

Module Outline
Part 1- as validated

1.	Title	Creativity and the Arts
2.	Level *	5
3.	Credits	20
4.	Indicative Student Study Hours	200 hours Taught class sessions: 36 hours Independent Study: 164 hours
5.	Core (must take and pass), Compulsory (must take) or Optional	Compulsory

6. Brief Description of Module (purpose, principal aims and objectives)

This module offers students the opportunity to practice or improve their creative approach, skills and strategies to teaching, learning and assessment for all involved in the education of children. To consider how to include pedagogies and activities that will allow learners to experiment, explore and possibly make decisions about how they will learn, whilst enabling teachers to experiment and innovate and make decisions about what they teach.

Creativity considered as a skill or aptitude that should be developed in the individual learner, recognising creativity as something that should be taught across the curriculum. The aim is for students to explore the importance of creativity for children from literary, pedagogical and sociocultural perspectives.

The purpose is to provide a broad-based intellectual and practical exploration of the key arts educational debates amongst policy makers, practitioners and researchers in the UK and internationally. This will provide students with the opportunity to engage with a range of research, policy and practice within arts and culture and the process of teaching and learning. The main concepts explored are creativity, design, performance and how creativity encourages learning from a philosophical, psychological, cognitive and cultural perspective.

7. Learning Outcomes - On successful completion of this module a student will be able to:

1. Summarise and evaluate the potential impact of creativity and the arts on learning.
2. Effectively examine different perspectives on the importance of creativity in education
3. Evaluate learning from research to inform a philosophical approach to creativity and the arts in education.

Generic Learning Outcomes

4. Document and share research using a creative medium demonstrating developing competencies and skills.
5. Identify **ways of embedding creativity into** future personal and professional development activities.

8. Assessment

Pass on aggregate or Pass all components
(modules can only be pass all components if this is a PSRB requirement)

N/A

Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Reflective Report on the state of creativity and the arts in schools in England.	100%	Yes	3000	LOs 1-5	The report can be presented using any media or medium equivalent to 3000 words. This would include an academic report, animation, an infographic, academic poster, PowerPoint, blog or cellphilm.

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

The report must include sections that reflect a broad-based intellectual and practical exploration of the key arts educational debates amongst policy makers, practitioners and researchers in the UK and internationally on the state of creativity and the arts in schools. It needs to include an informed section on the state of creativity and the arts in schools in England.

Students are expected to draw out any opposing or limiting viewpoints and, offer an evidence-based evaluation, which reflects the student's own viewpoint and philosophy, thereby demonstrating an emerging critical approach to considering a wide range of philosophical, psychological, cognitive and cultural perspectives.

The medium of presentation can reflect the development of the student's creative process in relation to the module topic, creativity and the arts, but needs to include content that reflects academic competencies such as references, current research and policy on creativity and the arts in schools equivalent to 3000 words.

9. Summary of Pre and / or Co Requisite Requirements

N/A

10. For use on following programmes

BA (Hons) Education

Module Specification**Part 2- to be reviewed annually**

1.	Module Leader	TBC
2.	Indicative Content	<p>Students will learn how to:</p> <ul style="list-style-type: none"> Explore the role of philosophical, psychological, cognitive and cultural perspectives in shaping personal, local, national and global attitudes to creative forms of thinking, learning and behaving in schools Identify how different forms of creative thinking, behaviour and learning can be encouraged for all engaged in education.

	<ul style="list-style-type: none"> Analyse and evaluate the key debates and concepts relating to creativity from current local, national and international practice and research. Identify ways to include 'creative teaching' and 'creative learning', which may be used to address challenging topics and themes that do not fit under traditional subject headings, such as sensitive issues around sexual violence and abuse, or rights and responsibilities, including those relating to equality and social justice, sustainability and global learning. Exploring the role of fine arts in education. Exploring the role of music in education Exploring the role of creative writing and poetry in education. Exploring the role of dance and drama in education. Exploring the role of design and technology in education. Evaluating and formulating a personal pedagogical philosophy on creativity and the arts in education Explore local and national initiatives to address creativity and the arts in education. Considering the role of creative thinking and technology for contemporary educators.
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3. Delivery Method (please tick appropriate box)					
Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
• X					
If the Delivery Method is Classroom Based please complete the following table:					
	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes	
1	Lectures and workshops	36	Taught contact time	LOs 1-5	
2	Study	164			
	Total Hours	200			
If delivery method is <i>not</i> classroom based state lecturer hours to support delivery			Each student receives two 20 minutes academic tutorials per module.		

4. Learning Resources	
<i>To include contextualised Reading List.</i>	
Highly recommended:	
Arts Council England (2019) <i>Durham commission on creativity and Education</i> . Available: https://www.dur.ac.uk/creativitycommission/ Accessed: January 2020.	
Craft, A (2015) <i>Creativity, Education and Society: Writings of Anna Craft</i> . London: Institute of Education Press.	
Neelands, J., Belfiore, E., Firth, C., Hart, N., Perrin, L., Brock, S., Holdaway, D and Woddis, J. (2015) <i>Enriching Britain: Culture, creativity and growth: The 2015 report by the Warwick Commission on the future of cultural value</i> . Coventry: University of Warwick.	
Recommend:	
Craft, A. (2011). <i>Creativity and Education Futures: Learning in a Digital Age</i> . Stoke on Trent: Trentham Books.	
Davies, L.M., Newton, L. D., and Newton, D. P., (2018) Creativity as a twenty-first century competence: an exploratory study of provision and reality, <i>Education</i> 3-13, 46 (7), pp. 879-891	
Journals/Websites:	
Mannatholo, M.C. and Mamvuto, A (2018) (2018) Teaching the Arts in the Primary School Curriculum: What Strategies Imbue the Integrative Arts Subjects? <i>Studies in Art Education</i> , 59 (2), pp. 145-158	