

CREATIVES ACADEMY



IO2- Creatives Academy Student Curriculum Pilot Application Package

PROJECT NO. 2020-1-UK01-KA227-SCH-094504



Co-funded by the
Erasmus+ Programme
of the European Union

Document Details	
Project name	Creatives Academy (CA)
Project number	2020-1-UK01-KA227-SCH-094504
Project type	Key Action 2 - Strategic Partnerships
Output Name	IO2- CA Student Curriculum
Output Lead	Stimmuli for Social Change, Greece
Output	SEi , UK
Contributors	Horizon Community College, UK
	Square Dot team, Belgium
	Open University Subotica, Serbia

Disclaimer

Any communication or publication that relates to the project made by the beneficiaries jointly or individually in any form and using any means reflects only the author's view and the European Commission is not responsible for any use that may be made of the information it contains.

Contents

Introduction	3
CA Student Curriculum.....	4
Targeted Competences	4
Design Principles	5
Curriculum Overview	6
Curriculum Activities Development	7
Pre-Assessment Questionnaire.....	7
Module 1_ Introduction.....	7
Buffer Activity	10
Module 2_ Meet the CP.....	10
Module 3_ Work with the CP.....	13
Post-assessment Questionnaire.....	15
ANNEX.....	16
A. PRE-ASSESSMENT QUESTIONNAIRE	17
B. 10 KEY QUESTIONS WHEN SEARCHING FOR YOUR CAREER CHOICE.....	21
C. PAIRS CAREER COUNSELOR INTERVIEW	22
D. JOB SECTORS DIAGRAM.....	23
E. CCS DIAGRAM	24
F. BUFFER ACTIVITY RESOURCES.....	26
G. TEMPLATE FOR FAVOURITE ARTIST HOMEWORK RESEARCH	28
H. CREATIVE PROCESS SCHEME	29
I. POST-ASSESSMENT QUESTIONNAIRE	31

Introduction

Creatives Academy (CA) Erasmus+ project was created in view of the marginalization of arts education in participating countries (UK, Serbia, Greece, Belgium) in combination with the covid-19 period which devastated the Culture and Creative Sector. Covid-19 effected greatly the Cultural and Creative Sectors (CCS) across Europe. Thus, there is a strong need to enhance the development of entrepreneurial and creative skills of the young generation to stimulate innovation and make the CCS more resilient.

However, the creative curriculum has been marginalised in European schools. From UK and Belgium to Greece and Serbia -even before the covid-19 crisis- secondary schools were under enormous pressure to focus on core subjects which resulted in schools being forced **to reduce, and even cut, creative and cultural subjects from their curriculum**. In parallel, **youth unemployment in Europe is high** and people who want to work in the CCS need to develop entrepreneurial skills to contribute to the post-covid recovery of the sector. A PEC study found that creative graduates are three times 'more likely to be self-employed, freelance or running their own business than non-creative graduates'. Moreover, schools across Europe have reported that creativity is one of the most important factors when attempting the new normal. Hence the CCS and education system need to quickly innovate to provide students, educators and Creative Professionals (CPs) with the understanding, skills and opportunities to support the sector.

In view of these developments Creatives Academy (CA) partners have gathered multi-field expertise to design highly engaging educational resources, based on a theoretical co-designed framework, with material for secondary schools, training material for teachers and guides for CPs.

Partners bring expertise from:

- 1) **creativity and arts** education (OUS area of expertise)
- 2) **entrepreneurial and careers** education (Sei, HCC & Stimuli area of expertise)
- 3) **competence development** education (SDT area of expertise)

CA blends this expertise to develop material that harnesses the knowledge and skills of current creative professionals to inspire and educate secondary school students and empower them to become the creatives of the future.

CA project will deliver:

1. **CA framework**. The CA framework synthesises elements from three different pedagogies (creativity and arts education, entrepreneurial and careers education and competence development education) to provide a solid foundation for curriculum development and training.
2. **CA Student curriculum**. The project provides a comprehensive handbook and resources for educators to implement the CA framework and foster the creative futures of young people.
3. **CA Toolkit for Teachers**. This output will provide thoughtful, comprehensive resources, to increase teachers' confidence and skills in applying the CA curriculum in different settings, subjects and educational scenarios.

4. **CA Podcast Guide for CPs.** This output will equip CPs with the skills and confidence to provide high quality professional encounters in schools, promote dialogue and inspire students.

CA Student Curriculum

In this document you will be find the **needed material for the pilot application of the CA Student Curriculum.** It provides for practices, guidance, tools and resources needed to implement it in your school in cooperation with Creative professionals and your local project partner in supervision. The multi-media resource includes a series of activities, video resources with CPs, and repository of skills development activities selected from the focus groups partners organized with teachers and CPs. An important element of the curriculum is that some module activities are not pre-specified, but they will be co-designed with the teacher and the respective CP before class so as to fit the school context.

