

ECAD5005/C



ACTIVITY / GWEITHGAREDD



LEARNING OUTCOMES/ QTS STANDARDS DEILLIANNAU DYSGU/ SAFONAU SAC

LO/ DD: 3

Standards / Safonau:

S1.2, S1.3, S2.1

S3.3.3 S3.3.

BETH YW CELF?/ WHAT IS ART?
BETH YW CREADIGRWYDD?/ WHAT IS CREATIVITY?

- **Celf yw/ Art is:**

ART lacks a satisfactory definition. It is easier to describe it as the way something is done -- "the use of skill and imagination in the creation of aesthetic objects, environments, or experiences that can be shared with others"

(Britannica Online)accessed
2017

- **Creadigrwydd yw/
Creativity is:**

Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.

Franken(2006:396)

WHAT IS CREATIVITY? BETH YW CREADIGRWYDD

- Multi faceted
- More than 'the arts'
- Nurture
- Crucial
- Aml agweddog
- Mwy na'r 'celfyddydau'
- Meithrin
- Tyngedfennol

Arferion y Meddwl Habits of Mind



Arferion Meddwl Creadigol	Creative Habits of Mind
Chwylfrydig	Inquisitiveness
Cydweithio	Collaboration
Dyfalbarhad	Persistence
Disgybledig	Disciplined
Dychmygus	Imaginative



TALLIS HABITS "Learning to understand the world and change it for the better"

- INQUISITIVE:** Wondering & questioning, Exploring & investigating, Challenging assumptions
- COLLABORATIVE:** Co-operating appropriately, Giving & receiving feedback, Sharing the product
- PERSISTENT:** Sticking with difficulty, Daring to be different, Tolerating uncertainty
- DISCIPLINED:** Crafting & improving, Reflecting critically, Developing techniques
- IMAGINATIVE:** Using intuition, Making connections, Playing with possibilities



“Creativity seems to emerge from multiple experiences, coupled with a well-supported development of personal resources, including a sense of freedom to venture beyond the known.”

Malaguzzi (1993)

“BRINGING REGGIO HOME”
A PRESENTATION BY WHOLE NEW WORLD PRODUCTIONS



DOGFENNAETH / DOCUMENTATION



Rhannu gwybodaeth

Share information

Cofnodi syniadau

Record ideas

Asesu'r profiadau

Assess experiences

Gwneud y dysgu'n WELEDOL

Making the learning VISIBLE

100 o Ieithoedd / The 100 Languages





MY SQUARE MILE/ FY MILLTIR SGWAR



NGfL CYMRU GCaD

Hwb

YMCHWIL / RESEARCH

Vygotsky	Bruner
Montessori	Dewey
Robinson	Moyles
Gardner	Lowenfeld
Featherstone	Malaguzzi
Smith	

LEV VYGOTSKY



- Aesthetic forms * Ffurfiâu gweledol
- Imagination and reality * Dychymyg a gwirionedd
 - Psychological processes * Prosesau seicolegol
 - Society * Cymdeithas
 - Children's play * Chwarae plant

JEROME BRUNER



The Culture of Education (1996)

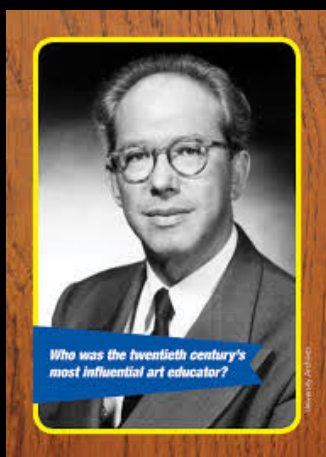
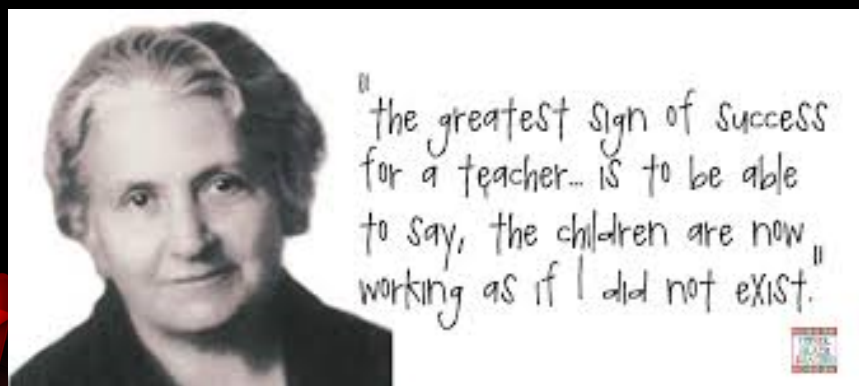
- Symbolic tools * Arfau symbolaidd
- Dialogue * Trafodaeth

