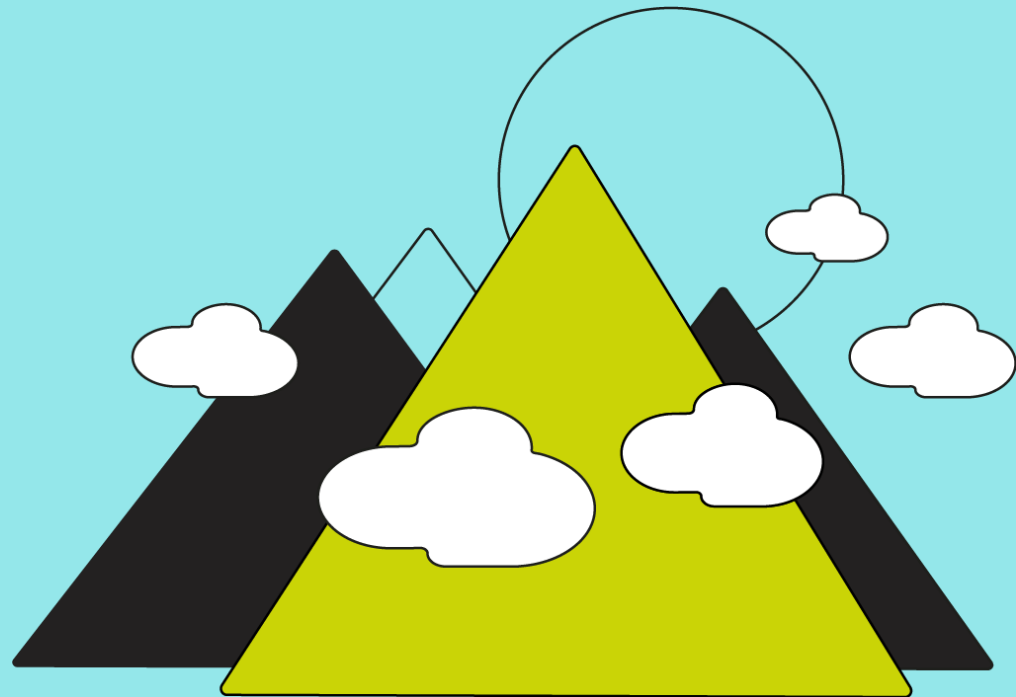


Pearson Edexcel

Exploring Creative Thinking in the Classroom



Introduction and Agenda to explore – to question – to make

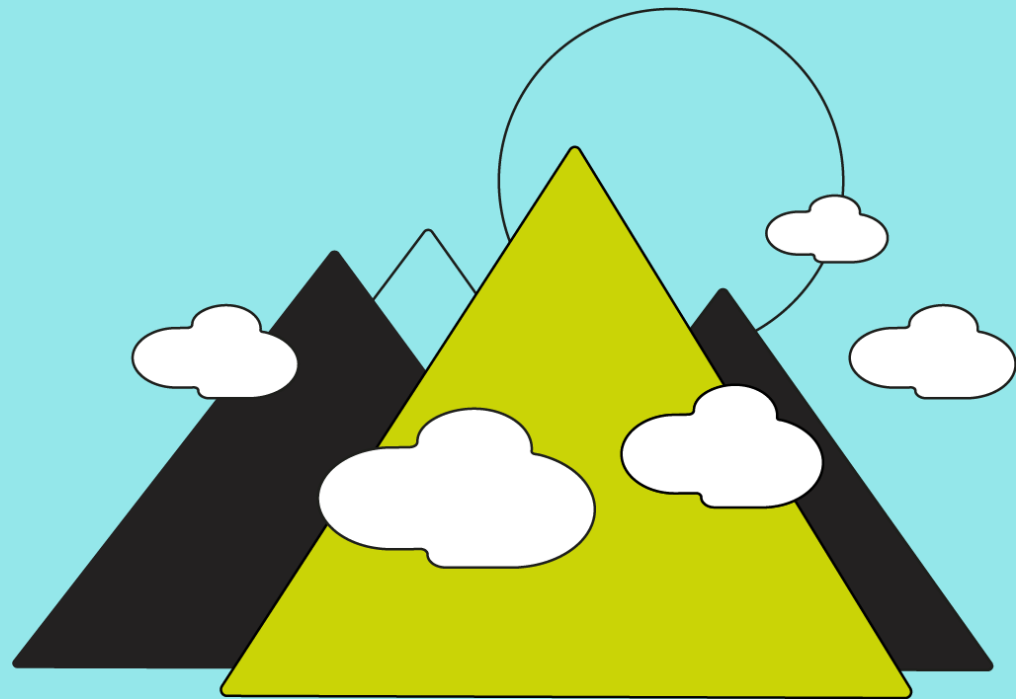
‘The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.’

Marcel Proust

Agenda:

- **Ideas Factory:** Creative thinking group tasks – 25 mins
- **One-word Sketchbook** – 5 mins
- **5Rs:** 3 Week Project Cycle -10 mins, Name Drop & Deep Dive - CPFM Sheet - Connecting the Dots - Art Critic
- **Pupils’ work:** Creative Momentum - 10 mins
- **Questions**

Ideas Factory





Ideas Factory

Developing your Ideas

3 ways to develop your ideas or a starting point for a project and research

- Think before you look – The Blindfold Discussion
- Search for an original
- Contextualise

Think before you look

The blindfold discussion

Define the topic for discussion – Pick a Building

Consider the following questions:

- What do you know about the subject?
- What have you experienced or come across that is related to the subject?
- What visual images or associations does the subject conjure?

* It is important here (hence the blindfolded discussion) not to use the internet or any reference book.

Think before you look

The blindfold discussion

Reflect upon the discussion:

- What did you find out that you didn't already know?
- What did you hear that you would like to learn more about?
- Could any of the visual associations be interesting starting points?

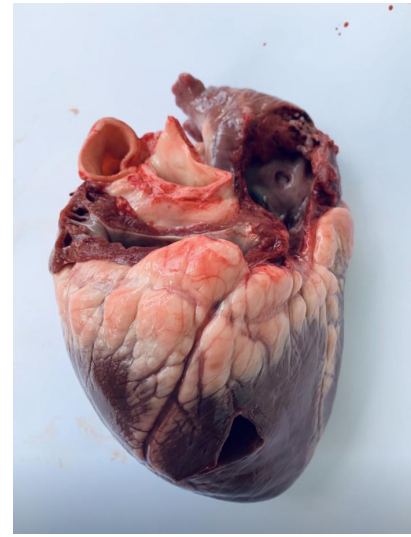
* It is important here (hence the blindfolded discussion) not to use the internet or any reference book.