Targeted Competences

Following the IO1 (CA Framework), teachers’ and CPs’ focus groups and the co-design process among partners, certain competencies are targeted: creative thinking, communication, entrepreneurial and digital competences. Something that should be highlighted at this point is that these are the prevailing competences that this material is targeting, however since the material is co-designed and co-created by teachers and CPs, it is highly possible that *more competences will be developed* such as critical thinking, self-efficacy and more soft or even technical skills.

The competencies are analysed and defined below:

Competencies	Definition	Source	Which activity corresponds to this competency
Creative Thinking Competence	the competence to engage productively in the generation, evaluation and improvement of ideas, that can result in original and effective solutions, advances in knowledge and impactful expressions of imagination.	OECD PISA (2021)	Module 1: Activity 3 Module 2: Activity 1, 2, 3
Communication Competence	Communication competence is defined as the awareness of effective, befitting, or appropriate communication skills or styles along with the ability to adapt and use that awareness in different contexts.	Communication Competence - Definition, Characteristics and Tips - Digiaide.com	Module 2: Activity 1, 2, 3

Entrepreneurial Competence	<p>Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects to achieve objectives. In the CA framework 'entrepreneurial' means generating value either economic, or social, or environmental etc. This implies that via the implementation of the CA resources students will be able to create value themselves and bring social change.</p> <p>This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity.</p>	EUR-Lex - 32006H0962 - EN - EUR-Lex (europa.eu)	Module 1: Activity 1 and 2
Digital Competences	<p>Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.</p>	EUR-Lex - 32006H0962 - EN - EUR-Lex (europa.eu)	Module 2: Activity 1 Module 3

Eventually, the following activities and general CA resources will lead to:

1. The **empowerment** of students, teachers and CPs
2. The stimulation of **self-confidence** of students, teachers and CPs
3. **Self-efficient** students, teachers and CPs
4. Students, teachers and CPs **ownership** of the project through co-creation.

Design Principles

DESIGN PRINCIPLES	Descriptor	COMPETENCES
Learning through Connecting	Promote student connection with CPs via classroom encounters to	Creative Thinking Competence Communication Competence

	understand their profession and work through dialogue and structured interviews; promoting student connection with each other to reach a common goal and find solutions through project making; connection with the society and remote stakeholders to communicate their creative projects	EntrepreneurIAL Competence Digital Competences
Learning through Creating	Learning by doing, building a project-based framework, flexible for each classroom to be customized respectively; learning through social actions, generating value connected with the Culture and Creative Sector; experiential and embodied learning through real-life scenarios and project structure by 'doing something real'.	Creative Thinking Competence Communication Competence EntrepreneurIAL Competence Digital Competences
Learning through Community Building	Promote community outreach to consider how to create artistic and creative value for the community outside the school through the arts. Learning through social action is proved to have a positive impact on students' attitude towards the school and beyond (National Youth Leadership Council, 2010).	Creative Thinking Competence Communication Competence EntrepreneurIAL Competence Digital Competences

Reflective Practices Through reflective practices and stops on every step of the process, students will evaluate the process, themselves, identify strengths and weaknesses and eventually get to know themselves more and gain confidence. Reflection and assessment alternatives will be offered at the beginning and the end of the Curriculum but also after the end of each Module. The Reflection stops at the end of the Modules are optional, open-ended questions for students of all levels and school contexts to allow for expression and communication of feelings and impressions.

The CA Student Curriculum is designed to match diverse educational contexts and the added value of the transnationality of the project was a crucial factor assisting towards this direction. Based on the theoretical framework and outcomes of the focus groups organized by partners at the first phase of IO1, the CA is being structured as follows:

- I. **Pre-Assessment Questionnaire**
- II. **Module 1: Introduction**
- III. **Module 2: Meet the CP**
- IV. **Module 3: Work with the CP**
- V. **Post- Assessment Questionnaire**



Curriculum Activities Development

The Curriculum has been designed to smoothly introduce the CCSs to students of all levels of national and educational contexts and to bring the Creative profession through encounters.

Before you start the application, make sure you have **filled out the forms for your school and students and consent forms needed** according to **the General Pilot Guide**.

The steps are described as follows:

Pre-Assessment Questionnaire

Students will be handed over a **thorough questionnaire** to reflect on their expectations of this programme, on familiarity with their career orientation, the cultural profession, their encounter with CPs and current competences (**find in Annex A**).

Module 1_Introduction

This module works as a preparation phase for the main Modules application. Here students will have the chance to **explore and talk about career orientation** and be introduced to the Culture and Creative Industries/Sectors. According to the level of career's education in every school this module could be shortened or merely skipped.

