



Cyflwyniad i Ddysgu Creadigol

Ysgolion Creadigol Arweiniol | Cyngor Celfyddydau Cymru

An introduction to Creative Learning

Lead Creative Schools | Arts Council of Wales

Further Information

The Arts Council of Wales have a database of 233 Creative Agents and over 750 Creative Practitioners across all four regions, if you would like to be matched to one of our creative professionals please get in touch with our team: creative.learning@arts.wales or call 0845 8734 900

Arts Council of Wales, Creative Learning through the Arts
<http://www.arts.wales/arts-in-wales/creative-learning>

Preparing for the new curriculum
<https://beta.gov.wales/preparing-new-curriculum>

Creativity, Culture and Education
<https://www.creativitycultureeducation.org/>

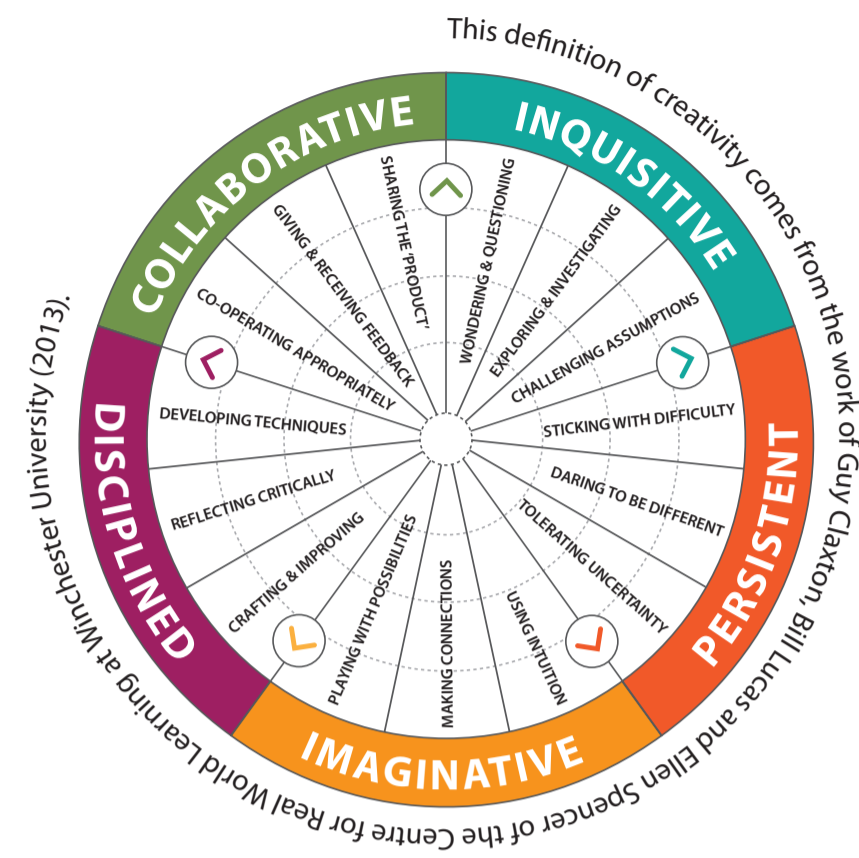
Lucas, B., G. Claxton and E. Spencer (2013) *Progression in Student Creativity in School: First Steps Towards New Forms of Formative Assessments*, OECD Education, Working Papers, No. 86, OECD Publishing
<http://dx.doi.org/10.1787/5k4dp59msdwk-en>

Hwb Creative Learning
<https://hwb.gov.wales/creativity>

Creative habits of ours, Gwernyfed High School
<http://www.gwernyfed-hs.powys.sch.uk/assets/Uploads/Creative-Studies/Creative-Habits-of-Ours-FINAL.PDF>

What is Creativity?

Creativity is a habit of mind that can be developed within and through all subjects and disciplines. It's not a skill bound within the arts but a wider ability to question, make connections, and take an innovative and imaginative approach to problem solving.



