

Junior Curators

North Walls Primary School, Hoy

Interpretation in Museums and Galleries are not written to include children

Scapa Flow Museum, Orkney – new development

- Text based
- Language used
- Content of the interpretation
- Pilot relationship with North Walls school to develop
 - Pupil-led interpretation of the new Museum for their peer-group
 - To work in an ongoing way with North Walls as a lead school for the Museum as part of the curriculum
 - Train pupils as Junior Curators

National Galleries Scotland – new development

- Text based
- Language used
- Content of the interpretation
- Pilot workshops with children to develop
 - An understanding of what children respond to
 - Peer interpretation
 - Test this in North Walls as a formal piece of curatorial training

Creative Learning is.....

- Partnership working *across* sectors *with* young people and with parents and carers
- Learner-centred, problem-based learning with personalisation and choice which happens anywhere/everywhere, uses critical thinking and design thinking
- CfE as originally intended – permission to be creative
- Being *consciously* creative - able to articulate, value and apply creativity skills, realising and building on one's own capacity, at every part of the system
- High quality, deep, rich learning





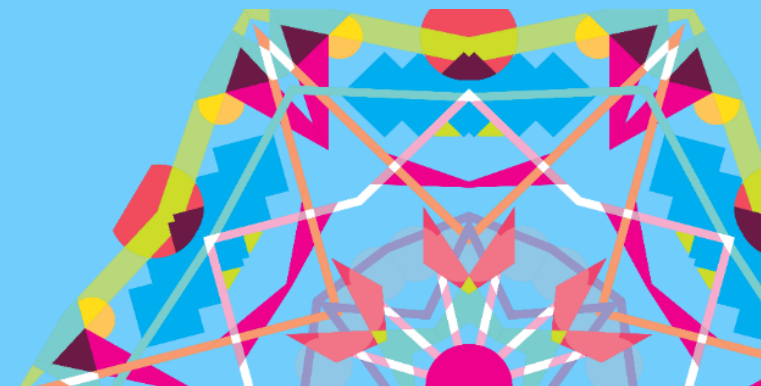
Looking

Interpreting

- Looking deeply at a picture
- Thinking about what the artist shows you and what it might mean
- Thinking about how the artist does this
- Thinking about what the artist 'hides'
- Deciding what you think is important to know and understand and tell about a picture
- Primary & Secondary (Yr1 &2) children notice detail and backgrounds
- Colour is very important to them
- Making narratives happen from the material is second nature
- Mystery – what is not known – is where the magic lies

Mission

To embed creativity at the centre of Scottish education and adopt a collaborative culture where all learners are empowered, creative and confident.



- Creativity embedded in curriculum design



- Learners directly influencing their own creative learning

Creativity in action

Primary

- Working physically/kinetically is normal
- Questions are the first thing that happened
- Opinion was freely shared
- Working as a team/group is natural to the children

Secondary

- Working physically/kinetically is not usual in an Art Class and the spaces prohibit it
- No questions emerged unless prompted
- Required to share an opinion openly, even one to one, had to be coaxed
- Working individually is maintained but partnering is something that was desired and things relaxed when it was allowed

Key principles

- Inclusive
- Horizontal (not hierarchical)
- Creative in approach
- In partnership with Scotland's learners and educators
- Aspirational, visionary
- Absolute conviction that creativity skills are the most critical set of skills we need now to be able to navigate this rapidly changing and complex world.





- Learners' mental health and wellbeing is improved

Reflection

Primary

- Horizontality of approach expected
- Working individually but collaboratively
- Framed by workshop leaders but reliant on dialogue to produce results

Secondary

- Horizontality of approach unexpected
- Working individually and expectation of collaboration not present, if not actually curtailed
- Framed by workshop leaders who had to put in a lot of work to generate dialogue – once it began to take hold it was tentatively welcomed