! Activity 3 (Introduction to the CCS) is however mandatory since it is the entry point of discussion on the full spectrum of creatives professions.

Competences Developed

Creative Thinking Competence: Students will through creative thinking will be able to propose career options for their peers and reflect about what they would choose for themselves as well and find connections with the CSS.

Communication Competence: Students will develop their communication competences through interviewing their peers and communicating to class their career choices and opinion on CProfessions.

Entrepreneurial Competence: Students will develop their entrepreneurial thinking through the 10 key Questions on career search and will explore job sectors' options through the careers panorama. They will also connect skills needed for diverse job sectors.

Activity 1: How do I choose my career path? (45 min)

Step 1: In this activity students are invited to **reflect around 10 key questions** (see Annex under B) related to their career choice. Students will be given 30 minutes to **respond** to these questions.

Step 2: Following they will **interview each other in pairs**, as if they were career counselors (interview questions **Annex C**). Interviewers will note down the identified skills/ needs, and answers and **reflect upon** possible future **profession choices**.

Activity 2: Career Panorama (30 min)

Step 1: Pairs from the previous activity will **write down on small papers the proposed professions** and will hang them on a **board**.

Step 2: The teacher will make a **categorization** of these professions according to general sector of activity (professional sectors in the **Annex D**). A **panorama** of the group's choices will be **created**.

Reflection variations:

1. In case **artistic/creative professions don't come up** in class, the teacher will pose a question asking why this happens so as to trigger discussion on the Creative professions.
2. In case **Creative Professions are included** in the panorama, the teacher will ask students how they feel about artistic/creative professions, to identify the perceptions of students in class.

Activity 3: Introduction to the CCS (45-50 min)

Step 1: In this activity students will be **introduced to the different profession categories** of the CCS. The teacher will show them a diagram that explains the artistic and creative sector ecosystem (**see Annex E**).

Step 2: Then addressing the students, teacher calls them to think/consider whether they would **choose** any of these jobs as a **profession** and consider what **skills are needed** recalling **skills identified** in the previous activities. Students will **write down and pin on the diagram**, the skills they think are most important for the CPs.

Teacher: *What do you realise when comparing to the previous activities? Are the skills needed for other professions like the ones for CPs?*

Reflection Stop

Extended Module 1 Reflection (optional):

How did you feel interviewing? Did you already have a career choice or have to think about it? Did you find anything difficult?

.....

What happened, describe the activities?

.....

.....

Who was involved?

.....

.....

What was the most interesting career on the board?

.....

.....

Where there any careers similar that stood out to you?

.....

.....

What have I learnt from these activities?

.....

.....

How can it be used in the future?

.....

.....

Did you connect with your peers?

.....

.....

- ✓ A **very important and mandatory step** before the Creative Professional comes to meet the students in class is for **teachers and CPs to meet and co-design** the content of Module 2 and 3 fit for the specific class.
- ✓ In order for you to follow the CA programme goals and to achieve the development of the aforementioned competencies, you are given a package of resources to use when co-designing which include a '**Learning Design**' chart, the '**Checklist**' table, especially for **Module 3 (the project-based activity) (Annex F)** Teachers and CPs are also advise to use the '**Creative Process Scheme**' which lies under **Annex H**. **Each step corresponds to different roles** (which sometimes the idea-initiator CP, does all these roles by him/herself). **Helping questions** under each step will guide you to discover roles under each category.
- ✓ Teachers and CPs before going into school class, are invited to **go through the full content of the Curriculum, the Training Toolkit** for teachers and the **Podcast Guide for CPs**, in order to be aligned with the project's goals and philosophy, and to have some **tips in mind before applying the Curriculum in class**.
- ✓ At least **one-hour co-design session** is suggested here in terms of timing.

Module 2_Meet the CP

The aim of this Module is to **establish opportunities** for young people to have **encounters with Creative Professionals** (CPs). Students will have **learning experiences** related to the cultural profession and also will have **access to videos of CPs** presenting their workplaces, skills, challenges, sharing foresight about the future of creative industries, relating this to the curriculum and the CA programme.

Competences Developed

Creative Thinking Competence: Students will develop their creative thinking competencies putting together a presentation for their favourite CP; they will also have the freedom to ask diverse questions to the CP when he/she comes to class.

Communication Competence: Students will enhance their communication skills through teamwork with their peers, presentation skills to class and by interaction with the CP.

EntrepreneurIAL Competence: Entrepreneurial competences will be triggered via the home research on the timeline of CPs career evolution (understanding steps taken); via interaction with a real life professional; via CPs videos interviews on their skills and career development.

Digital Competence: Online desk research via different means (google, social media, articles etc.) on their favorite CP and videos dedicated to CPs lives and way of work will cultivate the students' digital competences.

