

# Crafts Teacher Resource

# TEACHER RESOURCE

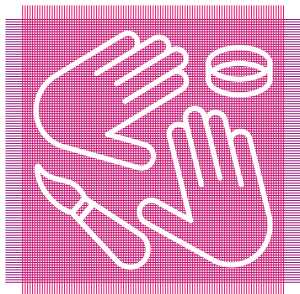
The 8 week Creative Briefs are designed to stimulate real-world thinking and will be supported by a short film/Q&As with the industry professionals who set them. The briefs and accompanying interactive sessions are designed to be delivered remotely and in-line with expected Covid restrictions, with the schools' involvement being supported by Babylon ARTS.

The students will be expected to do 2 hours per week on this project, totalling 16 hours. 8 hours will be delivered in 1-hour lesson times, with the remaining 8 hours being set as homework. The student's response to the Creative Brief should take up 12 of the 16 hours of this project. The other 4 hours will include some time spent by the students researching the particular creative industry sector they are interested in.

**Brief Setters:** **Emma James** Curwen Print Study Centre, Educational Fine Art Printmaking Studio.

The Curwen Print Study Centre was established as an educational Fine Art Printmaking charity in the late 1990s by Master Printer Stanley Jones MBE and local entrepreneur and art lover Sam Alper OBE. Since its formation, the Curwen Print Study Centre has established a reputation for excellence in its field.





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## Brief Title:

### Design, cut and print an original hand pulled lino print

Please refer to the written Creative Brief for details.

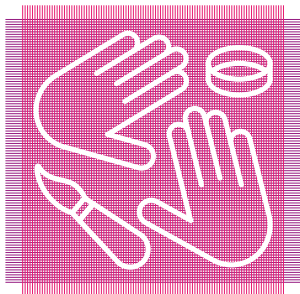
## Accompanying resources provided:

- A written version of the Creative Brief, aimed at the students (digital resource).
- A filmed version of the Creative Brief, aimed at the students (digital resource).
- A printed student workbook will be posted to your school, for each student to fill out throughout the project. *Please specify the number of workbooks that you will require.*
- Creative Career portfolios for each sub-sector, of which there are 12 (digital resources). *Please decide if you would like the students to all look into one creative sub-sector, or if they can research this individually.*
- ‘How to make a linocut print’ supporting resource, provided by Curwen Print Study Centre (digital resource).
- ‘Suggested links for research’ supporting resource, provided by Curwen Print Study Centre (digital resource).
- ‘Submission form - artist prints for sale’ supporting resource, provided by Curwen Print Study Centre (digital resource).

## Equipment your class will need to fulfil this Creative Brief:

- Computer access.
- Materials required for your students to fulfil this Creative Brief include:
  - Lino - A piece to cut your image and a smaller piece to try out the cutting tools.
  - Lino cutting tools - Some tools with V-shaped blades and U-shaped blades of various sizes. These tools have separate cutting blades that can be changed and slotted into the handles when required.
  - A bench hook (if you have one) - This hooks over the side of your table and gives you something to push against when cutting your lino. If you do not have bench hooks simply ensure you keep the hand NOT holding the lino cutting tool BEHIND your other hand and not in front of the blade of your cutting tool (so you don't cut yourself).
  - Relief or Stay Open Inks – Caligo Safewash Inks are ideal.
  - Roller(s).
  - Palette knife or spatula.
  - Baren or wooden spoon for hand burnishing.
  - Washing up liquid and water for cleaning the ink from your rollers, surface and lino.
  - Smooth board or surface to roll your ink.
  - Tracing paper.
  - Drawing materials.
  - Paper for registering your print (optional).
  - Paper for printing.
  - Newsprint.

Please refer to the accompanying document ‘How to make a linocut print’ for further details and images of the materials required.



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## Live Webinars:

Live webinars and check-ins with the professional setting the Creative Brief will take place in weeks 1, 4 & 8.

