

Level 3 – Transparent Curriculum

Become a Creative Researcher



Reset:
Recovery
Curriculum
Resource
Pack



**A NEW
DIRECTION**
We create opportunity



These free resources are delivered as part of **Reset** – our programme of support in response to the pandemic.

Though COVID-19 has caused huge disruption to our lives, our professions, and our learning, it is important to remember that we are resilient, strong and good at what we do.

We know that we can adapt and work differently, move quickly and innovate. Let's take this chance to reset and move forward with what we know works, leave behind what doesn't, and introduce new ways of working, together.

For the full set of resources go to

www.anewdirection.org.uk/reset

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Aims

- I can talk about my ideas and interests
- I can pose questions and use these to expand on my ideas and understanding of a topic
- I have a better understanding of how research can help me develop my ideas creatively
- I can learn from my peers and teach others
- I am able to reflect on what I have learnt and how I can take ownership over my learning

Cross Curricular Links Art, Literacy, ICT and other subjects depending on the topic chosen by the student

Most art projects start with a topic you are interested in or a question you want to answer. This sequence of four activities opens up discussion about how artists work, connecting to Lever 3 – Transparent Curriculum and touching on Lever 4 – Metacognition, to get students thinking about a range of different topics and interests.

By tapping into students' interests, this expandable activity aims to address the lost time at school while rebuilding learner confidence. This gives students an opportunity to co-construct their own learning methods, conduct conversations around learning and re-establish relationships with their peers and teachers.

Time Required

This sequence requires time for students to conduct their own research, create an artwork and present it, so timings can vary. It would work best as an afternoon project across one whole week with 1-2 hours for each section

Preparation Time

Part 1 (15 mins) or (up to an hour with jigsaw texts)

Parts 2-3 (5-10 mins) to prepare materials for poster making and artwork

Part 4 (5-10 mins) to assign different pupils to make notes about a different artwork

Resources

- Required: Paper and pens, books and/or computers
- Optional: Newspapers, Magazines, Glue, Sketchbooks/Envelopes (for storing words and ideas) Paints, Paintbrushes, Dice/Counters (depending on artwork)



Before the lesson:

- Think of different subjects or topics that your students might be interested in.

For example: *Sport, Animals, Art, Science, Literature, etc.*

From these, write down different headings that students might be interested in researching, such as *tennis, koalas, or the artist Yayoi Kusama.*

- Think of some questions around each topic.

For example: *When was tennis invented? How long do koalas sleep for? What kind of work is artist Yayoi Kusama known for?*

Part 1:

Be a Researcher

This is an opportunity for students to find a topic of interest to dig into further.

1. Present students with the topics, e.g. tennis, koalas, artist Yayoi Kusama. Ask them to share anything they know about the different topics.
2. Tell them that they are going to be researchers today and they should try to think of as many different questions as they can about each subject. Put up the example questions and ask the class for a few other example ideas before they begin in smaller groups.

Ask the students to share their questions with the class. Once you have all of the questions, encourage them to see if they can think of a few more.

Tip: You may wish to get the students to write each question on a separate sheet of paper in a different coloured pen to create a display.

3. Ask students to choose the topic and three questions that most interest them and research them using the internet, books, interviews, etc. They should write notes and gather words/pictures associated with their topic. They may want to put these together into a sketchbook or an envelope for future use.

Make it more student-led

- Part 1 can be done without the guided topics. Instead, ask students directly about topics they are really interested in and get them to pose questions on what they would like to know more about. For example if they say they really enjoy a particular computer game, they might want to consider: *Who came up with the idea for it? How do people become video game designers?*
- You could ask students to go on a hunt for inspiration at home, in the classroom or playground) and ask them to think of questions about what they see. For example: *What are those flowers called? How does the kettle work?*

Make it more guided

- When introducing new topics that they might not know a lot about, you could do a jigsaw activity between Steps 1 and 2, where

students read or listen to different parts of a text, then exchange the information with their peers in their own words.

- This activity could also be used to introduce missed lesson topics that students could research and present in Activity 2. You could deliver some initial information on the topics through a jigsaw reading, pictures, objects, a scavenger hunt or get your students to research a particular word or phrase, for example: evacuee for the topic of World War II.

Part 2:

Make a fact file

This is an opportunity for students to use their research in the form of statistics, trivia, photographs, etc., and present this information to their peers.