Activity 1: Inquiry on Arts (45 min)

Step 1: Students in two groups will be given a form-template (**Annex G**) and be called to **choose one of their favorite artists/cultural professionals** and **make a small homework research** about him/her, preparing a **presentation** as well.

Step 2: **Presentation** will take place in class incorporating all requested information from the template. Classmates will be **asked to react** and think about what impressed them the most.

Activity 2: First encounter (45 min)

Step 1: Teacher and CP walk in together and students will be now introduced to the CP. The **CP will make a first introduction of him/herself and his/her work** and will bring some **sample of his work** in any form that may work as a stimulus for the students or additionally a video from his/her **workplace**. CPs are also invited to introduce possible **social aspects of their profession** and demonstrate how they relate their work to local or global community matters.

Step 2: Then the **students will take the floor** and state what impressed them the most, ask questions about his/her work and reflect on whether they would follow this profession or not.

CP will then leave the classroom with the **promise to come back and work with them** (Module 3) on a creative project.

Step 3: Students will be invited to watch the **videos of CPs** (in their native language) or/and in English. These videos were prepared also for schools that do not have access to CPs in order to facilitate the process as much as possible but also for students in general to have more perspectives on the creative and artistic profession. Link to Creative Professionals' interviews in the link below:

[Video Database](#)

The teacher **may also invite the students to take notes** and ask **them questions** on what they saw on the video like:

CP Name.....

Job role.....

Teacher prompt questions:

1. What job role did the CP have?
2. Have you heard of this job before?
3. What does it involve?
4. What is the most interesting aspect of the job role?
5. How is it similar to the previous CP we have met? How is it different? (*if they met someone*)
6. Have you learnt anything different in this session?
7. Can you use any of the information from this session and use it in the future?

Reflection Stop

Extended Module 2 Reflection (optional):

What happened?

.....
.....

Who was involved?

.....
.....

Did you connect with a CP?

.....
.....

What is the most interesting piece of information you have learned?

.....
.....

What was the most useful aspect of the session?

.....
.....

How is it similar/different to the other sessions on the programme?

.....
.....

What have you learned?

.....
.....

Can you apply this learning in the future?

.....
.....

This module aims at building the creative, entrepreneurial, communication and digital skills of young people. The module will involve learning activities that involve **a CP setting a task and then re-visiting a classroom to see the results of the students** work and provide feedback. **The real-life project** set by the CP, will be presented in school or to the public for dissemination and visibility of the cultural profession as a careers' orientation or arts education subject outcome or as a cross-curricular output.

This Module provides a structure to be **followed by respective CP encounters and demonstrates phases of actions of the creative process.**

Competences Developed

Creative Thinking Competence: Students are invited to use their creativity to accomplish the tasks related to the creative profession set by the CP; to create an artistic/creative output with a social element to it; present a simulation of a real-life project within the school scale.

Communication Competence: Students will develop their communication skills through teamwork with their peers and the CP; they will also develop a story to communicate to the audience at the presentation of the project.

Entrepreneurial Competence: Through the guidelines of the CP, students will experience the essence of the entrepreneurial competences which lies in the generation of value of many levels (economy, social, environmental etc); they will also experience the entrepreneurial chain behind a creative product and have a clearer understanding of the process involved.

Digital Competence: Students will be encouraged to use different online media to build their project assigned by the CP; for some roles of the project digital tools might be used in order to facilitate the creation/promotion of the creative product.

Activity 1: Describing a real-life project (45 min)

Step 1: At this phase **CP rejoins the students** in class and Introduces to the students **the Creative Process Scheme (Annex H)**. He/she **describes** how he/she achieved a creative project/performance/product in his/her professional life and how based on this scheme and people involved throughout the process. He/she will **add a social element** to it, touching upon community or global matters, for instance creating an artwork to **raise awareness on or act for** climate change/war /fundraising for the poor etc.

Step 2: The class reflects with the CP on his/her work and then by taking a better look at the scheme, they will **connect possible roles with each phase**.

Teacher: *Which roles are involved to which phase? What role do you see yourself in?*

Activity 2: Doing a real-life project (45 + 45 + homework)

Step 1: **The CP** before leaving the classroom, **assigns a project** related to the one he/she described and calls the students to pick with the help of the teacher a specific role to play and organize their chain of production, accordingly, simulating a real-life project with social elements. The **roles** might include **solitary but also team workers**.

The CP will return after an agreed-with-the teacher period of time to the students to see the results, comment and discuss the **showcasing**.

Step 2: Following the buffer co-design session, the **teacher will follow the methodological steps decided with the CP**, that will promote collective work, creativity skills and empower students for the creation of the creative **product/performance/output**.