Search for an original

Task 1: Select 1 of the images below

1. Mind map initial thoughts about the image.
2. What do you think it is?
3. Where do you think it could be found?
4. Does it remind you of any specific memories or associations?

- Do not use an internet search engine
- Do not use a library or access books/printed materials
- Have a conversation with people in person, on the telephone or via email, text or social media.
- Source all imagery and information via your network of contacts.



Search for an original

Task 2: Expand your understanding

- Think about who could help you develop your understanding of the image.
- Discuss with 3 people capable of providing information, interpretation and insight. You can do this in person, over the phone, via email or social media.
- Go back to Task 1 and ask them the same questions as above.

Task 3: Find a new image

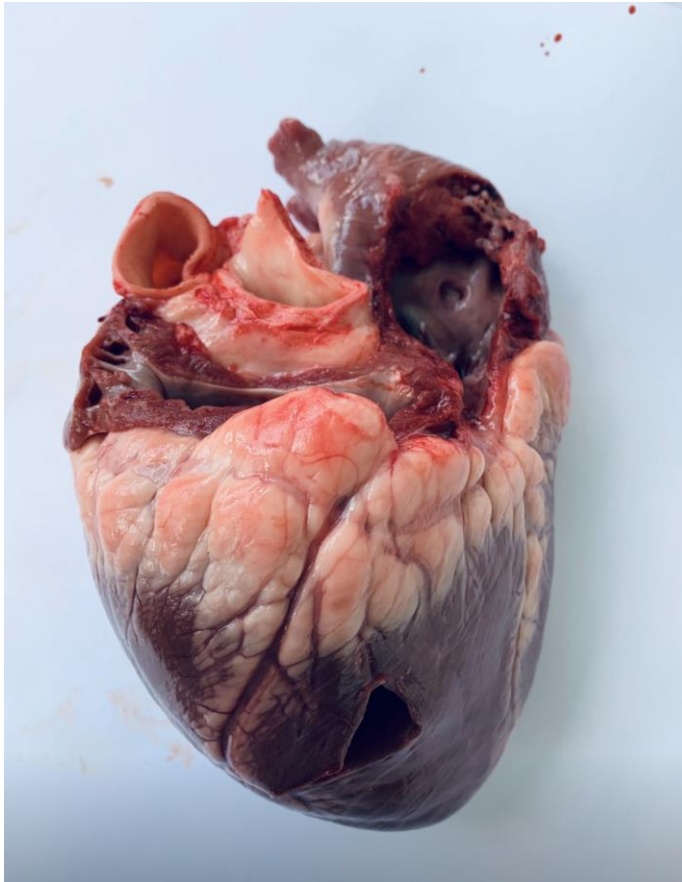
- With the information you have found select a new image. Can you ask one of your friends or contacts?

Task 1: Select 1 of the images below:

1. Mind map initial thoughts about the image.
2. What do you think it is?
3. Where do you think it could be found?
4. Does it remind you of any specific memories or associations?

- Do not use an internet search engine
- Do not use a library or access books/printed materials
- Have a conversation with people in person, on the telephone or via email, text or social media.
- Source all imagery and information via your network of contacts.

Search of an original – Line of enquiry



- Spoke to/messages partner's brother, who is Anatomist.
- He sent me a picture of a 3D printed space of the inside of one the hearts chambers.
- The texture remind me of the texture of a peach stone.
- Then I went on to look for more similarities between nature and the human body.
- Led me to Da Vinci's research on the movement of water (vorticities) and his comparison to how blood moves round the heart and his anatomical drawings of the heart and valves.

Contextualise

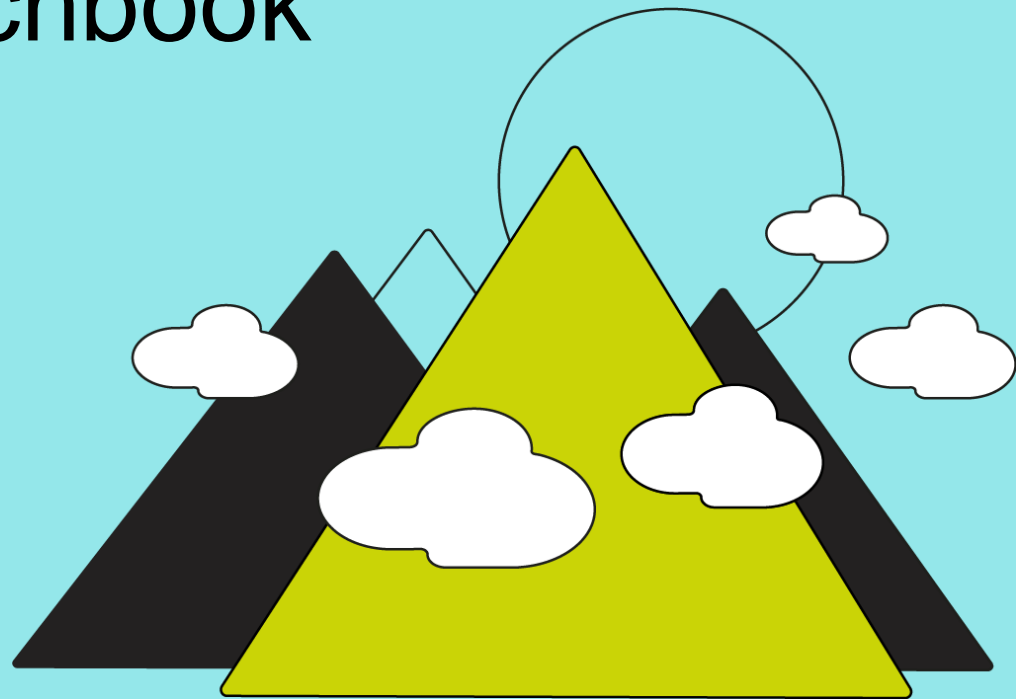
So far you have only worked with what you know or have direct access to. Now it is time for you to make sure you know the context of your ideas/work and where they sit within the history of art and design.