1. Using their research from Part 1, ask students to create a poster that they can present about their topic. They should include at least one picture. The picture can be one that they have found, drawn, painted or put together as a collage.
2. Next, have your students prepare a presentation with their fact files in groups or in a whole class setting, depending on how many different students and topics there are. Give them a time limit to work to (for example 3-5 minutes).
3. Encourage the other students to think of at least one question to ask at the end of the presentation.

Part 3:

Create an artwork

This stage gives students the opportunity to take their research beyond a fact file and to use lateral or 'out of the box' thinking to make creative work inspired by their fact file.

1. Tell your students that artists use topics they are interested in to inspire them and often do lots of research before they make a final artwork. Explain that they are going to use their fact files to make some creative work.
2. Use one of the topics as an example and get the students to think of ways you could make it into an artwork. Ask them to pose their ideas as questions.
3. Encourage students to think about how it could be a completely sensory artwork.

How could you make an artwork or something creative from tennis or Yayoi Kusama that you can see, hear, taste, smell and/or touch? For example, if you researched the longest tennis match in history, what would it sound like to be at that match with the ball constantly going back and forth across the net or listening to the gasps of the crowd?

Tip: It doesn't have to be achievable to create in the classroom or even at all. This is about lateral thinking and encouraging students to think creatively about a range of different topics and also to be open to the possibilities of cross-curricular learning. You could include these ideas in a display about the research.

4. After collating ideas on an example topic, ask your students to work in pairs or groups and think about how they could use their creative research and fact file to create an artwork of their own. Get them to look through any of the pictures and words that they collated to help spark some inspiration.
5. Have a class discussion and write up all of their different ideas.
6. Ask your students to write a short statement about what they are going to make.

The statement should be achievable and give them a target, but also allow room for their artwork to change along the way. For example: "I am going to make a game inspired by Yayoi Kusama's polka dots".

7. Give your students a timeframe in which to make their artwork. Tell them that they will be displaying/presenting their work to the class.

Part 4:

Display and feedback

This stage allows students to view their own artwork alongside their peers and participate in constructive feedback. This builds confidence in providing feedback to others as well as thinking about how they can develop and expand on their ideas even more in the future.

1. Depending on the type of work produced, create a display as a class or have a showcase day or afternoon where everyone presents or performs their work.
2. Assign another student's artwork to each person to write about.
3. Ask them to think about it as though they have seen it in a gallery and make notes on it and either write about it (for a newspaper column) or speak about it in a class discussion. *How would you describe the artwork? Can you say one thing you like about it and something the artist could do differently next time with their work?* Share the feedback with the artist.

Student Evaluation

This is an opportunity to further engage students in the construction of their own learning methods. It should get them to think about how much influence they have had over their learning during these activities and whether they would like to continue contributing to lessons in this way.

1. Ask your students to discuss the activity. *What did you like or dislike about it? Would you like to do it again in the future? For older students: how do you think you did on this activity? Why? Did you find it useful? If you did it again in future, what might you do differently?*

2. Use the student feedback to think about how you could repeat the activities, paying particular attention to how much guidance and direction your students may need, how much time should be assigned to each activity and how it could be used to introduce new topics related to the syllabus.



Want to go further? Try these:

- **Write a story from a new perspective.** If you researched koalas, *what story might they like to tell? How would they speak? What would they see around them? What things might distract them? Could you add illustrations, looking at the world through their eyes?*
- **Write an imaginary recipe.** For example, *what would the recipe to 'make' a koala look like?*
- **Create a collage.** *Do you want to create a large detailed picture? Could they incorporate words as well as colours and other pictures?*
- **Paint or draw something related to/inspired by their topic.** *What would a tennis match look like if Yayoi Kusama painted it? What would a yellow and pink koala look like?*
- **Photograph their subject and experiment with different angles** – *what would it look like if you photographed it from above, below, very close up or far away or even through a different object?*
- **Play a quiz** style knowledge test of each other's subjects.
- **Create a jigsaw puzzle** out of a picture they have taken or made. If they scan and print their pictures, they can make lots of different puzzles with it.
- **Make a board game.** For example, instead of Snakes and Ladders, a game where koalas travel up trees (ladders) and slide down leaves (snakes).
- **Design their own sport**, or adapt one, in groups. *What rule could you introduce into tennis or football? Could we have a go at trying the new adapted sports in our P.E. lesson?*

Other resources from A New Direction that link with this lever:

Keeping Creative at Home:
How to create an immersive art
adventure →

Keeping Creative at Home:
Let's take some photos →

Good Questions from the Year
3 Learning Lenses →

The MCS compendium of
ideas has some staff activities
on pages 23-35 that can
support with incorporating
student voice, awe and wonder
into the curriculum →

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