

Great Partnerships Planning Tool 3

Getting to your creative concept

What is a creative or artistic concept?

The creative or artistic concept is the idea at the heart of your project. A great concept is one that is both immediately accessible and evocative to all participants – the students, teachers, artists, parents, and the wider school community. It should have breadth and depth for multiple layers of exploration throughout the project.

A creative/artistic concept statement will include the creative discipline (dance, drama, music, sculpture, game design etc) however, most importantly, it is what the art is about.

The idea being explored through the creative process should be something that compels everyone to know or learn more and to share what you have discovered creatively.

The Big Idea

Big Ideas are a tool used in Project-Based Learning. They are expressed with a focus statement or question that both anchors the project and expands it in many directions.

Examples of Big Ideas and a few potential avenues for exploration include:

*Who Owns the Rain?* - a music project exploring how we share our most precious resource with other humans and the rest of the natural world. The Humanities – Civics and Citizenship & Geography, Science, Capabilities – Ethical & Personal and Social.

*If Teapots had Ears -* a sculpture and animation project exploring the stories objects could tell if they could speak. The Humanities- History, English, The Arts – Visual Arts & Media Arts. Capabilities – Personal and Social.

***The Perfect Moment*** *- a* circus project exploring the concept of balance in life. Science, The Humanities, The Arts – Drama, Health and Physical Education, Mathematics.

Expressing your concept

Once you have a strong idea that everyone feels invested in and excited about, you will need to expand on it to explain how the concept will be explored through the arts and other learning areas and how the material generated will be developed into and expressed through a creative work – a performance, visual piece or exhibition, recording, sculpture etc.

Using the example of *The Perfect Moment*, which was a real project with the Women’s Circus and Elmore Primary School, try to create your project’s ‘Creative/Artistic Concept Statement’.

**EXAMPLE:** ***The Perfect Moment* is a circus project exploring the concept of balance in life. Is there such a thing as perfect balance? How do we achieve balance in our personal lives? Does it exist in nature? …or is it only possible as a mathematical equation?**

**Task – what is your big idea?**

In the table below, articulate your big idea in a sentence or two like the one above.

|  |  |
| --- | --- |
| **Our Creative/Artistic Concept Statement** |  |

Why and how

Why is the concept relevant and appropriate for the students? How will the idea be shaped into a creative outcome?

**EXAMPLE:** ***The Perfect Moment* asks students, teachers and the artists to grapple with an important human question – what is balance and how is it achieved?**

Circus is an ideal creative discipline to explore this idea as many circus skills involve weight, counterweight and balance. To stay in balance, we must constantly re-adjust. This is mirrored in life - nature evolves to balance with environmental changes and human beings adjust to maintain wellbeing.

In the curriculum, the project has strong links with Mathematics and Science as well as Personal and Social learning.

The idea is also very accessible to the wider school community of families and parents and provides a great way of involving parents with their children’s learning.

The Perfect Moment is an engaging area of enquiry to immerse students and encourage them to lead their own investigations in the unit of work.

As the students investigated and reported findings they were supported to respond creatively to the emerging ideas that were shaped, with the teachers and creatives, into scenes and visual theatre, linking them together.

From there the team created a performance for families and the community.

**Task – why and how will you integrate your idea into curriculum?**

In the table that follows, record:

**Why** the idea is relevant to learning and important to the school?

**How** the idea will be explored through curriculum and through artistic methods.

**Creative/Artistic Concept integration into curriculum**

|  |  |
| --- | --- |
| **Why** is the idea relevant? |  |
| **How** will the idea be shaped and integrated into curriculum? |  |

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T: +61 3 9623 1394

E: info@creative.vic.gov.au

creative.vic.gov.au

