

Module Title:	Creativity in Children's Learning: Option 2
Module Code:	BAEY15I/FDEY15I
Level:	5
Credits:	15
Pre-requisites:	None

Module Description:

This is the module where you can make mistakes, try things out and enjoy being wrong! It's where you can explore and analyse what it feels like to be truly creative. Through a mix of activity and lecture we will look at the role of creativity in children's learning; how to support it; why it needs to be nurtured and what happens when it is prevented from flourishing. We will explore theories that empower us to be confident with children's creativity: from the philosophical, Steiner and Malaguzzi, through art inspired Csiksentmihalyi and Nicholson, to modern education thinkers such as Robinson and Craft. Woven into this rich mix will be the impact of the ground-breaking National Advisory Committee on Creative and Cultural Education (NACCCE) report and the context of the National Curriculum as we discover the facilitators and inhibitors to children's creativity and arrive at an evaluation of the benefits of creativity in our society.

Indicative Content:

- Exploration and evaluation of a range of catalysts that support creativity – both in and out of the classroom:
 - Theorists in accordance with those catalysts (including Big and Small C creativity (Craft) and Loose Parts (Nicholson)).
 - Investigation of education and arts-based theories that nurture creativity in children: Steiner; Reggio Emilia (Malaguzzi);
 - Analysis of legislation and national strategy that impacts on creativity in children: from NACCCE (1999) to the funding outcomes brought about through the National Curriculum. (Bit wordy – would like to look at things like trips having to have NC outcomes – no money for a school trip that was a catalyst for story writing – and cuts to arts budgets like music)
 - Exploration and evaluation of theories that support free thinking: divergent, creative and lateral thinking
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Learning and Teaching Methods:

The module is taught as a mix of experimentation/exploration and theoretical input which together provide a context for the ideas and concepts that are explored.

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Specific Learning Resources

Access to a range of catalysts for creativity – including both a visit to inspire creative writing; props for possibility thinking and access to ‘loose parts’.

Bibliography

Highly recommended

Newton, L., 2012. Creativity for a New Curriculum. London: Taylor and Francis

Craft, A., 2008 Creativity in School http://www.beyondcurrenthorizons.org.uk/wp-content/uploads/ch3_final_craft_creativityinschool_20081218.pdf

Bob Jeffrey & Anna Craft (2004) Teaching creatively and teaching for creativity: distinctions and relationships, Educational Studies, 30:1, 77-87, <http://www.tandfonline.com/doi/abs/10.1080/0305569032000159750#.VTes1SFViko>

Craft, A., McConnon, L., & Matthews, A., 2012. Child-initiated play and professional creativity: Enabling four-year-olds' possibility thinking 2012

NACCCE report (1999) All our futures Claxton, G. 2002. *Building Learning Power*. Bristol TLO.

Vecchi, V., 2010. Art and creativity in Reggio Emilia: exploring the role and potential of ateliers in early childhood education. London: Routledge

Gleave, J. & Cole-Hamilton, I. 2012. *A World Without Play: a literature review*.

London: PlayEngland. <http://www.playengland.org.uk/media/371031/a-world-without-play-literature-review-2012.pdf>

Gray, C., and MacBlain, S. 2012. *Learning Theories in Childhood*. London: Sage.

[Howe, A. 2005. *Play Using Natural Materials*, London: David Fulton.](#)

[Lindenfield, G. \(2001\) *Confident Children: helping children feel good about themselves*, London: Thorsons.](#)

Play England: <http://www.playengland.org.uk/>

Schofield, J., and Danks, F. 2009. *Go Wild! 101 things to do Outdoors before you Grow Up*. London: Frances Lincoln

Module Learning Outcomes

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

LO 1 Analyse and evaluate historical and current attitudes to children's creativity.

LO 2 Debate the facilitators, motivators and barriers involved in nurturing children's creativity within the structure of age appropriate curricula.

LO 3 Present and appraise a context for supporting children's creativity that encompasses national strategies for education

Assessment Title or element

3,000-word written report

In order to support children's natural creativity you will design a catalyst to spark creativity in children at your placement setting. Observing the results of this catalyst will enable you to

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share children's exploratory journeys and contextualize these with supporting theory. The report will include suitable continuation ideas that see creativity as a rich facet of children's learning.

Module assessment requires demonstration that the learning outcomes for this module have been achieved.

Information correct at point of publication.