Students will **decide the roles** they will play for the completion of the project according to their strengths and weaknesses. They will be given time to **conceptualise** their idea and **develop it following an agreed/realistic timeline** according to each school's capacity. There will be **feedback** from the teacher, peers and parents and **homework** will be also involved (eg. desk research, design of promo material etc.)

When the CP comes back for feedback- they will also organize the **showcasing**.

! These **phases and timings are quite flexible** since the CP is not the same every time. The teacher can **either co-design with the CP** what to do in class during the buffer zone time or decide with the CP to **follow the structure of one of the given lesson plans** and adjust them accordingly.

What should be kept in mind always is that the activities should always correspond to the targeted competences and design principles mentioned at the beginning.

Reflection Stop

Extended Module 3 Reflection (optional):

What happened?
.....

.....
Who was involved?
.....

.....
Did you work with a CP?
.....
.....

What is the most interesting piece of information you have learned?
.....

.....
Did you work on building community and safe spaces through the creative arts?
.....
.....

How is it similar/different to the other sessions on the programme?
.....

.....
What have you learned?
.....

.....
Can you apply this learning in the future?
.....
.....

Post-assessment Questionnaire

Students will be given a thorough questionnaire to reflect on their experience of this programme, on familiarity with their career orientation, the cultural profession, their encounter with CPs and competences gained (find in **Annex I**) to compare the answers also to the initial questionnaire feedback.

Congratulations!
You have reached the end of the CA programme

ANNEX

CREATIVES ACADEMY



A. PRE-ASSESSMENT QUESTIONNAIRE

To answer questions, **circle or highlight your choice** depending on how much you agree (or disagree) with the statement.:

Creative and art education

1. I have prepared and presented research on my favorite artist to my classmates:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

2. I have encountered a creative professional online:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

3. I have participated in a project with a Creative Professional:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

4. I have taken on a role in a creative project:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

5. I have worked collaboratively with my peers, teacher and CP:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

6. I can see the difference that arts and creativity can make in my life:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

7. I can see the difference that arts and creativity can make in the world:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

8. I can see how developing creativity can help me as an individual:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

9. I can see how developing creativity with others helps us all:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

Careers and entrepreneurial thinking

1. I have worked on an activity to research an artist or creative professional:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

2. I can see how creativity can help me succeed in the future:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

3. At school I have learned about the creative and cultural opportunities in my area:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

4. I have listened to a Creative Professional talk about their work/life (in class):

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

5. I have asked a Creative Professional a question about their work/life (in class):

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

6. I understand the career journey of a creative professional:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

7. I have reflected on the importance of creativity for future success:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

8. I have presented my project work to an audience:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

Skills

1. I have ideas about the skills needed for the Creative Professions:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

2. I can see how creativity can help a creative professional be resilient:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

3. I can see how good communication skills are important in helping me succeed:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

4. I understand how I can use digital tools in a creative profession:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

5. I have reflected on my creative skills:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

6. I feel confident that I can make things happen:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

Overall, in regard to yourself and **creativity, or creative experiences** you have had (or not), please 'free-write'* some thoughts, feeling or ideas below about what it means to you (or doesn't) or what strikes you about it (or doesn't):

***Free writing** just means to write (something) freely, without stopping or thinking and without being worried about spelling, grammar, or usual writing expectations. It is just about writing *whatever* is going through your head and not worrying about whether it is right or wrong.