You could:

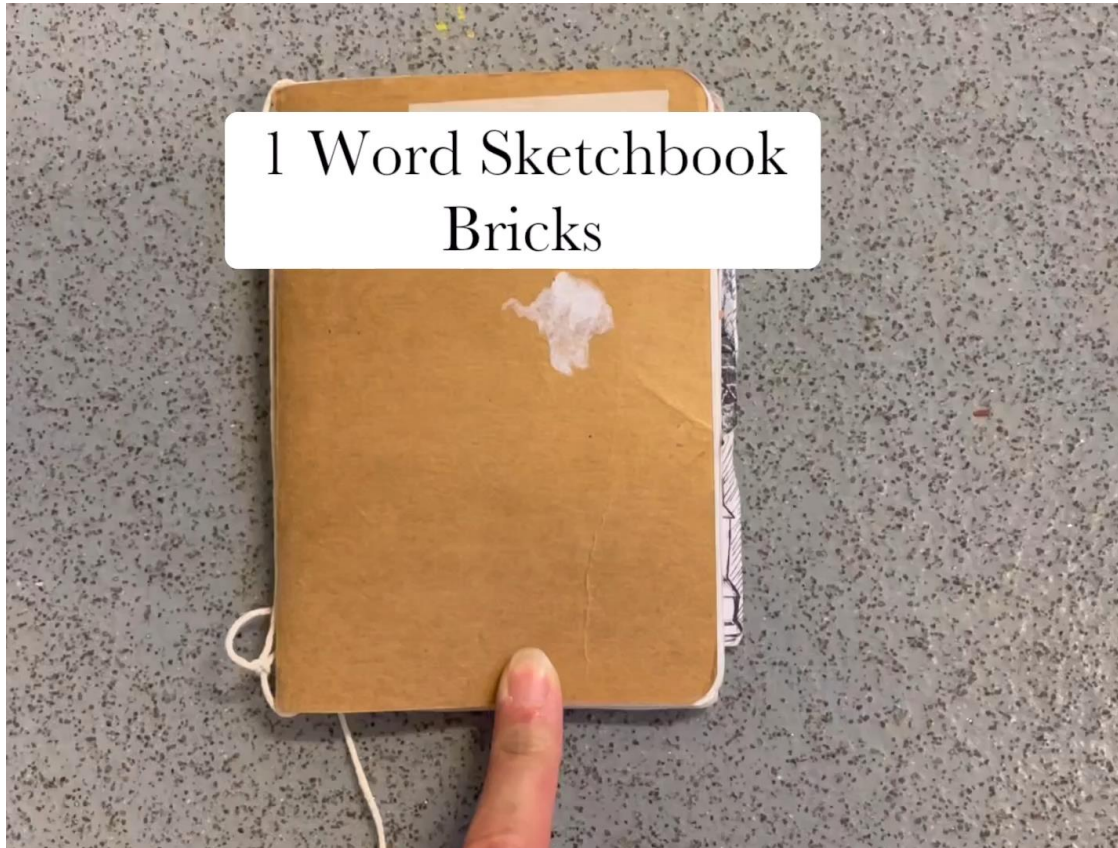
- Visit museums and galleries.
- Visit the library or a bookshop.
- Use the internet (particularly specific portals of accurate scholarly information, Jstor, GoogleScholar etc.

Developing a line of enquiry.

One-word sketchbook



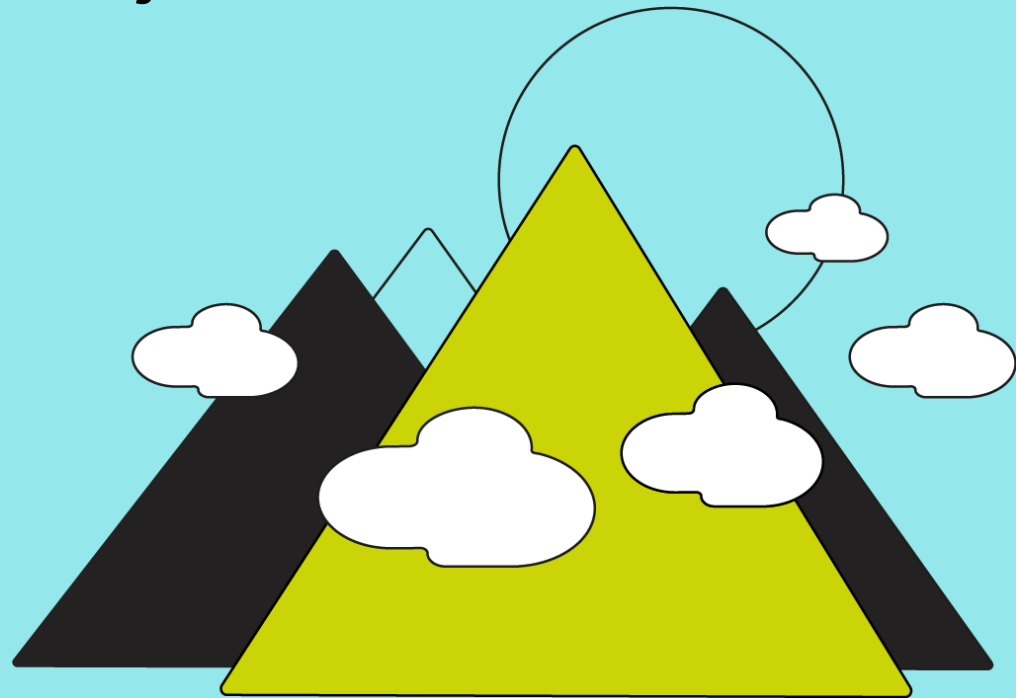
1 One Word Mini-Sketchbook – ‘Bricks’



