or other object attached to their tummy? Use masking tape on the floor to demark a start or finish.*
2. Evolve the activity by creating a treasure hunt along the way, collecting objects or arranging obstacles to move around or underneath. Children could try it on a different part of their body, for example on their side, sitting down using feet to push along.
3. Some children may find the crawling activities challenging or frustrating but with gentle encouragement and observing others, persistence can be modelled.

Reflection: How did you find each task and how were they different? How did you encourage yourself to complete the tasks?

Go Further: You could use this as an opportunity for pupils to discuss a PSHE or RSE topic while they draw. For 'Healthy Friendships' they might ask things such as: *'How does someone show they are being a good friend?' or 'How do you resolve a disagreement you had with a friend?'*

Persistent: Sticking with Difficulty

This activity gets more challenging as more constraints are added, so students practice not giving up. It demonstrates the positive, and sometimes surprising, results of persistence.

SEND Taster Cards

Group Photographs is all about **sparking imagination** by encouraging pupils to wear hats or other costume pieces. A sensory filled, fun activity where pupils can express their individuality and express themselves creatively.

Physical and fun, **Together Collage** will inspire everyone to work together and spark some **collective creativity!**

Follow My Lines encourages pupils to communicate with out talking in a playful way - allowing them to experiment with daring to be different!



Group Photographs

SEND

1. Lay out a range of unusual costumes and ask students to choose one
2. Encourage students to embody characters related to their costume. For example you could ask them to move around the room in the style of their character – will they move carefully and slowly or excitedly and fast? If they have props, encourage them to act out with them if appropriate
3. Gather everyone together and take a picture of everyone in their costumes
4. If appropriate, give instructions to jump, put hands up, wave at the camera or pull a funny face – reminding them that they are still the character! What do they think their character would do?
5. Take a few different pictures then look at them as a group on a big screen. Comment on each student's choice of costume and pose, explaining what character you think they are and how you know

Reflection: How does it feel to have a conversation through drawing? Which role do you prefer and why? What does your finished drawing make you think about?

Go Further: Try the same activity in a physical way. Without talking, pupils make movements that a partner will respond to in different ways - it could be a dance/performance/involve larger groups.

Imaginative: Playing with Possibilities

The exercise encourages students to experiment with wearing expressive costume pieces and playfully explore characters associated with them. This activity also supports being collaborative.

Together Collage

SEND

1. In groups of three, students each choose three strips of coloured paper.
2. On one piece of large paper per group, students choose together where to put the strips to make a collage of their nine strips of paper.
3. Next, students choose one line each and make a movement representing their chosen line, using their body.
4. Ask students to show which line it was and why they made that shape.
5. *Can students combine their movements together? How does their line connect to others? When does it cross or follow on from another? Can they show this through their movements to create a dance based on the collage?*

Reflection: What is it like to do this together? Did you help each other? How? Do you think it helped you find new ways to move?

Go Further: Students could choose another line on the collage and make the shape very different from the first one they made i.e. "If you made the first line with your arm, make this one with your foot." Encourage students to help each other make different sorts of movement to the lines and find different ways to connect.

Collaborative:

Students share ideas and work together to create a picture, then support each other to make and develop movement, both individually and then as a group. They are given an opportunity to share the product.

Follow My Lines

SEND

1. Ask pairs to each choose a different coloured drawing material and select one to be the leader and the other the follower.
2. The leader starts by making any kind of playful abstract drawing marks (shapes and lines), keeping their pen/pencil on the paper all the time. *Don't talk during the activity - communicate through the marks you make.*
3. After a few seconds the leader pauses and allows time for the follower to respond playfully to what they have just seen, starting from the exact point the leader stopped. For example, if the leader made curvy lines the follower might draw zigzags.
4. Each pair should continue drawing and responding until their paper is full of playful drawn conversations. They then swap roles.

Reflection: How does it feel to have a conversation through drawing? Which role do you prefer and why? What does your finished drawing make you think about?

Go Further: Try the same activity in a physical way. Without talking, pupils make movements that a partner will respond to in different ways - it could be a dance/performance/involve larger groups.

Persistent: Daring to be different

Children collaborate in a drawing conversation, playfully responding in their own way.