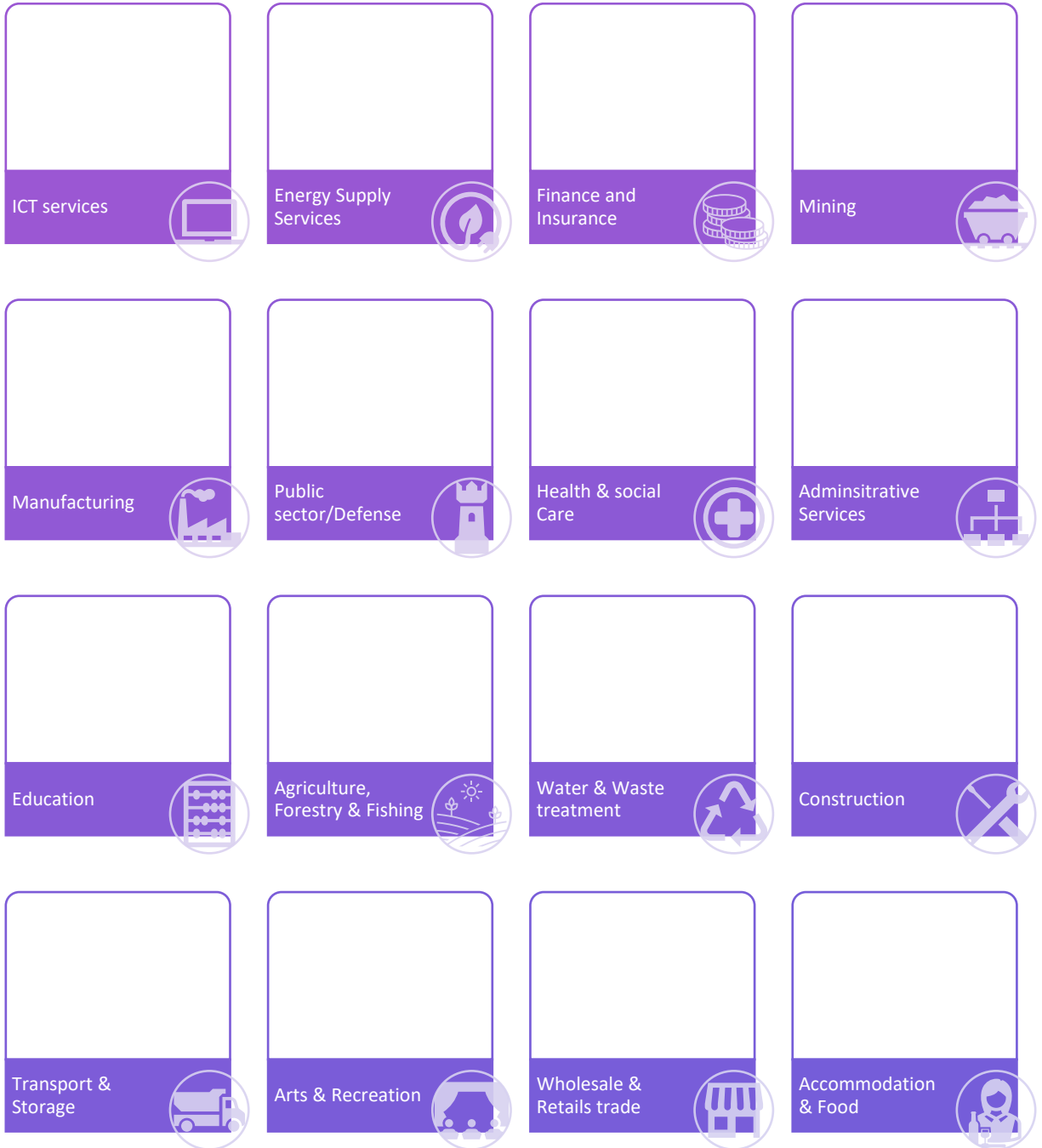
B. 10 KEY QUESTIONS WHEN SEARCHING FOR YOUR CAREER CHOICE

What are my interests?	
What are my skills?	
What are my talents and strengths?	
What is my personality?	
What are my values?	
What education or training do I need?	
Are there jobs available in this career?	
How much money do I want to make?	
Where do I want to live?	
Why do I want to pursue this career?	

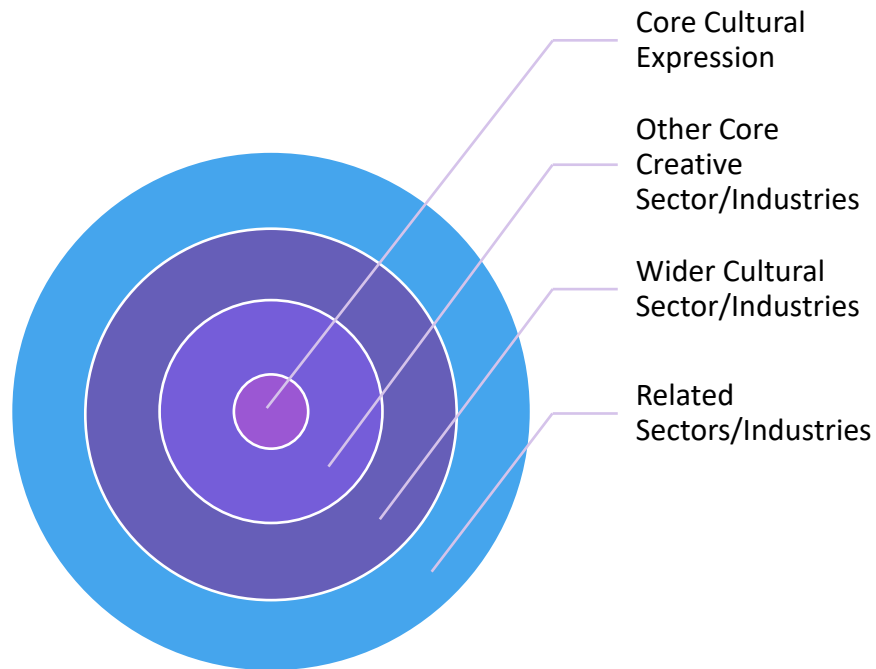
C. PAIRS CAREER COUNSELOR INTERVIEW

What are your strongest skills?	
Do you feel more comfortable around people or when you are alone?	
What are your talents and strengths?	
Do you like working in an office?	
Do you like working on your computer?	
Do you feel creative?	
Do you prefer working on your own as a freelancer with free flexible maybe all-day schedule or as an employee with fixed time schedule?	
Are you depending your career choice on making money even if this job is not what you like or the other way round?	