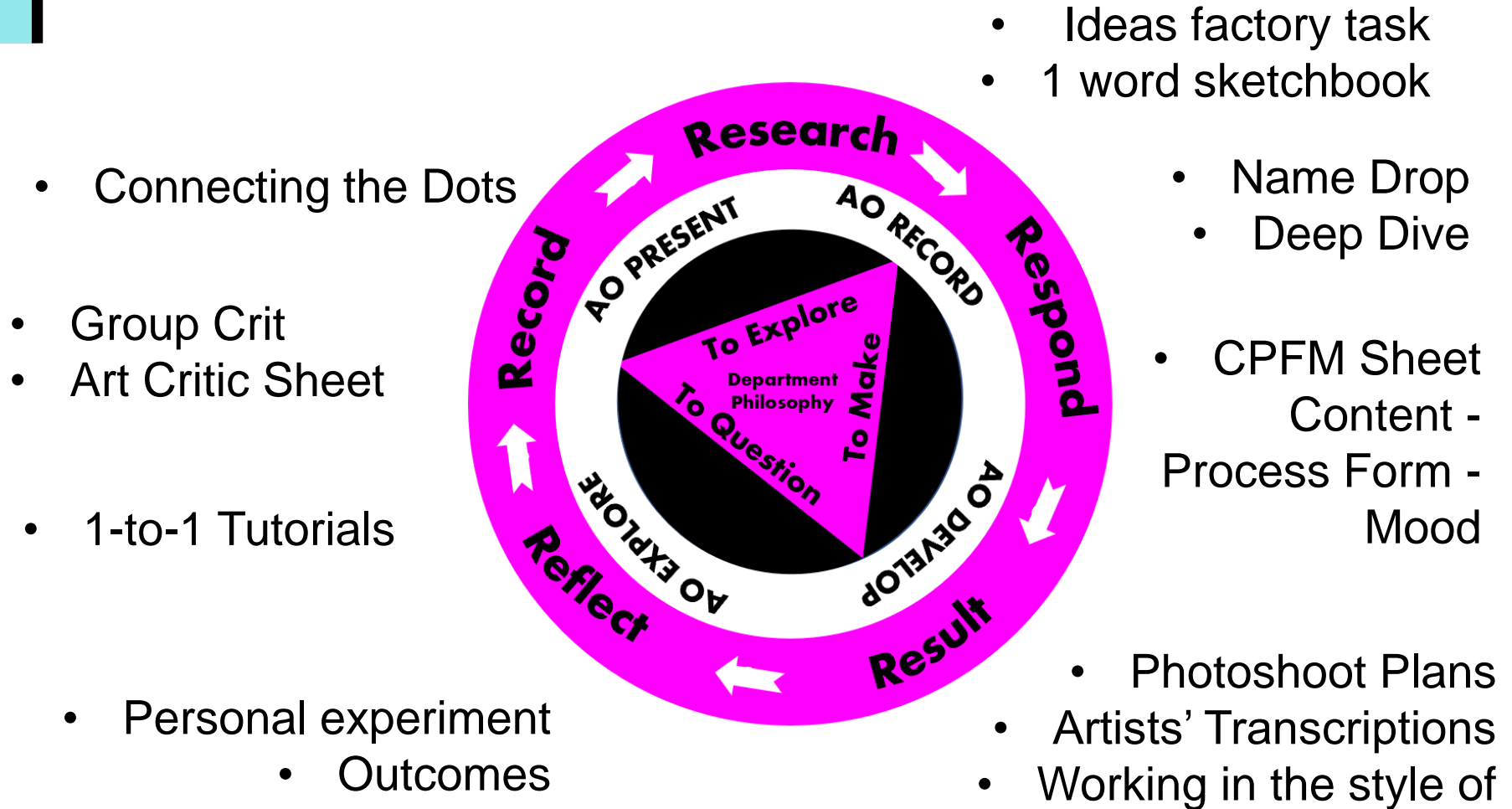
Mini A6 Sketchbook

Task: Respond in as many ways you can to one word. In this sketchbook the word **Bricks**

5Rs – 3 Week Project Cycle



3-Week Project Cycle – 5Rs

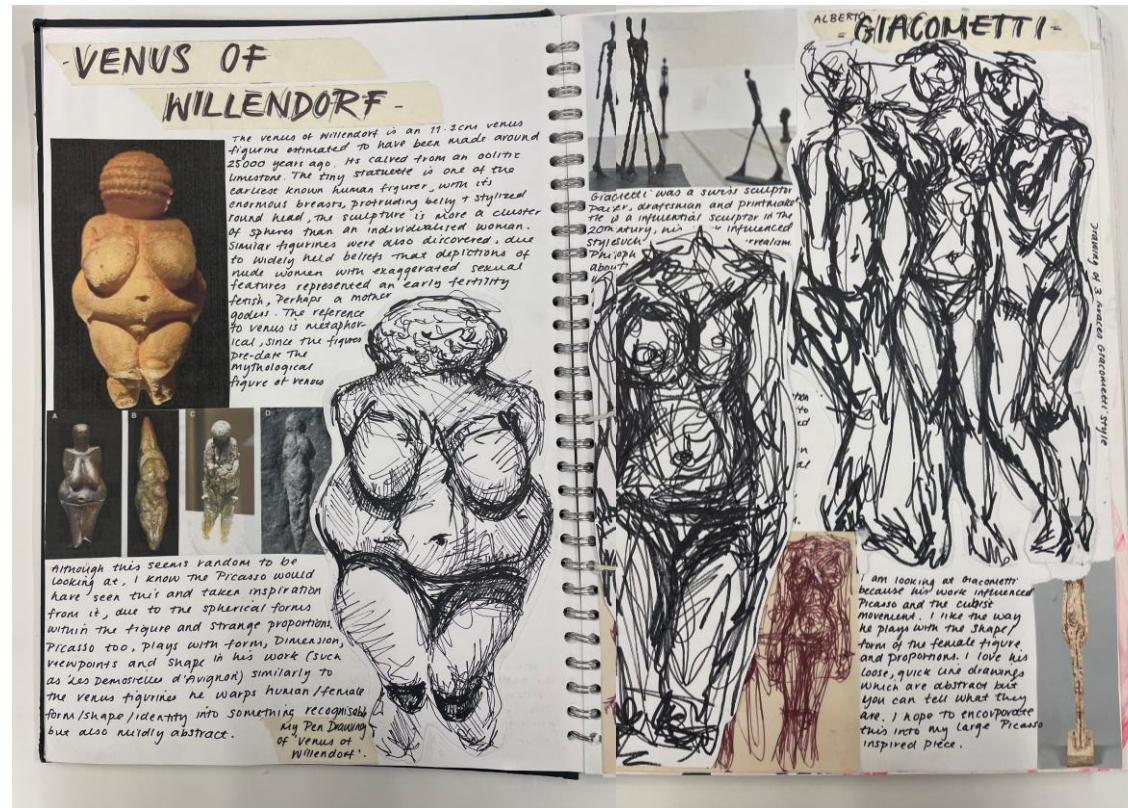


Name Drop & Deep Dive – Research

To provide context

Name Drop : Make small but significant references to photographers / artists that add context to your work.

Deep Dive : In-depth research into 1 photographer/artist that will help you with developing your own shoots – or work through meaning or techniques.