Enactive, iconic & symbolic stages

- Intrinsic motivation * Cymhelliant cynhenid

Play promotes creativity

MARIA MONTESSORI



VICTOR LOWENFELD

❖ Theory

❖ Y Ddamcaniaeth

❖ Process

Y broses

❖ Stages

Camau

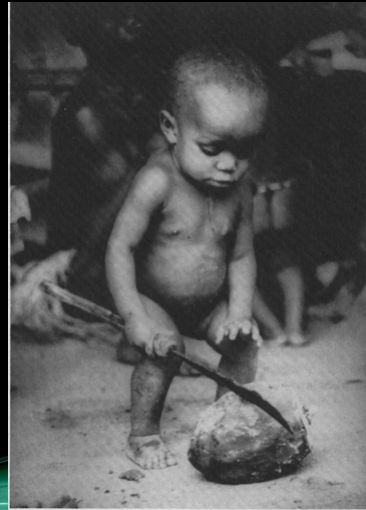


BARBARA ROGOFF

<http://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1028&context=jstae>

• Eraill?
Others?

- Vygotsky (1962), Bruner (1996), Rogoff (1990) Egan (1999)



STAGES OF ARTISTIC DEVELOPMENT/ CAMAU DATBLYGIAD CELFYDDYDOL



1



2



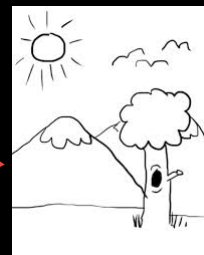
3



6



5



4

ROBINSON V GARDNER

Ken Robinson

- Democratic view
Agored i bawb
- Environment
Amgylchedd
- Creativity and beyond
Creadigrwydd a thu hwnt

Howard Gardner

- Elite view
Rhai yn unig
- Making a difference
Gwneud gwahaniaeth
- Specific brain functions
Swyddogaeth benodol yr ymennydd

CREATIVITY / CREADIGRWYDD

Difficult to define

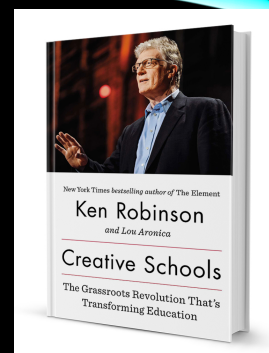
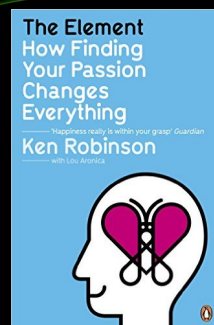
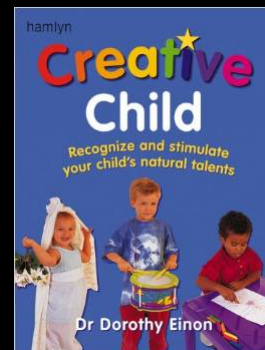
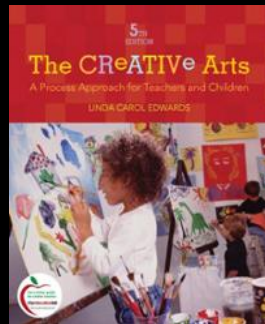
Anodd i'w ddiffinio

'Being creative enables children to make connections between one area and another and so to extend their understanding. This area includes art, music, dance, role play and imaginative play.'

FS guidance (2000:116)

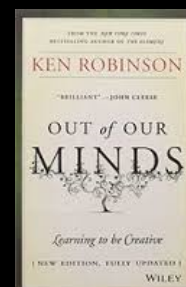
The Robinson Report 1999 Adroddiad Robinson

THE CREATIVE CHILD Y PLENTYN CREADIGOL



“...one of the roles of education is to awaken and develop [the] powers of creativity. Instead, what we have is a culture of standardization.”