Key Stage 1

Nimesh the Adventurer is a wonderful picture book that will spark your pupils' imaginations. **Adventure Journeys** will help you explore the **school environment** in a **playful and artistic way**, inspiring pupils to use their **imagination** as they journey round the school building making up stories. This activity could be used to spark some creative writing and art work or you can enjoy it as a quick stand-alone activity.

Maths of Me is a playful Maths game which could be played repeatedly through the year giving children an **open-ended** way to explore what they know about numbers. The personal nature of the activity invites discussion about the role of number in our lives; our ages, door numbers, number of things, favourite numbers, money etc. The activity actively encourages pupils to **problem solve** with others, whilst developing their **questioning and wondering skills**. You can adapt the activity and provide additional scaffolding (use of blocks, dienes etc) for those learners who need it.



Adventure Journeys

1. Read the first couple pages of the picture book *Nimesh the Adventurer* by Ranjit Singh.
2. Show the page where Nimesh is walking down the street to home but before the reveal of what he imagines it to be. Ask pupils what they think Nimesh might imagine his street to be, then reveal it to be the North Pole. You could finish the book if time or move onto the next step.
3. Take the children on a walk around the school or local area (alternatives: task them with doing this on their next journey to/from school or ask them to just remember their journey in).
4. For each new 'place' ask them to imagine where else they could be or what imaginary things they can pretend to see. Remind them to be as fantastical as possible and it is fine to say the first thing that comes into their heads. You could prompt them with the questions such as: *What does this remind you of? What adventure might happen here? What could make this more magical/fantastical/fun? E.g. a park could become a jungle filled with tigers, a busy road might be a river swarming with piranhas, the dinner hall might be a base camp of Mount Everest, the playground might be the surface of Mars with alien life hiding inside craters.*

Reflection: What made you think of that? Where did your ideas come from? Was it easy or hard to think of things on the spot?

Go Further: Ask students to draw a scene from their imaginary journey, or create a map of their journey home from school but including the fantasy lands, characters and adventures that happen along the way.

Imaginative: Using Intuition

This activity encourages pupils to rely on their subconscious memories, daydreams, and fantasies for creative inspiration - encouraging them to make new connections without analytical thinking.

Maths of Me

1. Give each student a piece of paper, a pen and some sticky notes.
2. Ask them to write their name in the middle of the paper and some number facts about themselves spaced out around their name. For example: 3 for size of shoe, 58 for house number, 6 for age etc.
3. Students cover each number with a sticky note. On each note they should write or draw a clue or a challenge for a partner to work out the number below. For example, $12 \div 4 = ?$, $60 - 2 = ?$, $3 \times 3 = ?$ etc. Encourage them to be creative — don't just use calculations; *how else could they show or represent a number pictorially or using data?*
4. Divide students into pairs and ask them to swap sheets and work out the maths of their friend.

Reflection: Did you discover any new ways to write or draw calculations?

Go Further: Can they do the same exercise for the maths of someone or something they have been learning about in school?

Inquisitive: Wondering and Questioning

Maths of Me encourages students to find creative ways to ask questions and find answers. It gives students the opportunity to see how another person may solve problems in a different way to them — and they can both be right.

Lower Key Stage 2

Start the term with **cooking up a class community!** How do pupils see their class? Do they need bucketfuls of fun, sprinkles of laughter and handfuls of kindness to thrive in their class? This playful drama and literacy activity will inspire pupils to craft and edit a recipe that reflects the identity of their class community.

Tapestry gives pupils the opportunity to create a collaborative art work using a variety of materials. Pupils' drawings will encourage them to reflect on their own individuality as well as what connects them to others in their class. This is a fun, practical activity that would work well at the start of the school year. The activity can be set up with pens and paper or you could provide pupils with additional collage materials to share and use. This activity could be easily adapted for older or younger pupils.

Whose Rules is a great way to play with rules to support setting up how to work together as a class, in groups or in pairs.



Whose Rules?