CPFM Help sheet – Research

HELPFUL QUESTIONS FOR ANALYSING AN ARTWORK

CONTENT

The content is the subject of a piece of work.

- What is it? What is it about? What is happening?
- Is it a portrait? A landscape? Abstract?
- What does the work represent?
- The title - what does the artist call the work?
- Does the title change the way we see the work?
- Is it a realistic depiction?
- Have any parts been exaggerated or distorted? If so, why?
- What is the theme of the work?
- What message does the work communicate?

MOOD

Means looking at how the artist has created a certain atmosphere or feeling.

- How does the work make you feel?
- Why do you think you feel like this?
- Does the colour, texture, form or theme of the work affect your mood?
- Does the work create an atmosphere?

PROCESS

Looking at process means studying how the work was made and what techniques were used.

- What materials and tools were used to make the piece?
- What is the evidence for this?
- Do sketchbooks provide any clues as to how the work developed?

FORM

This means looking at the formal elements of an artwork.

- What is the medium of the work?
- What colours does the artist use? Why? How is colour organised?
- What kind of shapes or forms can you find?
- What kind of marks or techniques does the artist use?
- What is the surface like?
- What kinds of textures can you see?
- How big is the work?

Consider the formal elements when writing about artist work.

LINE

FORM

TONE

PATTERN

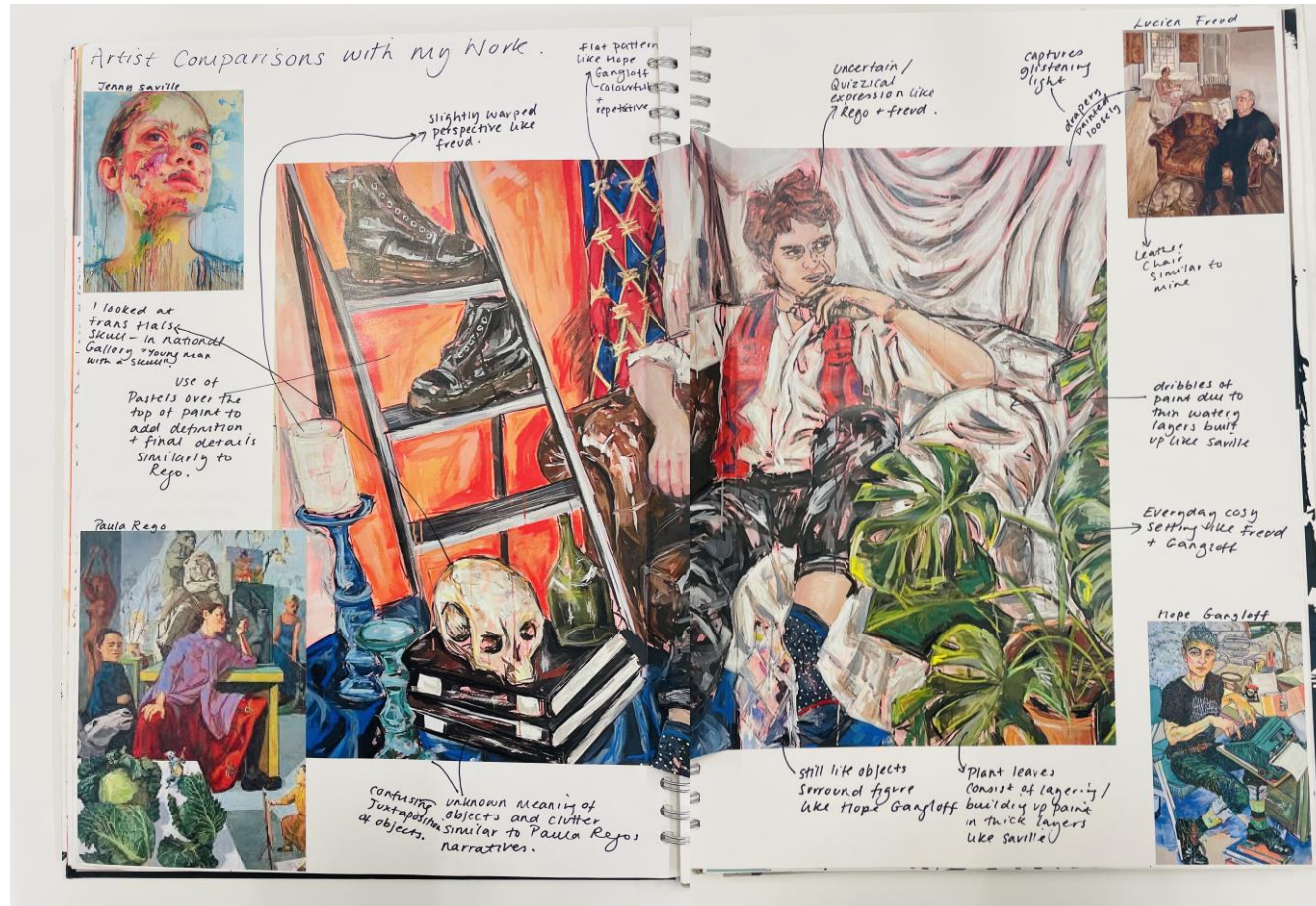
SCALE

TEXTURE

COMPOSITION

COLOUR

Connecting the Dots – Reflect

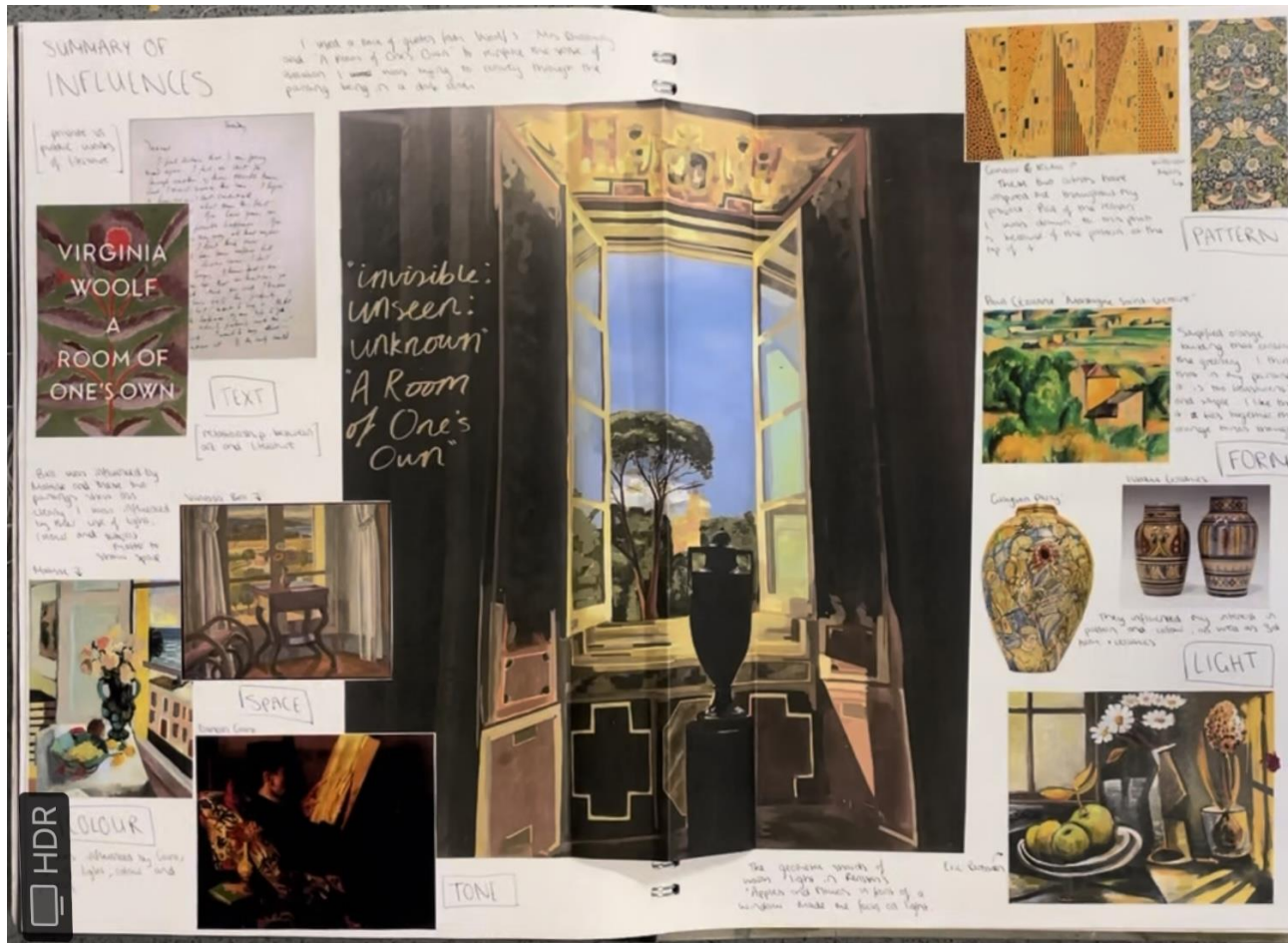


A level Fine Art
 Pupil's
 Sketchbook
 page

Connecting the Dots – Reflect

A level Fine Art

Pupil's Sketchbook page



Group Crit or Peer Assessment Sheet – Reflect

ART CRITIC

Something I like about your sculpture is:

A suggestion I have for your sculpture is:

Another thing I like about your sculpture is:

Artist:
Critic:

This is a hand-drawn form titled 'ART CRITIC'. It features a central illustration of an easel with a blank board. The form includes three lines for feedback and two lines for identification at the bottom.

ART CRITIC

Something I like about your sculpture is:

A suggestion I have for your sculpture is:

Another thing I like about your sculpture is:

Artist:
Critic:

This is a hand-drawn form titled 'ART CRITIC'. It features a central illustration of a paintbrush and a palette. The form includes three lines for feedback and two lines for identification at the bottom.

5Rs – 3-week cycle – Project Momentum & Development



A level Fine Art Exam Project

Exploring:

- Sculpture
- Installation
- Film

5Rs – 3-week cycle – Project Momentum & Development

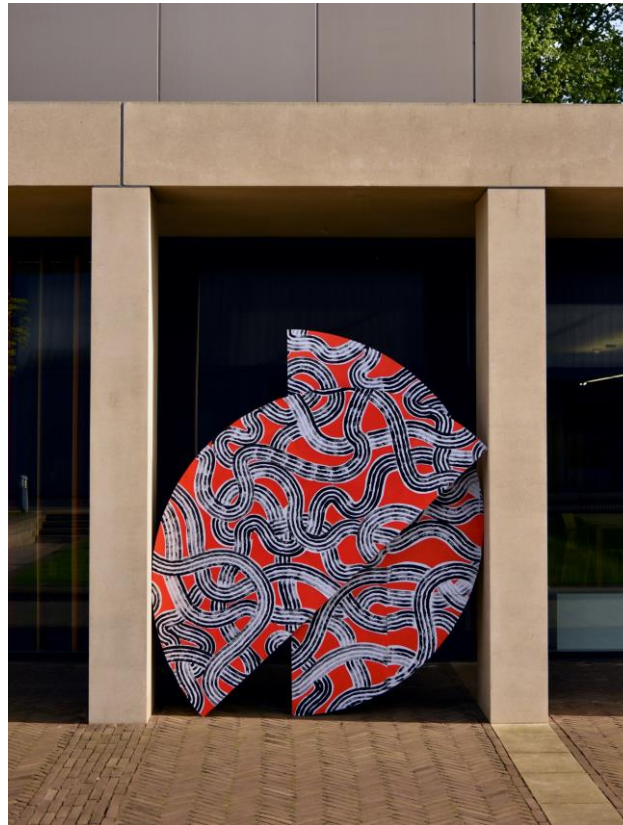
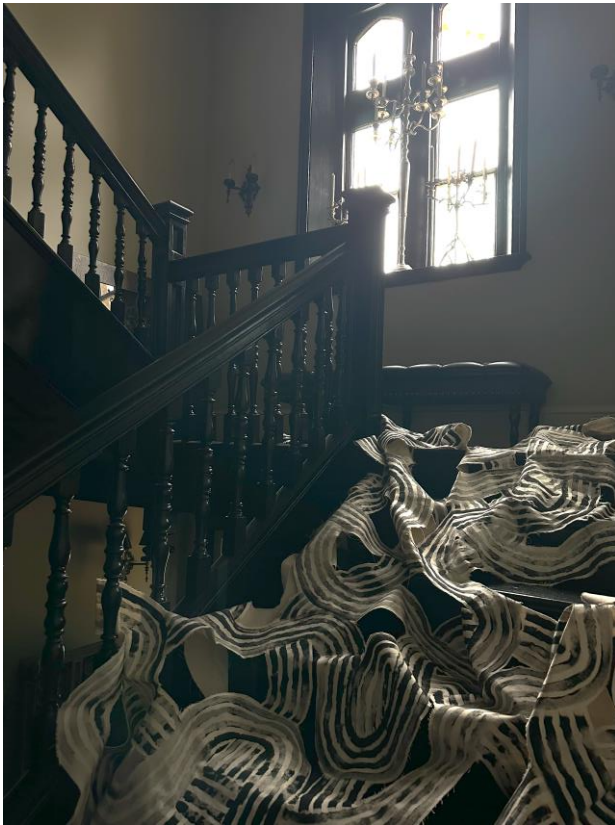