— Sir Ken Robinson



CHALLENGES / INFLUENCES HERIAU / DYLANWADAU

- Confidence Hyder
- Philosophy Athroniaeth
- Education Addysg
- Political stance Y safbwynt gwleidyddol

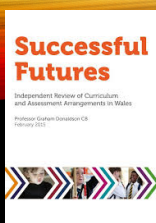
THE WELSH CONTEXT Y CYD-DESTUN CYMREIG





Nod y Cynllun Ysgolion Creadigol Arweiniol yw hybu ffyrdd newydd o weithio, gyda rhaglenni dysgu arloesol wedi'u teilwra'n arbennig sydd wedi'u cynllunio i wella ansawdd addysgu a dysgu.

- The Lead Creative Schools Scheme aims to promote new ways of working, with innovative and bespoke programmes of learning designed to improve the quality of teaching and learning.



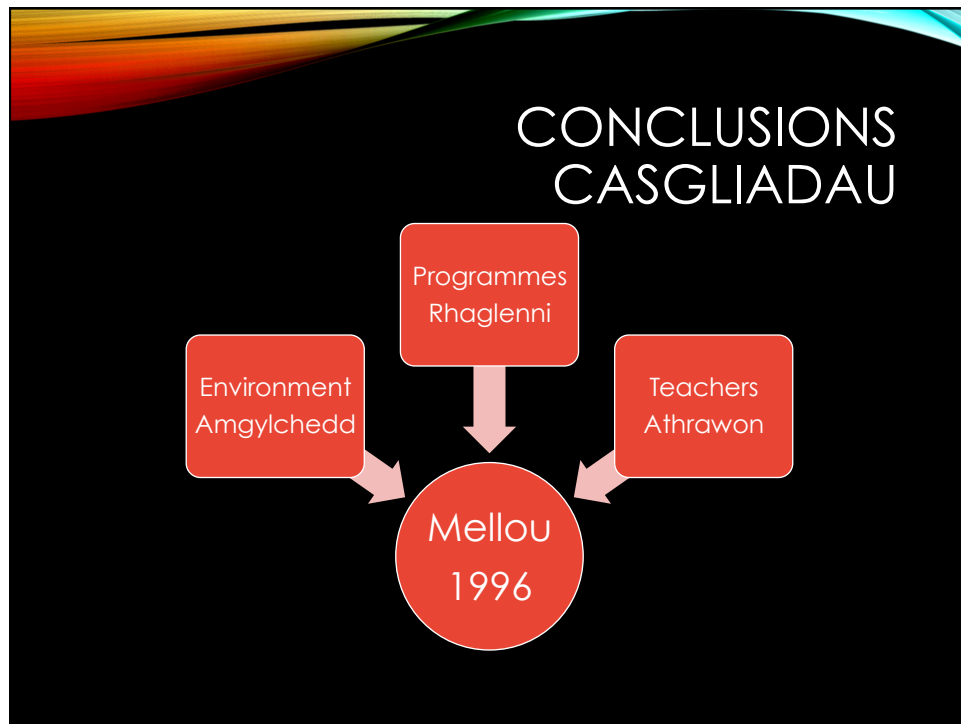
Dibenion y cwricwlwm yng Nghymru yw ceisio sicrhau bod plant a phobl **ifanc yn datblygu:**

- yn ddysgwyr uchelgeisiol, galluog sy'n barod i ddysgu drwy gydol eu hoes
- yn gyfranwyr mentrus, creadigol sy'n barod i chwarae eu rhan yn llawn yn eu bywyd a'u gwaith
- yn ddinasyddion egwyddorol, gwybodus yng Nghymru a'r byd
- yn unigolion iach, hyderus sy'n barod i fyw bywyd gan wireddu eu dyheadau fel aelodau gwerthfawr o gymdeithas.

The purposes of the curriculum in Wales should be that children and **young people develop as:**

- › **ambitious, capable learners, ready to learn throughout their lives**
- › **enterprising, creative contributors, ready to play a full part in life and work**
- › **ethical, informed citizens of Wales and the world**
- › **healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**





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