

The Big Picture

How many times do we experience students whose creativity is stifled because “I can’t draw”?!?

The Big Picture allows students’ voices to be heard in a creative way while employing the use of an Art student ‘Mentor’ to conceptualise their ideas and illustrate their narrative. There is a two-faceted skill development involved:

1. Creativity and innovation in the design stages
2. Formal communication skills in collaboration with mentors

This program is centred on the idea that our youth are the people who are going to create the future. Students think *critically* about how the world works, what is lacking, and develop *creative* ideas on what the world needs in order to be a better place.

At each stage of thinking, students will communicate with a University Graduate/final year Art student who will document the students’ ideas visually.

The end-game is for students to design innovative new ways to improve our world, accompanied with visual representations from Uni grads (mentors), and for these products to be collated into a publishable collection.

Stage 1: In-class look at stimulus. Some discussion and research into ‘how the world works’.

Stage 2: Evaluation, ‘thinking about the world’. What is good about it? What needs fixing? Individual and whole-class tasks, culminating in a creative/descriptive writing piece with accompanying artwork.

Stage 3: Product Design – what does the world need? A new piece of technology? A new way of running a country? A new movement? Students collaborate with art mentor who visually conceptualise the students’ ideas.

Stage 4: Writing a fictional piece about the new design and how it improves the world – narrative illustrated by artist mentor.

AUSVELS:

ENGLISH Domain: WRITING (Dimension)

Students understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences.

Thinking processes Domain: Reasoning, processing and inquiry (Dimension)

The Reasoning, processing and inquiry dimension encompasses the knowledge, skills and behaviours required to enable students to inquire into the world around them, and to use critical thinking to analyse and evaluate information they encounter. Students learn to assemble and question information and develop opinions based on informed judgments.

Thinking processes Domain: Creativity (Dimension)

In the *Creativity* dimension, students learn to seek innovative alternatives and use their imagination to generate possibilities. They learn to take risks with their thinking and make new connections.

*** This project can be run with different focus on creativity – whether it be on the art component, or the written narrative. LRH can adjust all projects to meet the needs of your students.