Key Points

- **Exploring** ideas by using Photoshop to play with scale and sculptural qualities of pattern work.
- **Recording** and **developing** project by leaning into photographic techniques to document sculptural installations/ experiments. This enabled him to make key developments in the presentation of his sculptural findings.

5Rs – 3-week cycle – Project Momentum & Development

Use of digital tools to ‘Develop – Explore – Record – Present’

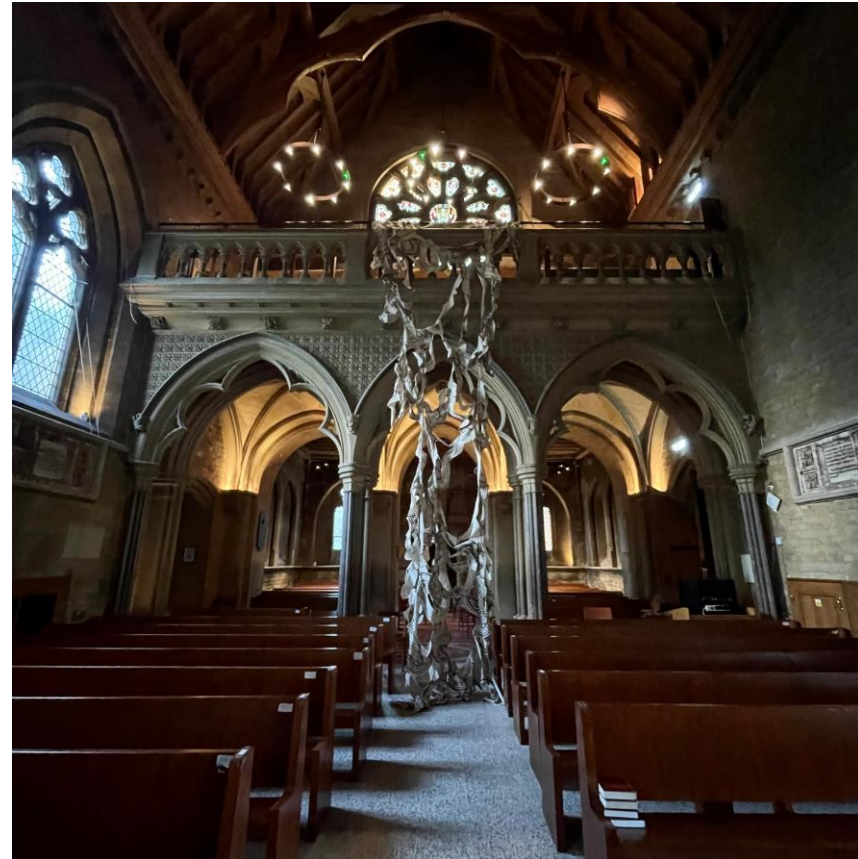
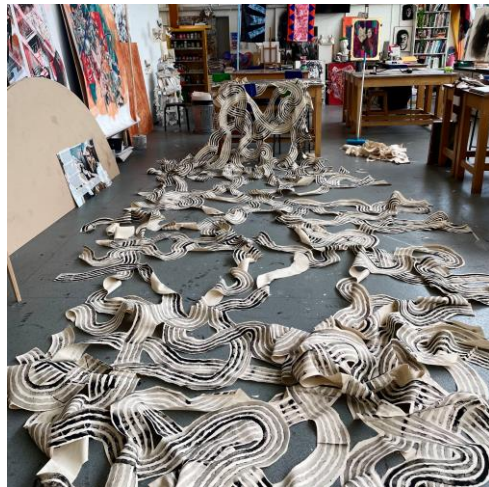


Key Points

- **Experimenting** with a range of materials and media from drawing, painting, art installation, photography & film.
- **Presenting** his final sculptural outcomes in photographic and film form. This enabled the student to experiment with and develop the meaning and visual aesthetic of his work, aided by simple video editing software (such as iMovie) and his SLR camera.

