

Arts and Cultural Education in Brighton and Hove: Joint Practice and Development Day

“But no-one knows what God looks like.....”



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We know what we need (1)

"There are powerful reasons to believe that what worked spectacularly between 1960 and 2010 will not work between 2010 and 2060."

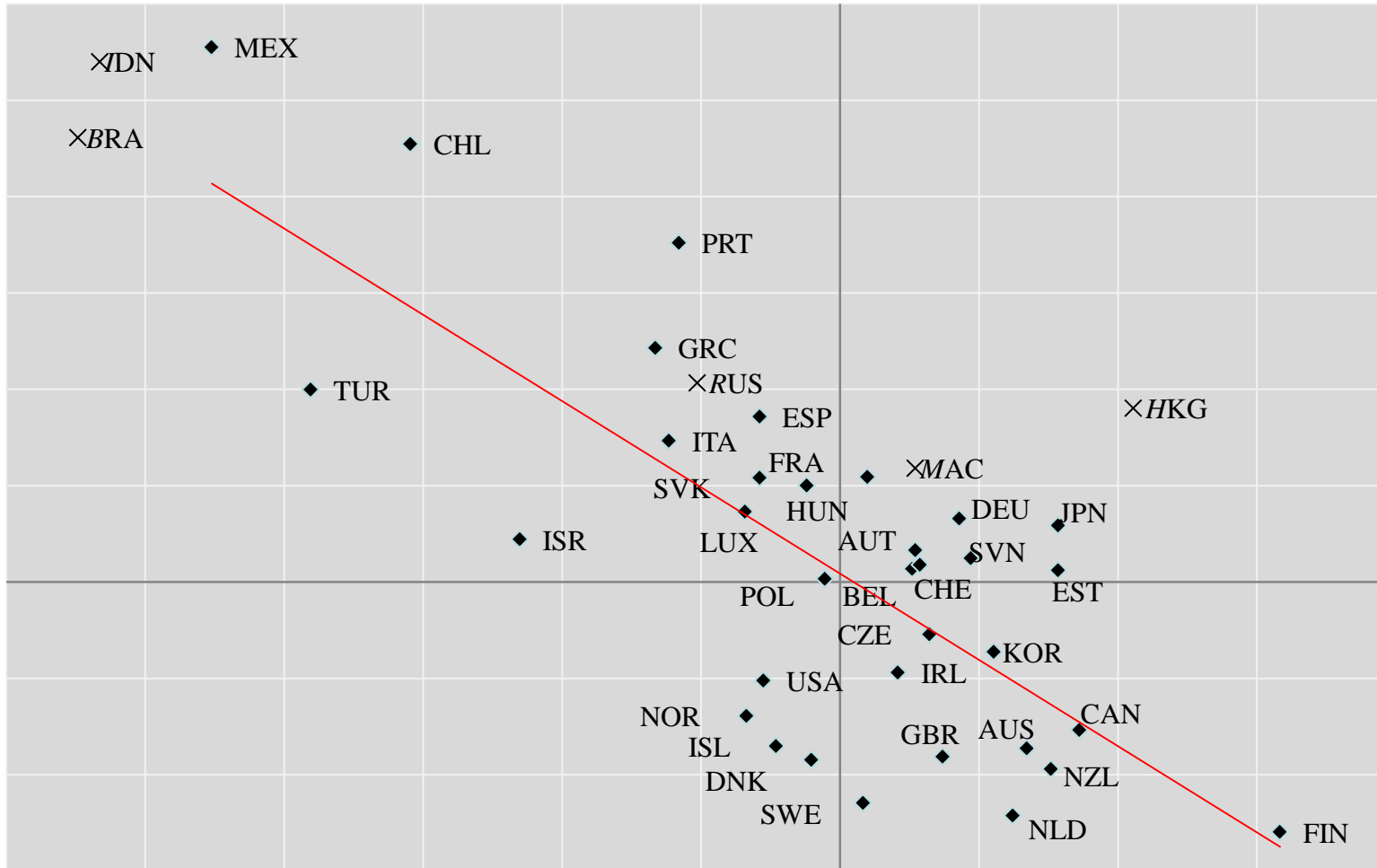
"It will depend on individuals who are open to ideas and arguments and who are part of teams in which vigorous debate, dissent and discomfort exist. It will require a culture of openness - to argument and to ideas, experts and outsiders, the young and the new."