- **Week 1:** The in-school lesson will involve the setting of the 'Brief'. The setting of the brief will include a film, in which the professional will provide an insight into their creative career, and set the students their Creative Brief. The class will also join the professional 'live' via Zoom (or similar) for a Q&A following the film. This in total should fill the whole first 1-hour lesson.
- **Week 4:** Live check-in with the professional setting the brief. This will last a maximum of 45-50 minutes, allowing time for the teacher to set homework afterwards. This will be a structured session guided by the professional. This check-in will also provide an opportunity for the students to share their ideas. The teacher is to select 2-3 students to present their ideas and receive feedback from the professional and their peers.
- **Week 8:** Live check-in with the professional who set the brief. This will last a maximum of 45-50 minutes. The teacher is to select a group of 4-6 students to present as a sample from the class; the professional will provide feedback once again. Students in the lesson are also encouraged to give constructive feedback to each other.



# Crafts Skills Builder Universal Framework

The **Skills Builder Universal Framework** shows how to build Essential Skills at every stage of life. To learn more about the Skills Builder approach please [click here](#).

We have identified 3 specific Essential Skills that the students will develop whilst they work on and share their responses to the Creative Brief. They are likely to develop other skills too, but for the purposes of this project, we're encouraging you to focus on observing how your students develop the identified skills, over the course of the 8 weeks.

There are 8 Essential Skills included in the Universal Framework.

The 3 Essential Skills that the **Crafts Creative Brief** is aligned with are:



Please click each Skills icons above to view the individual Skills Builder overview video for that particular skill.

## Essential Skills: Skills Pairs and Definitions



<b>Communication:</b>	 <i>The receiving, retaining and processing of information or ideas</i>	 <i>The oral transmission of information or ideas</i>
<b>Creative Problem Solving:</b>	 <i>The ability to find a solution to a situation or challenge</i>	 <i>The use of imagination and the generation of new ideas</i>
<b>Self Management:</b>	 <i>The ability to use tactics and strategies to overcome setbacks and achieve goals</i>	 <i>The ability to set clear, tangible goals and devise a robust route to achieving them</i>
<b>Collaboration:</b>	 <i>Supporting, encouraging and developing others to achieve a shared goal</i>	 <i>Working cooperatively with others towards achieving a shared goal</i>

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## Aiming High Skill Example:

The reason why 'Aiming High' has been set as an Essential Skill across all of the Creative Briefs, is that we would like to see the students and teachers alike, setting this skill as a milestone from the start of the project.

Teachers should encourage students to think of multiple ideas, before settling on their strongest response to the Creative Brief, rather than picking the first idea that comes to them and running with it.

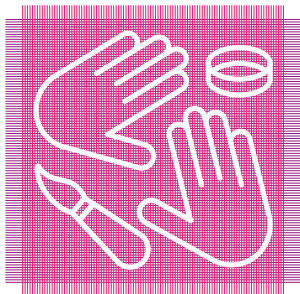
Aiming High is the ability to set clear, tangible goals and devise a robust route to achieving them.

### Aiming High

*The ability to set clear, tangible goals and devise a robust route to achieving them*



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## Aiming High Skill Example:

Here is a breakdown of the first nine steps included in the **Essential Skill – Aiming High**.

A similar breakdown of the other 7 Essential Skills can be found on the [Skills Builder website](#).

Step	Statement
Step 0	I know when I am finding something too difficult
Step 1	I know what doing well looks like for me
Step 2	I work with care and attention to detail
Step 3	I work with pride when I am being successful
Step 4	I work with a positive approach to new challenges
Step 5	I set goals for myself
Step 6	I set goals informed by an understanding of what is needed
Step 7	I set goals, ordering and prioritise tasks to achieve them
Step 8	I set goals and secure the right resources to achieve them
Step 9	I set goals and plan to involve others in the best way

*Getting Started:*  
**Know when** I'm finding something difficult and what doing well looks like for me.