The 5 Creative Habits of Mind

The wheel can help pupils, teachers and creative professionals to:

- Develop a shared language of creativity
- Reflect, self-assess and value their own creative skills/disposition
- Gather supporting evidence
- Track their progress over time
- Be more self-aware of when they are using their creative skills
- Seek opportunities to be more creative; and identify future learning goals

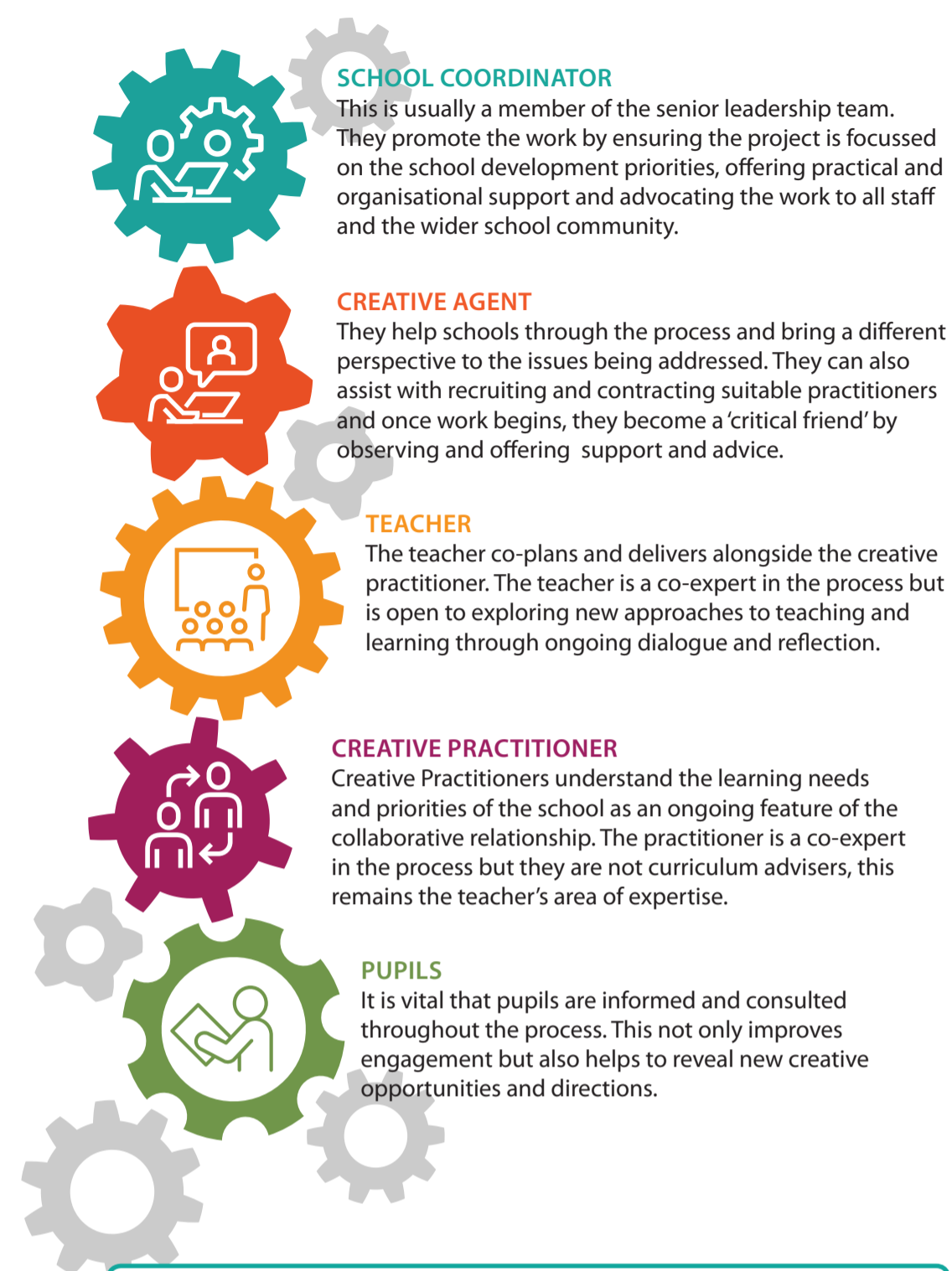
A High-Functioning Learning Space

Creativity, Culture and Education (CCE), one of our partners on the programme, commissioned a study that looked at the features of effective creative learning environments. The research showed that a high functioning approach results in a thriving learning space where all pupils are able to achieve and where they are physically, socially, emotionally and intellectually engaged. This is not to say that a low-functioning approach is ineffective, many education systems are built on this model but it doesn't appeal to all learners therefore, we need to be able to move between the approaches to ensure that there's variety in teaching and learning and the pedagogy responds to pupils' needs.

What are the characteristics of the space?