Oceans of Innovation: The Atlantic, the Pacific, global leadership and the future of education
(Barber, Donnelly and Rozvi 2012)



Is this what we've got? (1)

The Test-Score/Interest Paradox



Is this what we've got (2)?

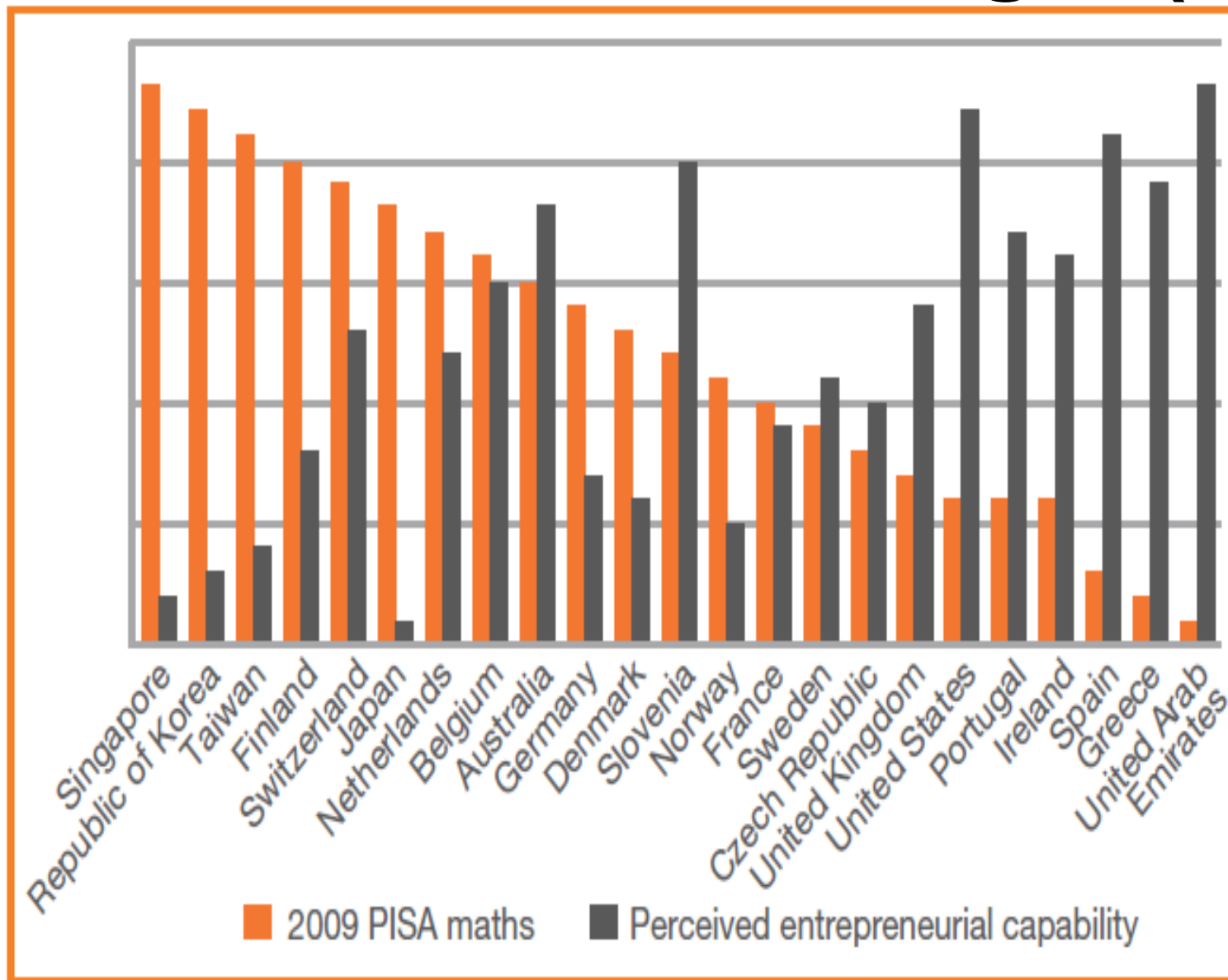


Figure 6
Ranking by PISA
maths score
and perceived
entrepreneurial
capability



Building the Creative Generation (1)