D. JOB SECTORS DIAGRAM



E. CCS DIAGRAM



Core Cultural Expression	Literature Music Visual Arts Crafts Performing Arts
Other Core Creative Sector/Industries	Film Museums, Libraries, Galleries, Art-Antique markets (Tangible & Intangible heritage) Art Schools Photography
Wider Cultural Sector/Industries	Heritage Services Publishing and Print Media Television and Radio Live Entertainment Sound recording Video and Computer Game
Related Sectors/Industries	Advertising Architecture Design Fashion

*Disclaimer

Information based on: EU Commission's definition of the Culture and Creative Sector, Art.2 , Chapter 1, 2018/0190(COD); Tomczak, Paulina & Stachowiak, Krzysztof. (2015). Location Patterns And Location Factors In Cultural And Creative Industries. Quaestiones Geographicae. 34. 7-27. 10.1515/quageo-2015-0011; The Eastern Partnership Cultural Observatory, Modelling the Cultural and Creative Industries.

F. BUFFER ACTIVITY RESOURCES

CHECKLIST

COMPETENCES

- CREATIVE THINKING COMPETENCE
- COMMUNICATION COMPETENCE
- ENTREPRENEURIAL** COMPETENCE
- DIGITAL COMPETENCE

DESIGN PRINCIPLES

- LEARNING THROUGH CONNECTING
- LEARNING THROUGH CREATING
- LEARNING THROUGH COMMUNITY BUILDING
- REFLECTION

ENTREPRENEURIAL= GENERATE VALUE...

- ECONOMICAL
- SOCIAL
- ENVIRONMENTAL
- CULTURAL
-
-
-

CREATIVE SCHEME STEPS- PHASES

- IDEA CONCEPT
- IDEA DEVELOPMENT
- TESTING REHEARSING
- COMMUNICATING
- MARKET ORIENTATION
- SHOWCASE
-

LEARNING DESIGN CHART

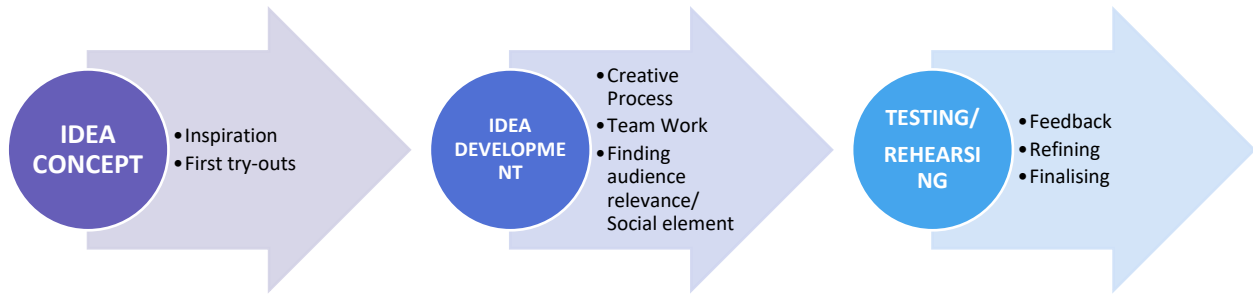
PROJECT TITLE:

TASKS TO DEVELOP COMPETENCES TOWARDS LEARNING OUTCOMES	SKILLS/COMPETENCES NECESSARY TO REACH OUTCOMES	SOURCES/TOOLS	LEARNING OUTPUTS THROUGH ALL STAGES	LEARNING GOALS /EXPECTED LEARNING OUTCOMES
	<i>(here you can use the already targeted competences mentioned in the introduction)</i>			

