

Over summer 2022 I read the 'Arts in Schools' report by Ken Robinson and took part in discussion with several young people about our reflections and relevancy to it today. In this short essay I will expand upon my thoughts from chapters two and three.

Chapter 2 is titled 'The Arts, Creativity, and the Whole Curriculum'. The word creativity means to me freedom of expression in whichever way happens most naturally, personally I find this to be through performance which I was able to experience during my time of school. The report discusses that creativity is a form of intelligence and that the term 'creative work' should only be given as a title to work that is meant to happen. I disagree with this, because within my specialty, which is theatre there are such things as serendipity (the happy accident). The process of devised theatre is experimental process therefore much of the product will be a result of a series of happy accidents which I have personally experienced during my school life and even so more during my degree. The report discusses that the assumption is commonly made that some people have the capacity for creative thinking and others do not. I believe that if a person is creative in a specific aspect that they may not always be creative in another, yet a person could have the potential to be, if creativity is nurtured, in places such as school which is why the arts are important within the education curriculum. I agree with the quote "creativity is presented as a form of intelligence to be trained, one that requires discipline and practice". The role of the teacher surrounding the creative process is persistent within the report because as pupils grow, they learn from their environment.

I am of the opinion that dependent on learning conditions and the ability to give creative output in a safe environment children will respond differently. This is something I have learned whilst taking part in discussion with other young people during this project. It became evident to me that I am unsure to who has the ability/knowledge to decide whether someone is creative or shows creativity within their work as the grading process within schools doesn't include this. A person's IQ or grade doesn't show much relevancy to creativity because there are various modes of understanding. Therefore, I believe schools are a 'door opener' for creativity but also a barrier. The summary of this chapter quotes 'there is more than one mode of creative thought' and I am of the agreed opinion that students should be encouraged to be iconoclastic and explore ideas creatively. From what was originally said during the report I think much is still relevant now as creative freedom can still be a barrier in some schools dependent on teachers and funding that is available for the arts.

Chapter 3 is titled the Arts Education and Cultural Heritage. The discussion of what is culture is one I have had in not only this project. I am of the understanding that a cultural education is an education that is diverse in all aspects not just the arts, but the reoccurring thought is where do we draw the line to what is applied within the curriculum and who decides this. It is evident that we are much more diverse than we were during time of publication, yet it is still not perfect, or will it ever be but we can improve. I believe that education has the most impact on younger children (primary school and early years) because this is a key stage in personality development. When reading the report practical examples are given which is a great way of explicitly showing pupils response to the arts, however I do feel if updated examples are given within the update that children's specific responses or a form of analysis from multiple pupils would be a great idea to allow for a wider exploration. I personally took part in

music lessons during school and learnt how transferrable my skills were to core subjects. The transferrable skills show that all the subjects taught at school interlink. Section 60 discusses the relevance to showcase work, I believe this to be one of the most important aspects of producing creative work because having the opportunity to share and build upon understanding of each other, building further upon empathy, communication, and respect. The pressure of grades is removed when discussing and showcasing work to your peer students and allows for deeper honesty and feedback. There is less limitation of what is right and wrong. The numerical grade is then no longer the priority the ability to reach creative potential. There is more freedom to the practitioners' own conditions of life. Overall, showcasing work is as relevant today as it was during publication.

Ultimately, this process of understanding the report has taught me how everything within the arts subjects at school is relevant and interlinks with all other subjects. Through the discussions with others working on this project, I have learned about the impact that funding has on arts subjects and how that leads to everyone having different experiences which amplifies the importance of arts in curriculum and in public. I have thoroughly enjoyed working on this project and look forward to seeing the final outcome.