	Low functioning		High functioning
Guided	←	Role of the teacher	→ Challenging
Contrived	←	Nature of activities	→ Authentic
Bellbound	←	Organisation of time	→ Flexible
Classroom	←	Organisation of space	→ Workshop
Individual	←	Approach to tasks	→ Group
Hidden	←	Visibility of processes	→ High
Static	←	Location of activities	→ Mobile
Ignored	←	Self as learning resource	→ Central
Ignored	←	Emotion	→ Acknowledged
Some	←	Inclusiveness	→ All
Directed	←	Role of learner	→ Self managing
Limited	←	Reflection	→ Continuous

Collaboration



Year 7 learners work in groups to sketch out their ideas for their comedy show to develop their English Language skills.

To make the group work manageable, furniture was pushed to the sides of the classroom to enable the pupils to work on large sheets of paper taped to the floor.

The teacher and practitioner spent time with each group to help them develop and challenge their ideas.

- Approach to tasks - Group work
- Location of activities - Mobile
- Organisation of space - Workshop
- Role of learner - Self managing
- Inclusiveness - All



This foundation phase class were taken outside to discover the colours and dyes produced by a variety of vegetables. The dyes were then used to stain natural wool tops.

- Self as learning resource - Central
- Location of activities - Mobile
- Organisation of space - Workshop
- Nature of activities - Authentic
- Approach to tasks - Group work
- Reflection - Continuous
- Inclusiveness - All

An Enquiry Approach

1 What are the school priority/national priority areas you would like to address?

Decide on the enquiry question or title. This should be simple and focussed on finding the answers to a problem or issue within your school.

Consult the pupils about the project and invite their ideas, thoughts and ongoing co-ownership.

Gather benchmarking data to compare to results post-project. This data may be a mixture of quantitative and qualitative depending on the enquiry question.

4 Modify and adapt the project in response to pupil, staff and creative practitioner reflections, and any formative assessments of learner progress.

5 Bring the project to a close with a sharing event for colleagues, pupils and wider school community.

Evaluate the project. Collect evidence and compare to the benchmark data.

Draw conclusions about the changes observed and the impact both to the learning and the teaching. Build on the project's strengths in the next enquiry and embed the new teaching approaches that have been explored.

2 Together with the Creative Practitioner begin to plan a framework for the project but try not to plan each session at this stage. Consider your combined knowledge; about the curriculum, creative practice and the creative habits.

3 Implement the project but continually reflect on the learning with your Creative Practitioner but also with the learners. Use the high-functioning classroom as a reference tool to make sure you are on the right track.



Year 3 and 4 learners were given the opportunity to develop their problem-solving skills by exploring stop-motion animation. They worked in groups but each individual was assigned a specific role e.g. director, continuity supervisor. The teacher and practitioner spent time with each group to help them develop effective working relationships and persistence until they were able to continue the work without their intervention.

- Organisation of space - Workshop
- Location of activities - Mobile
- Approach to tasks - Group work
- Self as learning resource - Central
- Reflection - Continuous
- Role of learner - Self managing
- Inclusiveness - All



A group of Year 7 learners spent the day at a local farm estate to develop their numeracy skills. They participated in a range of practical activities and learnt how the farm's business operation has developed.

- Nature of activities - Authentic
- Location of activities - Mobile
- Organisation of space - Workshop
- Inclusiveness - All



Cyflwyniad i Ddysgu Creadigol

Ysgolion Creadigol Arweiniol | Cyngor Celfyddydau Cymru

An introduction to Creative Learning

Lead Creative Schools | Arts Council of Wales

Gwybodaeth Bellach

Mae gan Gyngor Celfyddydau Cymru gronfa ddata o 233 o Asiantau Creadigol a dros 750 o Ymarferwyr Creadigol ar draws y pedwar rhanbarth, os hoffech chi i gael eich paru ag un o'n gweithwyr proffesiynol creadigol, cysylltwch gyda'n tim: dysgu.creadigol@celf.cymru neu ffoniwch 0845 8734 900

Cyngor Celfyddydau Cymru, Dysgu Creadigol drwy'r Celfyddydau
<http://www.celf.cymru/arts-in-wales/dysgu-creadigol?diablo.lang=cym>

Paratoi ar gyfer y cwricwlwm newydd
<https://llyw.cymru/paratoi-ar-gyfer-y-cwricwlwm-newydd>

Creadigrwydd, Diwylliant ac Addysg (CCE)
<https://www.creativitycultureeducation.org/>