- 1. Ask your pupils to share different rules they know from different games they play — these could be a mixture of board games and playground games.** *Eg. climb up all the ladders, don't walk on the cracks, pick up an action card when you land on a blue square. Reflect on the games to discuss how rules work — who makes them, why are they important? What happens if we don't have rules?*
- 2. Ask your pupils to work in small groups, mixing up the rules to create some new games. Encourage them to devise new versions of games using the mixed up rules and then take turns to share and play the games in small groups.**
- 3. Ask the groups to reflect on what worked and what they needed to adjust to make the new games work.**

Reflection: How do rules work — who makes them? Why are they important? What happens if we don't have rules? How do rules work in the world? Who decides?

Go Further: Develop the games further by designing and making playing pieces, boards or cards. Edit and write up the rules to share the games with others.

Collaborative: Cooperating appropriately

Children explore how rules might help them work together (or not!) through play.

Cooking Up Community

This resource is adapted from 'Selfies Tate Year 3'

- 1. Explain to the class that they are going to write a 'recipe' for a happy, connected, learning class.**
- 2. Divide the class into small groups and ask them to make a tableau (still picture) that shows a happy and connected, learning class.** *What might children be doing? E.g. Sharing, listening, collaborating, questioning, acts of kindness etc. Use a countdown from 10 to keep this pacey. Repeat a couple of times so children can explore different ideas.*
- 3. Use the tableaus to spark ideas and write up some key words;** *kindness, caring, joy, curiosity, persistence.*
- 4. Explain that they need to decide on quantities for each ingredient.** *For example, we might have a hundred handfuls of joy and a generous sprinkle of listening.*
- 5. Ask each group to come up with two possible ingredients with amounts for the class recipe.**
- 6. Share and write a whole class poem reflecting all the groups' ideas.**
- 7. Edit the finished poem as a whole class, sharing ideas and improvements before publishing.**

Reflection: How did it feel to think about your class in this way? What did you learn about your class or classmates that you didn't know before?

Go Further: Children could write their own class recipe. What do they need to have for them to be successful and happy learners this year? What would be their five key ingredients? Can you write a recipe for a 'Thriving School'?

Disciplined: Crafting and Improving

Children work on developing their ideas from drama, to groupwork to finally working as a whole class. Children work collectively to improve and edit the final class poem.

The Tapestry

This resource is adapted from 'Selfies Tate Year 3'

- 1. Lay out a large piece of paper on the floor. This needs to be large enough for all pupils to sit on.**
- 2. In turn, pupils choose somewhere to sit on the paper and draw round themselves in a sitting position creating a box shape. If you have carpet places, children could sit on the paper in their usual carpet space.**
- 3. Using a variety of art materials; pencils, pens, collage materials, children spend time decorating their space in a way that represents them.**
- 4. As children work on their own individual spaces they might find that their space slightly overlaps with their neighbours'. *Can they connect their drawings in anyway?***

Reflection: We have created a tapestry: a single work of art composed of many materials and ideas. What do you notice about it? How does it make you feel? What will people see when they look at it? What do you choose to share with the world, and how is that reflected here?

Go Further: If you were to add words to your space, what words would you choose to capture your personality and character? What would be your story that you could write to fill this space?

Collaboratively: Co-operating Appropriately

Children have to be sensitive to each other's drawings, sharing the space and respecting each other's ideas. Children will need to share the resources available and reflect on their own individuality as well as what connects them to other members of the class

Upper Key Stage 2

Class Photographs will encourage pupils to playfully explore how they might **express their individuality** in a photograph through the choice of props and the way they stand or sit in a portrait. This activity will challenge pupils to develop the **creative habit of persistence**: daring to be different by reflecting on what makes them unique. A fun activity that will **generate discussion** and support pupils to learn about themselves and others in their class.

When I Grow Up I Want to Be will help pupils develop their **understanding of metaphorical language** and support them to express their feelings through imagery. It is a card that will help support **collaboration and relationship** building at the start of the school year, but the activity could be revisited and developed throughout the school year.

Mis-Matching Playful Parts encourages children to challenge assumptions by mixing up ideas to create new ones and develop them further. It can be a springboard to playfully explore problem solving in the real world.



Mis-Matching Playful Parts

1. Provide your group with a selection of images of different animals, insects, plants, vehicles, machinery or household objects. *You can find these in nature and hobby magazines or online.*

2. Ask your pupils to mix and match different parts of things together that don't usually match. They might end up with a new animal, machine or object, depending on their choices. *E.g. Adding butterfly wings to a car, a giraffe neck to a snail, or spider legs to a washing machine.*

3. Encourage pupils to think about the different qualities of the things they are choosing to put together – what will their new creations be able to do? They could give them names and think about how they move, communicate and eat, or consider where they might live or work.