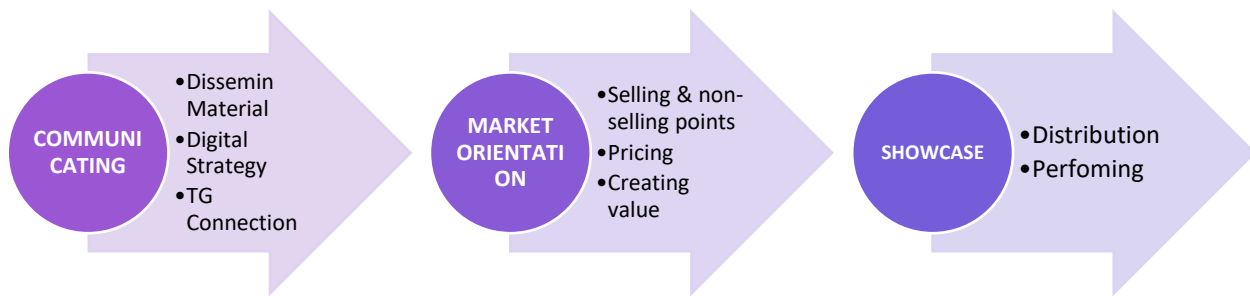
G. TEMPLATE FOR FAVOURITE ARTIST HOMEWORK RESEARCH

<p>Who is your favorite artist?</p>	
<p>Introduce his/her life to other students</p> <p>/the most relevant biographical information/</p>	
<p>Introduce his/her career to other students</p> <p>/by naming the most important phases/stages in his/her artistic work and describing characteristics of these phases/stages/</p>	
<p>Present his/her most significant artistic creations</p> <p>/title, description and picture/video if possible</p>	

H. CREATIVE PROCESS SCHEME



IDEA CONCEPT	IDEA DEVELOPMENT	TESTING REHEARSING
<p>Who is the one with the creative inspiration?</p> <p>ARTISTS CREATIVE PROFESSIONALS- CREATIVE</p>	<p>Who can I work with to make this happen?</p> <p>Who can help me targeting the desired audience?</p> <p>Does this creative product have a social value?</p> <p>ASSISTANT CPs TECHNICIANS</p>	<p>With whom should I talk to for the showcasing production of the work?</p> <p>Who will give me feedback on my work?</p> <p>With whom should I test it?</p> <p>PRODUCTION DIRECTOR PRODUCTION TECHNICIANS</p>



COMMUNICATING	MARKET ORIENTATION	SHOWCASE
<p>How will my work reach more audience? What online and offline channels can I use?</p> <p>What do I need to communicate my work? What expertise?</p> <p>COMMUNICATIONS SPECIALIST DIGITAL MEDIA STRATEGIST BRAND DESIGNER</p>	<p>How much should my work cost? Where is this profit going? If for charity, which is the process (admin, financial, legal obligations)? To who am I 'selling'?</p> <p>ACCOUNTANT MARKETER FINANCE MANAGER</p>	<p>Who will host the showcasing/performance? Who will distribute my work? Will I need an e-shop? Who will document my performance/manage my portfolio?</p> <p>DISTRIBUTION COMPANY E-SHOP MANAGER STAGE MANAGER VIDEOGRAPHER (DOC) PHOTOGRAPHER (DOC) PERFORMERS</p>

I. POST-ASSESSMENT QUESTIONNAIRE

To answer questions, **circle or highlight your choice** depending on how much you agree (or disagree) with the statement.:

Creative and art education

2. I have prepared and presented research on my favorite artist to my classmates:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

3. I have encountered a creative professional online:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

4. I have participated in a project with a Creative Professional:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

5. I have taken on a role in a creative project:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

6. I have worked collaboratively with my peers, teacher and CP:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

7. I can see the difference that arts and creativity can make in my life:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

8. I can see the difference that arts and creativity can make in the world:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

9. I can see how developing creativity can help me as an individual:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

10. I can see how developing creativity with others helps us all:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

Careers and entrepreneurial thinking

9. I have worked on an activity to research an artist or creative professional:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

10. I can see how creativity can help me succeed in the future:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

11. At school I have learned about the creative and cultural opportunities in my area:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

12. I have listened to a Creative Professional talk about their work/life (in class):

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

13. I have asked a Creative Professional a question about their work/life (in class):

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

14. I understand the career journey of a creative professional:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

15. I have reflected on the importance of creativity for future success:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

16. I have presented my project work to an audience:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

Skills

2. I have ideas about the skills needed for the Creative Professions:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

3. I can see how creativity can help a creative professional be resilient:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

4. I can see how good communication skills are important in helping me succeed:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

5. I understand how I can use digital tools in a creative profession:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

6. I have reflected on my creative skills:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

7. I feel confident that I can make things happen:

Strongly Disagree Disagree Neither agree or disagree Agree Strongly agree

Overall, in regard to yourself and **creativity, or creative experiences** you have had (or not), please 'free-write'* some thoughts, feeling or ideas below about what it means to you (or doesn't) or what strikes you about it (or doesn't):

***Free writing** just means to write (something) freely, without stopping or thinking and without being worried about spelling, grammar, or usual writing expectations. It is just about writing *whatever* is going through your head and not worrying about whether it is right or wrong.