Lucas, B., G. Claxton ac E. Spencer (2013) *Dilyniant mewn Creadigrwydd Myfyrwyr yn yr Ysgol: Camau Cyntaf Tuag at Ffurfiadau Newydd o Asesiadau Ffurfiannol, Addysg OECD, Papurau Gwaith, Rhif 86, Cyhoeddiad OECD*
<http://dx.doi.org/10.1787/5k4dp59msdsk-en>

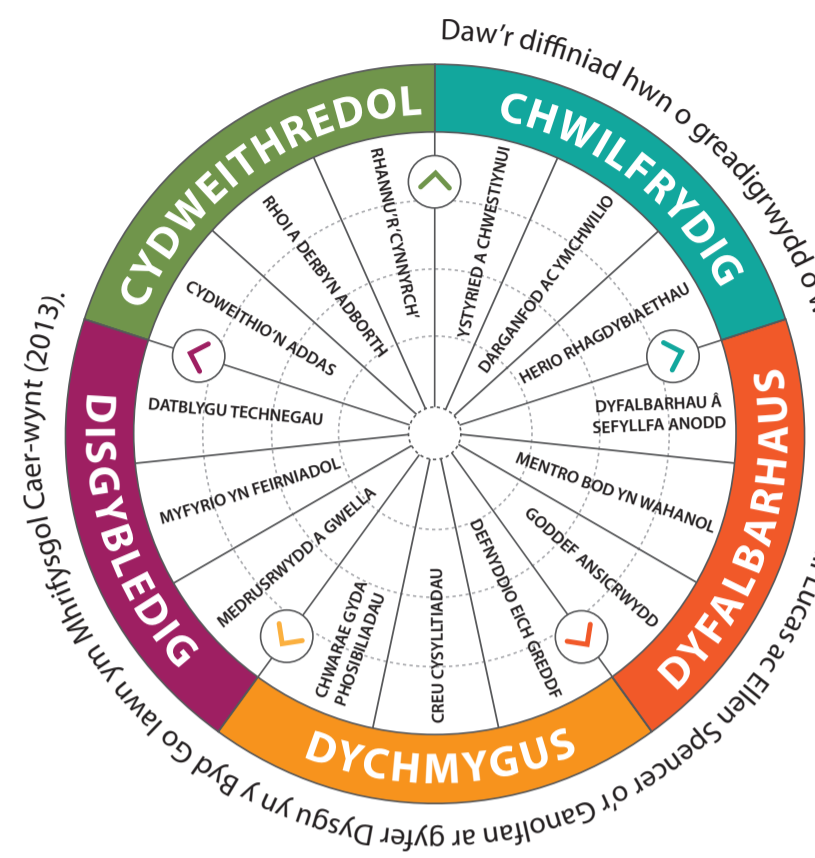
Hwb Dysgu Creadigol
<https://hwb.gov.wales/creativity>

Arferion creadigol ein hunain, Ysgol Uwchradd Gwernyfed
<http://www.gwernyfed-hs.powys.sch.uk/assets/Uploads/Creative-Studies/Creadigol-Arferion-o-Ours-FINAL.PDF>



Beth yw Creadigrwydd?

Arfer meddwl yw creadigrwydd y gellir ei ddatblygu o fewn a thrwy bob pwnc a disgyblaeth. Nid yw'n sgil sydd wedi'i gyfyngu i'r celfyddydau; yn hytrach, mae'n allu ehangach i gwestiynu, llunio cysylltiadau a mabwysiadu ymagwedd arloesol a dychmygus at ddatrys problemau.



5 Arfer Creadigol y Meddwl

Gall yr olwyn helpu disgyblion, athrawon a gweithwyr proffesiynol creadigol i:

- Ddatblygu iaith greadigol a rennir
- Myfyrion, hunanasesu a gwerthfawrogi eu haniaen/sgiliau creadigol eu hunain
- Casglu tystiolaeth ategol
- Orlhain eu cynnydd dros amser
- Bod yn fwy hunanymwybodol pan fyddant yn defnyddio eu sgiliau creadigol
- Ceisio cyfleoedd i fod yn fwy creadigol; ac amlygu nodau dysgu ar gyfer y dyfodol