*Intermediate:*  
**Work with** care, pride and a positive approach to challenges.

*Advanced:*  
**Set goals** for myself and work towards achieving them.

Across all of the Essential Skills, depending on the year group that is participating in this project, we would expect your students to be demonstrating the steps that are grouped 'Getting Started', 'Intermediate' and 'Advanced', over the course of the 8 weeks.

If you require further guidance on the breakdown of each step, click 'BUILD IT' next to the relevant step, on the [Skills Builder website](#). They provide lots of questions to help you unpick how a student is developing their skills and also short explanatory videos.

Step 4
I work with a positive approach to new challenges
BUILD IT >

Here you will find further resources to help you, including building blocks, reflection questions and more.

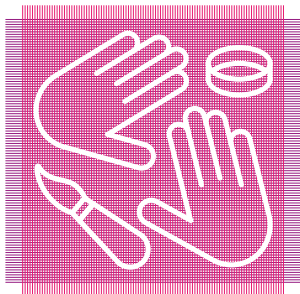
### Building blocks

The building blocks of this step are learning:

- Why new challenges are a good opportunity
- How to find opportunities for stretch

### Reflection questions

- Why is it important to be willing to take on new challenges?
- What would happen if we avoided new challenges?
- Can you give any examples of when you have learnt from a new challenge?
- How can you find challenges that work for you?
- What does it mean to work in your stretch zone?



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## Suggested Project Timeline:

In weeks 1, 4 & 8 we ask you to log the students' progress with the 3 Essential Skills identified with this Creative Brief, on the Skills Builder Hub.

We have given prompts below based on where we think the students would be at this stage, at a minimum, but please benchmark your students appropriately based on their age and capabilities. Benchmarking and logging your students' progress will allow you and us to measure the success criteria of the Creative Brief project.

To support you in benchmarking your students, please use the resources available to you on the Skills Builder website and hub.

### WEEK 1

**School:** Creative Brief film & Live Q&A with brief setter. Think about and research an image for your print based around a theme given to you by your teacher. The image should be original: i.e. either your own drawing or photograph. You can use other artists work as inspiration but your final image needs to be your own work.

**Homework:** Read the instructions "How to make a lino cut print" in the resource document. Using your drawing or photo, decide on an image for your print based around a theme given to you by your teacher.

#### Essential Skills

Aiming High – We hope your students would be demonstrating Step 1 at this stage.

Creativity – We hope your students would be demonstrating Step 1 at this stage.

Problem Solving – We hope your students would be demonstrating Step 0 at this stage.

*Record the base-line Skill level of your class on the Skills Builder Hub.*

### WEEK 2

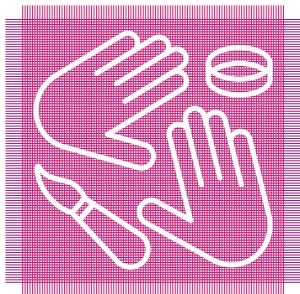
**School:** Use the instructions to learn how to use lino cutting tools and practise using the tools on a test piece of lino. Transfer your image onto your lino and cut your image into the lino.

**Homework:** Research selling local opportunities for independent artists and makers. This includes all kinds of original crafts and skills, such as printmakers, painters, ceramicists, jewellery makers, book binders, mosaic artists, and many more. Research local art events: some example links are provided in the Resource document but also find your own to add to your research.

### WEEK 3

**School:** Proof your print: artists usually produce 'proof' copies of a print before making a final 'good' copy, or an edition. Proof prints are for the artist to look at the print and see if they are happy with it, or if they want to make any changes, such as cut away more from the lino, use different paper or change the ink colour. An edition is when an artist prints a number of prints of the same image which are all exactly the same. Using the instructions in the Resource Document, ink up and print a proof copy of your lino cut. Make any changes or extra cuts you think are needed and then print another proof copy to check your print is now how you want it to be. You can do this until you are happy with the print. When you have finished proofing, start to print your final good prints.