1. Inquisitive

Wondering and Questioning
Exploring and Investigating
Challenging assumptions

2. Persistent

Managing uncertainty
Sticking with difficulty
Daring to be different

3. Imaginative

Playing with possibilities
Making Connections
Using intuition



Building the Creative Generation (2)

4. Disciplined

Crafting and Improving
Developing techniques
Reflecting critically

5. Collaborative

Cooperating appropriately
Giving and receiving feedback
Sharing the 'product'



Creativity and Cultural Education

Creativity across the curriculum

Cultural Education as a particularly effective vehicle for developing creativity

- Inquisitive
- Persistent
- Imaginative
- Disciplined
- Collaborative



Why does Cultural Education matter?

The **Intrinsic**: Culture enriches lives

The **Extrinsic**: Culture changes lives (1)

- Self-confidence and personal identity
- Creativity and problem solving
- Self-discipline and team work
- Communication
- Challenge to adult under-expectation/parental involvement
- Combatting disaffection and underachievement



Why does Cultural Education matter?

The **Extrinsic**: Culture changes live (2)

- Personalised learning and commitment
- Workforce diversity
- Talent and career pathways
- Culture providing livelihoods
- Mass participation (not just observation)
- Community cohesion



What are the characteristics of cultural education?

- Learning in and about culture
 - critical spectators, participants and creators in the cultural world around them
- Learning through culture
 - engagement with culture to boost creativity, attainment and personal development



The imperative – timeless, moral and global

- “I do not want art for a few any more than education for a few, or freedom for a few”
William Morris (1834-1896)
- “Another word for creativity is courage”
George Prince
- “It is no longer a luxury for the few but.....a necessity for all”
Mihaly Csikszentmihalyi



But(1)

.....there's a problem.....



.....

70% of Primary children of parents with no educational qualifications spend less than 3 hours per week on cultural activities. 42% spent none.

80% of Primary children of parents with degrees spend more than 3 hours per week on cultural activities. 27% spent more than 10 hours.



But(2)

.....it can be overcome.....













MicialMedia
Fotografia & Social Media

NOTTINGHAM
music hub



The governance/leadership challenge

- Which pupils are most involved in cultural education – which least?
- What data is there about pupil engagement with cultural education?
- Is pupil premium used to support the cultural education?
- What is your school's engagement with the Music Education Hub?
- What is your school's engagement with Brighton NPOs
- Does the school have a governor with a background/special interest in the Creative/Cultural sector?
- Is your school involved in Artsmark?
- How does your school involve parents in cultural education?
- Breadth, reach, quality, sustainability, pathways, voice of CYP?























Family Faces

Where did your ideas come from?

From my dreams.

How pleased are you with your sculpture?

Very pleased. Next time I'll do even better because I learned so much the first time. I achieved something I never thought I'd be able to.



Our Future City Challenge (1)

- Sweat the evidence/stop talking to yourselves
- www2.warwick.ac.uk/research/warwickcommission
- [The Virtuous Circle – why creativity and cultural education count \(Sorrell, Roberts and Henley\)](#)
- [OFC Framework for Evaluating Creativity](#)
- Stop protecting your *supply* – unlock young people's *demand*
- Close the Gap - the moral, educational and economic imperative
- Hold the torch (“The values we hold have to be vividly alive in a time when we cannot count on government to protect them for us” – Marilynne Robinson)



Our Future City Challenge (2)

- Arthur O'Shaughnessy

“We are the music makers
We are the dreamers of dreams
We are the movers and shakers.....”

Be the dreamers of dreams, the movers and
shakers.....



Our young people deserve nothing less.....

Una Casa
sin musica
es un cuerpo
sin Alma

Our Future City Challenge (3)

Lightning Thoughts – 30 seconds!!

- Are these the OFC challenges?
- If so, what's the action?
- If not, what is the challenge?

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