Gofod Dysgu Gweithredu Lefel Uchel

Comisiynodd Creadigrwydd, Diwylliant ac Addysg (CCE), un o'n partneriaid ar y rhaglen, astudiaeth a ystyriodd nodweddion amgylcheddau dysgu creadigol effeithiol. Dangosodd yr ymchwili fod ymagwedd gweithredu lefel uchel yn arwain at ofod dysgu ffyniannus lle mae'r holl ddisgyblion yn gallu cyflawni a lle maen nhw'n ymgysylltu'n gorfforol, yn gymdeithasol, yn emosiynol ac yn ddeallusol. Nid yw hyn yn golygu bod ymagwedd gweithredu lefel isel yn aneffeithiol; mae llawer o systemau addysg wedi'u seilio ar y model hwn, ond nid yw'n apelio at bob dysgwr, felly mae angen i ni allu symud rhwng yr ymagweddau i sicrhau amrywiaeth o ran addysgu a dysgu a bod yr addysgeg yn ymateb i anghenion disgyblion.

Beth yw nodweddion y gofod?

Anweithgar		Gweithgar
Dan arweiniad	← Rôl yr athro →	Heriol
Cynlluniedig	← Natur y gweithgareddau →	Dilys
Caeth i'r gloch	← Trefn amser →	Hyblyg
Ystafell Ddosbarth	← Trefn gofod →	Gweithdy
Unigol	← Ymagwedd tuag at y tasgau →	Grŵp
Cuddedig	← Amlgrwydd y prosesau →	Uchel
Statig	← Lleoliad y gweithgareddau →	Symudol
Anwybyddu	← Yr hunan fel odnodd dysgu →	Canolog
Anwybyddu	← Emosiwn →	Cydnabyddedig
Rhywfaint	← Cynwysoldeb →	Pawb
0 dan gyfarwyddyd	← Rôl y dysgwr →	Hunan-reoli
Cyfyngedig	← Myfyrion →	Parhaus

Cydwethredu



CYDLYNYDD YSGOL

Mae hwn yn aelod o'r uwch dim arwain fel arfer. Bydd yn hyrwyddo'r gwaith trwy sicrhau bod y prosiect yn canolbwyntio ar flaenoriaethau datblygu'r ysgol, gan gynnig cymorth ymarferol a threfniadaethol ac annog yr holl staff a chymuned ehangach yr ysgol i ymgymryd â'r gwaith.



ASIANT CREADIGOL

Bydd yn helpu ysgolion trwy'r broses ac yn cynnig safbwynt gwahanol ynglŷn â'r materion sy'n derbyn sylw. Gall hefyd helpu i recriwtio a chyflogi ymarferwyr addas, a phan fydd y gwaith yn dechrau, bydd yn gweithredu fel 'cyfaill beirniadol' trwy arsylwi a chynnig cymorth a chyngor.



ATHRO/ATHRAWES

Mae'r athro yn cyd-gynllunio ac yn cyflwyno ochr yn ochr â'r ymarferydd creadigol. Mae'r athro yn gyd-arbenigwr yn y broses ond yn agored i archwilio dulliau newydd o addysgu a dysgu trwy ddeialog barhaus ac adfywiad.



YMARFERYDD CREADIGOL

Mae Ymarferwyr Creadigol yn deall anghenion dysgu a blaenoriaethau'r ysgol fel nodwedd barhaus o'r berthynas gydweithrediadol. Mae'r ymarferydd yn gyd-arbenigwr yn y broses ond nid yw'n gynghorydd ar y cwricwlwm; maes arbenigol yr athro/athrawes yw hyn o hyd.



DISGYBLION

Mae'n hollbwsig ymgynghori â'r disgyblion a rhoi gwybodaeth iddynt drwy gydol y broses. Bydd hyn nid yn unig yn gwella ymgysylltiad ond hefyd yn helpu i amlygu cyfleoedd a chyfeiriadau creadigol newydd.



Gweithiodd dysgwyr Blwyddyn 7 mewn grwpiau i fraslunio eu syniadau ar gyfer sioe gomedi er mwyn datblygu eu sgiliau iaith Saesneg.

I hwyluso'r gwaith grŵp, gwthiwyd y dodrefn i ochrau'r ystafell ddosbarth i alluogi'r disgyblion i weithio ar ddalenni mawr o bapur a dapiwyd i'r llawr.

Treuliodd yr athro a'r ymarferydd amser gyda phob grŵp i'w helpu i ddatblygu eu syniadau a'u herio.