Values-based Goals

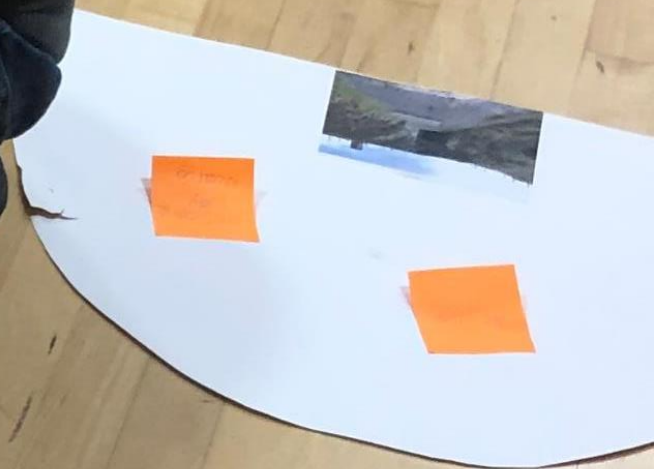
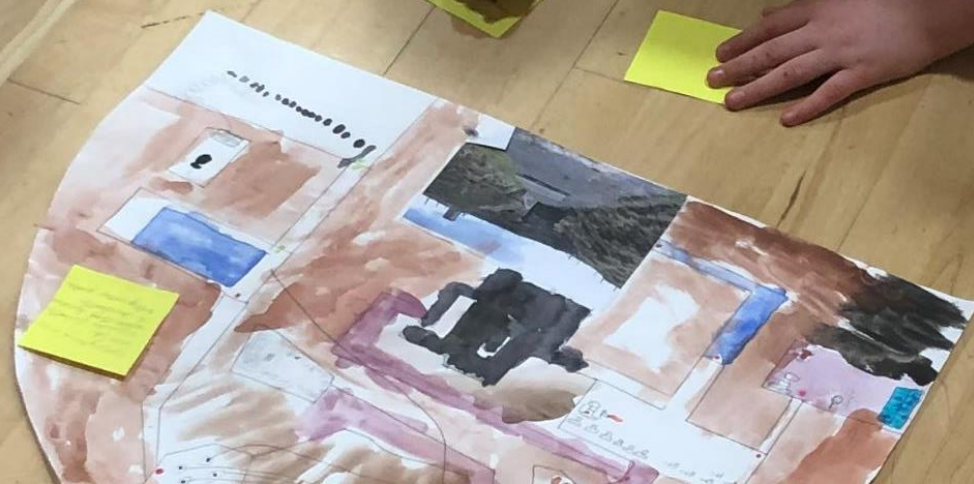
Our commitment is to....

Collaborate We will engage and participate through collaborative, sustainable and impactful networks and relationships, so that conditions are right for creativity to flourish across all places of learning.

Empower We will co-create the conditions and environments in which all learners lead their learning and apply their creativity.

Embed We will ensure creativity is embedded, prioritised and actively informs curriculum rationale, and that all learners' creativity is explicit throughout their learning journey.





The Rainbow Juice,

Ruby

Paint and pencil on paper

The oil tanks were dark and hidden from people, They used it in the wars for oil fuel. They were invisible to every one that lived close to it.

Most of the oil was used up but they emptied it out but there were little puddles of it that looked like it was a rainbow, then it became a fabulously ordinary playground for children.

We would hide from all the other children, and shout out silly words to make echoes. This was our playground now.

Then we invited other kids to the oil tank and we'd sit on the ladder steps and talk. I hope they never have to fill up the tank again.

- Learners confidently applying creativity skills in all contexts

Pupil authorship

Primary

- Focus on self as author and pride in achievement
- Overt ownership of own work be it either group produced or individually produced

Secondary

- Deflection of self associated with authorship by downplaying the results achieved
- Separation from own authorship – seen as something done in order to achieve someone else's goal



- Quality cultural experiences accessible to all learners

Acknowledgment

Primary

- Joyful celebration of the process through certification
- Shared enjoyment of personal and group/peer achievement
- Sense of pride
- Sense of value of their work

Secondary

- No space or time to develop work in a sustained way
- No scope for individual recognition
- However an appreciation of the gift of sketch books and images bestowed a sense of value on their work

Vision

The Scottish education system enables everyone to recognise, develop and apply their creativity to ensure they thrive in an increasingly complex and changing world.



Scapa Flow Museum Community Day

12 March 2022