**Homework:** Decide on an identity for your event and outline the details of your event plan. For example, it could sell only items made by people living in a specific town/



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## Suggested Project Timeline:

village, or work in a particular colour, or only offer handmade items and art that have images or are all items for sale based around a particular subject. This identity may influence where you hold your event or at what time of year: i.e. a School fair or a Christmas Gift Sale, or is it fundraising for a local cause or charity or football team?

You will need to decide on many aspects including the following:

- Where will you hold your event, in what location and building?
- What time of day will your event run: daytime or evening, and will it run for several days or just once?
- Will you charge for entry or will it be free for people to attend?
- What is the name of your event?
- Who are your customers: i.e. who do you think will come to your event? This will depend on the identity you have chosen for your event - people living in the village, members of a club, people who support the charity?

### WEEK 4

**School:** Live check in with the brief setter. 2-3 students will be chosen by the teacher to present their ideas and receive feedback from the professional and their peers. Finish printing your final good prints. You are making a piece of art for someone to buy, so remember your print needs to be professionally presented; no fingerprints or marks on the paper apart from your printed image. Print at least 5 copies of your print.

**Homework:** Research local artists and makers living or working in East Anglia, to source other work you would like to sell at your event. There are some example links to websites of some local artists and makers provided in the Resource Document but also

find your own to add to your research. When selecting an artist's work for the sale, ensure they fit the identity of your event. Select artists who make items that would complement your print. Also think about the people who will be at the event to buy the work you choose. Choose things to sell that you think will appeal to your customers, items they will want to buy and at prices that will be appropriate. Find 4-6 x local makers and explain why you have selected them and their work, and how they fit in with the identity of your event.

#### Essential Skills

Aiming High – We hope your students would be demonstrating Step 3 at this stage.

Creativity – We hope your students would be demonstrating Step 3 at this stage.

Problem Solving – We hope your students would be demonstrating Step 3 at this stage.

*Record the Skill Level you're observing at Week 4 on the Skills Builder Hub.*

### WEEK 5

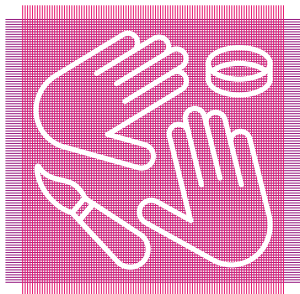
**School & Homework:** A digital portfolio of creative careers in the industry sub-sectors has been provided. Students are to review the digital portfolio of creative careers in the industry sub-sector. The class can all jointly look into one creative sub-sector or the students can do individual research into their chosen creative sub-sector.

### WEEK 6

**School:** Students feedback to teacher/s the creative careers they have researched.

**Homework:** Research and decide on the different ways they will promote the campaign.





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## Suggested Project Timeline:

### WEEK 7

**School:** Design a poster to promote your event and tell everyone what the event is called, when it is being held, where it is happening, and what sort of things are for sale. Include the names of the artists and makers who will be selling their work, including yourself, and use colours and images that suit your event identity. This can be either a digital or handmade poster, but it needs to be usable both as a physical copy – to put up for people to see – and also attached to an email or on social media if required.

**Homework:** Decide on a campaign to promote your event to your customers and write a plan for this promotion, including a timeline and methods of promotion.

For example:

- Will you use social media?
- Where will you use the posters (both physical posters and online use)
- How far ahead will you start using each method?

### WEEK 8

**School:** Students will present their final response to Creative Brief to peers and the brief setter. A select group of 4-6 students will be chosen by the teacher to present in order to get feedback from the brief setter and their peers.

#### Essential Skills

Aiming High – We hope your students would be demonstrating Step 4 at this stage.

Creativity – We hope your students would be demonstrating Step 4 at this stage.

Problem Solving – We hope your students would be demonstrating Step 4 at this stage.

*Record the Skill Level you're observing at Week 8 on the Skills Builder Hub.*