- Ymagwedd at dasgau – Gwaith grŵp
- Lleoliad gweithgareddau – Symudol
- Trefnu lle – Gweithdy
- Rôl y dysgwr – Hunanreoli
- Cynwysoldeb – Pawb



Aethpwyd â'r dosbarth cyfnod sylfaen hwn y tu allan i ddarganfod y lliwiau a'r llyffynau a gynhyrchir gan amrywiaeth o lysiau. Yna, defnyddiwyd y llyffynau i staenio darnau o bren naturiol.

- Yr hunan fel adnodd dysgu – Canolog
- Lleoliad gweithgareddau – Symudol
- Trefnu lle – Gweithdy
- Natur y gweithgareddau – Dilys
- Ymagwedd at dasgau – Gwaith grŵp
- Myfyrion – Parhaus
- Cynwysoldeb – Pawb

Ymagwedd Ymholi

Beth yw blaenoriaethau ysgol/y blaenoriaethau cenedlaethol yr hoffech chi fynd i'r afael â nhw?

Penderfynwch ar y cwestiwn neu deitl yr ymholiad. Dylai fod yn syml a chanolbwyntio ar ddotod o hyd i'r atebion i broblem neu fater yn eich ysgol.

Ymgynghorwch â'r disgyblion ynglŷn â'r prosiect a gwahoddiad eu syniadau, eu meddyliau a'u cydberchnogaeth barhaus.

Casglwch ddata meincodi i'w gymharu â'r canlyniadau ar ôl y prosiect. Gallai'r data hwn fod yn gymysgedd o ddata meintiol ac ansodol, yn dibynnu ar gwestiwn yr ymholiad.

Gyda'r Ymarferydd Creadigol, dechreuwch gynllunio fframwaith ar gyfer y prosiect, ond ceisiwch beidio â chynllunio pob sesiwn ar y cam hwn. Ystyriwch eich gwybodaeth gyfunol am y cwricwlwm, ymarfer creadigol a'r arferion creadigol.

Cynhaliwch y prosiect, ond myfyrwch ar yr hyn a ddysgir yn barhaus gyda'r Ymarferydd Creadigol a'r dysgwyr. Defnyddiwch yr ystafell ddosbarth gweithredu lefel uchel fel offeryn cyfeirio i sicrhau eich bod ar y trywydd iawn.

Addaswch y prosiect mewn ymateb i fyfyrddodau disgyblion, staff ac Ymarferwyr Creadigol ac asesiadau ffurfiannol o gynnydd dysgwyr.

Gorffennwch y prosiect gyda digwyddiad rhannu i gydweithwyr, disgyblion a chymuned ehangach yr ysgol.

Gwerthuswch y prosiect. Casglwch dystiolaeth a'i chymharu â'r data meincodi.

Dewch i gasgliadau ynglŷn â'r newidiadau a welwyd a'r effaith ar ddysgu ac addysgu. Datblygwch gryfderau'r prosiect yn yr ymholiad nesaf ac ymsefydlwch yr ymagweddau addysgu newydd a archwiliwyd.



Rhoddyd cyfle i ddysgwyr Blwyddyn 3 a 4 ddatblygu eu sgiliau datrys problemau trwy archwilio animeiddio stop-symudiad. Gwnaethant weithio mewn grwpiau ond neilltuwyd rôl benodol i bob unigolyn e.e. cyfarwyddwr, goruchwyliwr dilyniant. Treuliodd yr athro a'r ymarferydd amser gyda phob grŵp i'w helpu i ddatblygu perthynas waith effeithiol a dyfalbarhad tan iddynt allu parhau â'r gwaith heb eu hymyrraeth.

- Trefnu lle – Gweithdy
- Lleoliad gweithgareddau – Symudol
- Ymagwedd at dasgau – Gwaith grŵp
- Yr hunan fel adnodd dysgu – Canolog
- Myfyrion – Parhaus
- Rôl y dysgwr – Hunanreoli
- Cynwysoldeb – Pawb



Treuliodd grŵp o ddysgwyr Blwyddyn 7 ddiwrnod ar fferm leol i ddatblygu eu sgiliau rhifedd. Gwnaethant gymryd rhan mewn amrywiaeth o weithgareddau ymarferol a dysgu sut mae gweithrediad busnes y fferm wedi datblygu.

- Natur y gweithgareddau – Dilys
- Lleoliad gweithgareddau – Symudol
- Trefnu lle – Gweithdy
- Cynwysoldeb – Pawb