Reflection: What qualities do different things in nature have e.g. how they move or live?
What qualities do we want the things we design and build in our world to have?

Go Further: Use the new creatures/machines or objects as the starting point for storytelling, either as literacy or physical drama. Expand the playful nature of the ideas, by adapting into designing things that could actually function in the world. These might address environmental issues or global problem solving.

Inquisitive: Challenging assumptions

Children are playfully curious, using existing images and ideas to create new perspectives

When I Grow Up I Want To Be...

1. **Share on the board, and out loud, Chen Chen's poem** *When I Grow Up I Want to Be a List of Further Possibilities*.
2. **Lead a brief discussion on the poem:** *What's is it about, and what techniques does the poet use?* **Answer:** *The poet uses metaphors to imagine what he could be for the important people in his life — it is like he is turning himself into a gift for them to help them feel good. There is also an LGBT and ethnicity subtext in the poem students might pick up on.*
3. **Pupils write down people that they care about and what they could be for that person — encourage concrete objects rather than general feelings! What would make the person they care about feel better, and why?** *E.g. 'To be a paint palette of bright colours for my Mum / to be the sunbeam my Dad calls me'.*
4. **If time, students can extend this metaphor to explore it further.** *E.g. 'To be the sunbeam my Dad calls me / so I can light up his life'.*
5. **Students share back their favourite metaphors.**

Reflection: Why is a specific metaphor a stronger writing technique compared to a general feeling? What inspired your metaphors?

Go Further: Finish the poem by including all the people originally written down, or focus it on one person and all the things you could be for them. What can you be for yourself — and how will you give that to yourself each day?

Imaginative: Making Connections

This encourages students to dig into how metaphors work, and how a specific image can conjure more feeling and understanding. It also asks them to look at how a seemingly simple poem can have more going on under the surface, and asks them to imagine what they could mean to others.

Class Pictures

This resource is adapted from 'Selfies Tate Year 3 - Class Pictures'

- 1. Use the whiteboard to show Class Pictures by Dawoud Bey.**
- 2. Ask the class to describe the portraits and what they reveal about each sitter,** *E.g. How old they are? What they are wearing? What does their body language tell us about how they are feeling? What emotions does their expression suggest? How might the messages in the portrait be different if the individuals were in one group portrait?*
- 3. Ask each pupil to think of 1 or 2 objects that they would like to be photographed with. For example, a favourite book or piece of clothing. Give pupils time to discuss their choices with a partner.**
- 4. Encourage pupils to think about how they will sit or stand in relation to their chosen objects.** *How will the photograph express their individuality?*
- 5. If you have enough cameras available pupils could take on the role of photographer in their groups, taking turns to take photographs of each other in class.**
- 6. Decide as a class how you want to display the portraits in your classroom checking that everyone is happy to have their photograph on the wall.**

Alternatively, you could take a class photograph with pupils deciding how to stand or sit in the photograph as a whole class. Encourage them to think about how the photograph will reflect their personality individually as well as collectively as a class.

Reflection: Why is a specific metaphor a stronger writing technique compared to a general feeling? What inspired your metaphors?

Go Further: Finish the poem by including all the people originally written down, or focus it on one person and all the things you could be for them. What can you be for yourself — and how will you give that to yourself each day?

Persistent: Daring to be different

This activity will encourage pupils to express their personality in front of others in the class. They will discuss with their classmates their choice of objects and experiment with how they will stand or sit to express themselves in their individual photographs.

About this resource

A New Direction believes that creativity is an essential skill and we aim to support schools and teachers to help children reach their creative potential through dynamic lessons designed to develop critical creative thinking skills.

The pedagogy underpinning our work comes from Bill Lucas and Ellen Spencer's work on the five Creative Habits of Mind – a concept developed from decades of research that has now been widely adopted into learning policies across the globe.



More Taster
Cards online
here



To find out more about Teaching for Creativity & browse more free resources, visit:

www.anewdirection.org.uk/teaching-for-creativity

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