5Rs – 3-week cycle – Project Momentum & Development

Development of Final
Sculpture/Installation into
Film



5Rs – 3 Week cycle – Project Momentum & Development

Pupil's A level
Photography
Work

Exploring
Colour &
Composition



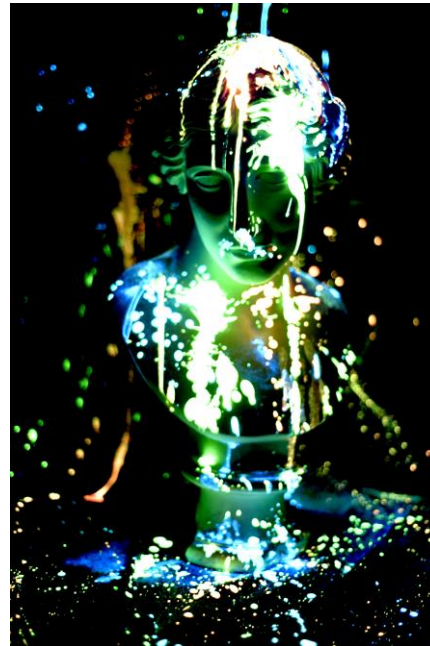
1st Shoot



Final Shoot

5Rs – 3 Week cycle – Project Momentum & Development

Pupils A level Photography Work



Development of project through photoshoots

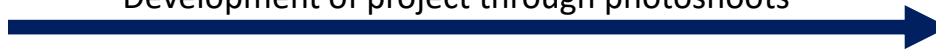


5Rs – 3 Week cycle – Project Momentum & Development

Pupil's A level Photography Work



Development of project through photoshoots

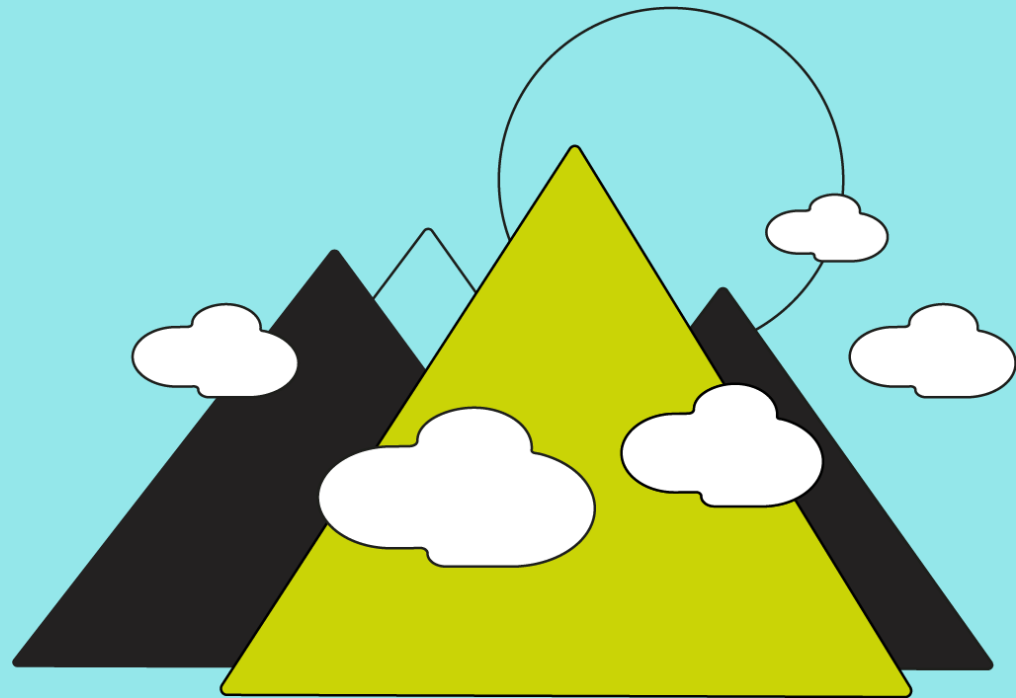


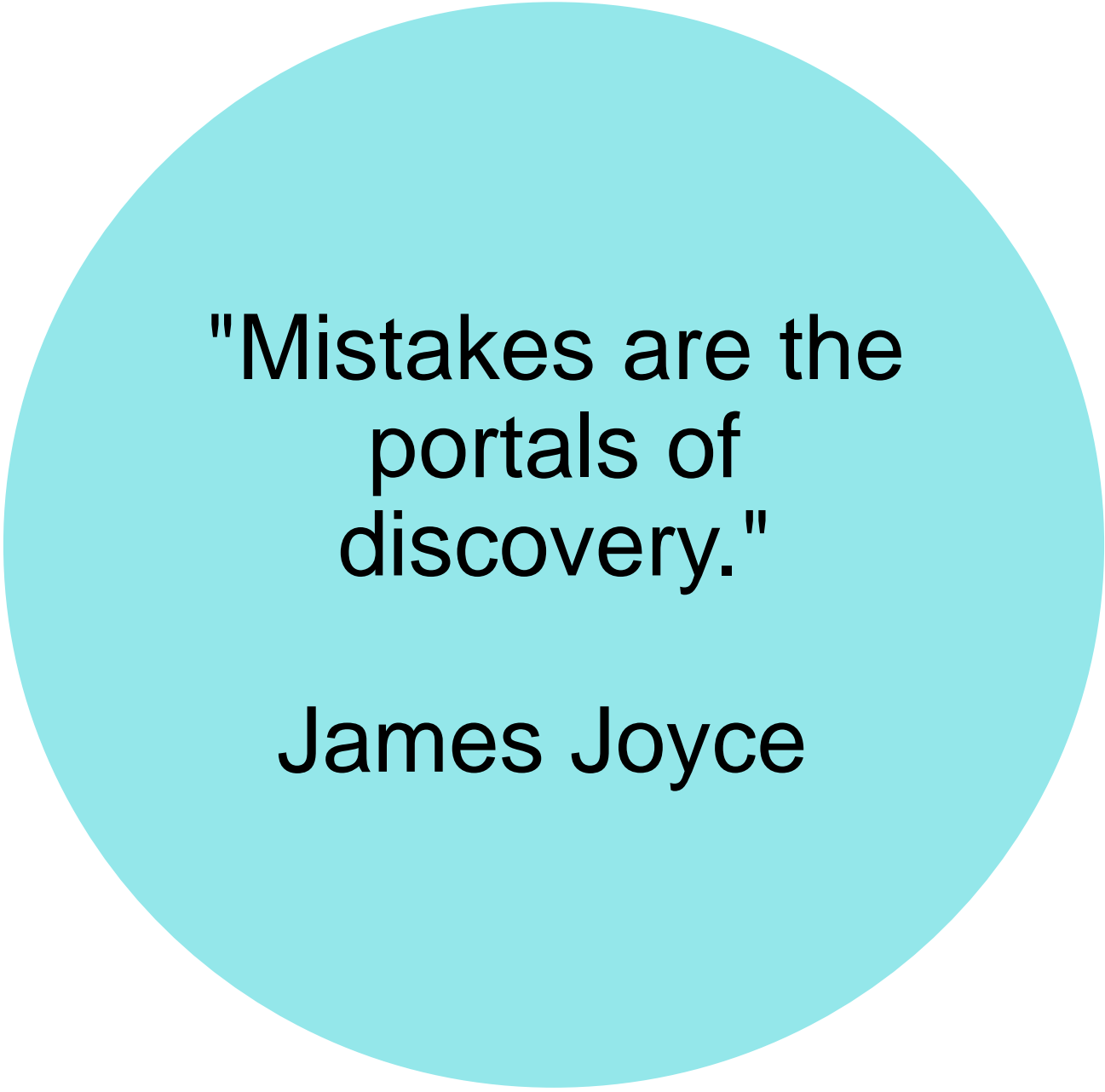
Final Shoot

Pupil's A level
Photography Work



Questions



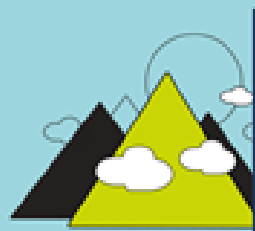


"Mistakes are the
portals of
discovery."

James Joyce

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