

The creative arts as a catalyst for the development of 21st century skills

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Presentation structure

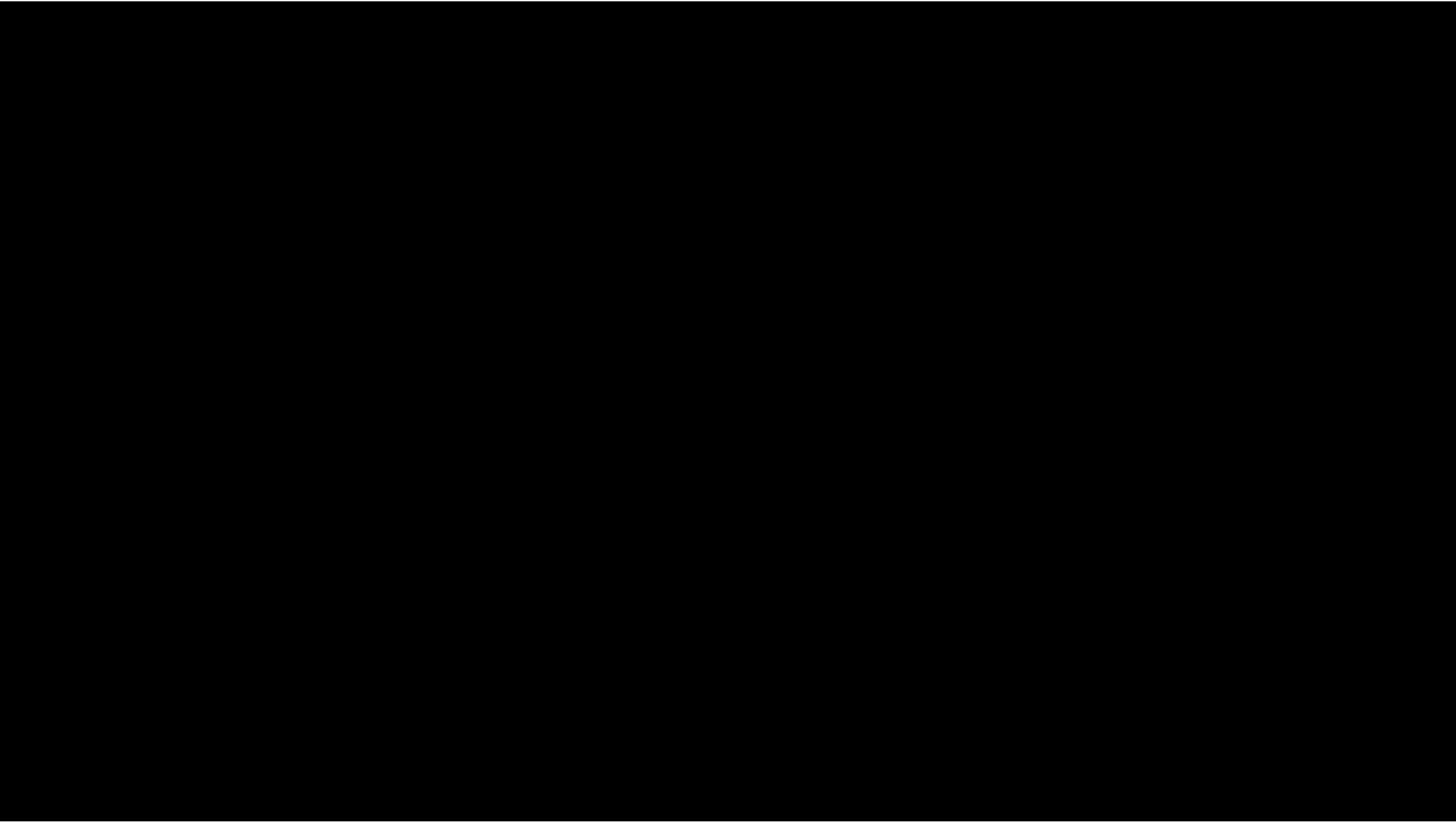
1. Definition of 'integration' and '21st century skills'
2. Experience this integrated approach for yourselves as we present four lessons from different phrases. The common theme is 'Weather', and in particular with the following poem:

STORM

Storm,
Wild one,
Take me in your whirl,
In your giddy reel,
In your shot-like leaps and flights!
Hear me call—stop and hear!
I know you, blusterer! I know you, wild one!
I know your mysterious call.

(Michelson 1916)

3. Explain how the 21st Century skills were activated in the integrated lessons
4. Relate this to the place of the Arts in South Africa



Music Integration with Life Skills Foundation Phase - Grade 3

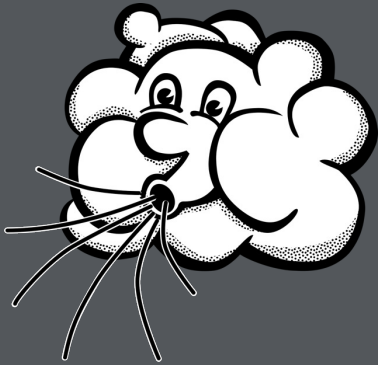
Beginning Knowledge and Personal and Social Well being:

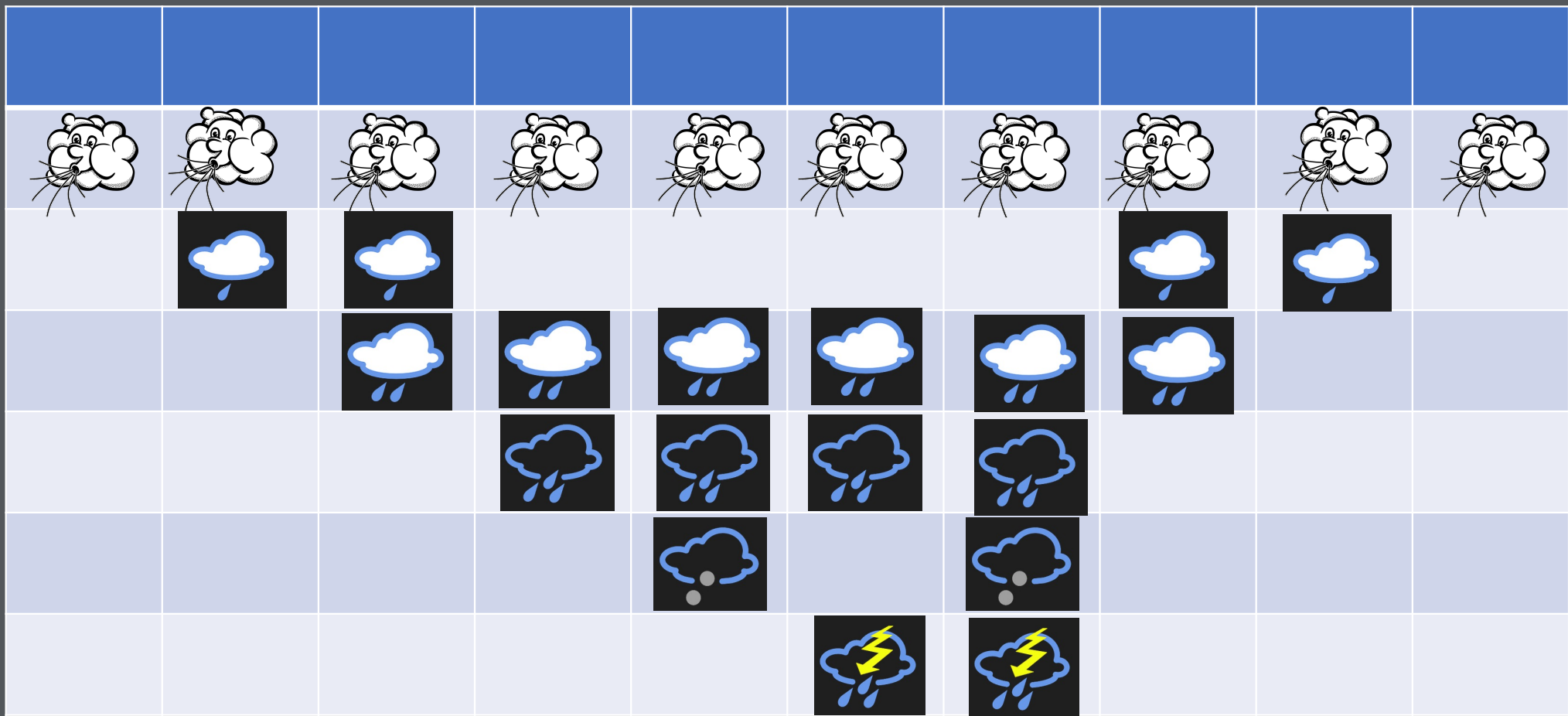
Disasters and what we should do – Floods, Lightening, Storms and Strong winds

Creative Arts:

Creating a mood: Use verbal dynamics, expressive sounds and movement, use poem, picture or song.

The Storm





Visual Arts Integration with Life Skills Foundation Phase

Beginning Knowledge and Personal and Social Well being:

Discovery Learning: The water-cycle (evaporation and condensation)

Creative Arts:

Movement and word associations (poem), Wax Crayon and Watercolour Paint

The Water-cycle and Watercolour Paint

- Warm up: Movement and word associations
- Discussion: Where does water come from? (personal connection)
- Science Experiment: **evaporation and condensation**
- Watch Video about the water-cycle
- Create your OWN example (wax crayon then watercolour)
- Watch their artworks dry... evaporation in action



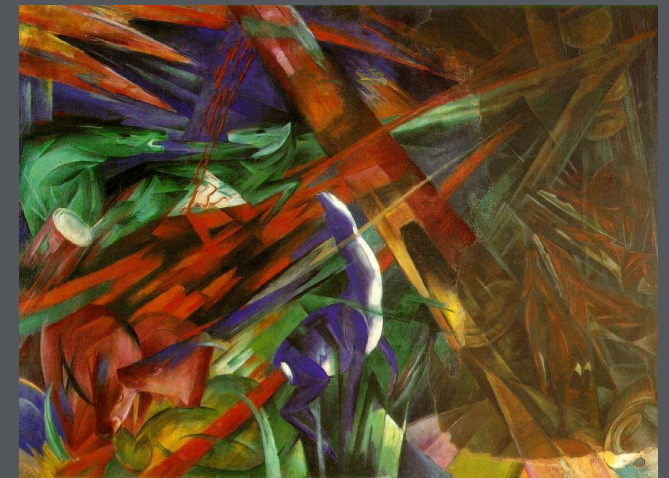
German Expressionism and 'Finding Your Voice'

- **Phrases of a project:** Conceptualisation (research and ideas)
Making
Visual Culture (Historical Context 30%)
Assessment (process 30% product 40%)
- **Weather (Storm)** : Cathartic Free Writing, then word choice
- **Visual Culture and History:** War from the human perspective
- **Artist Research:** Franz Marc and Kim Berman 'Agents of Change'
- **Making:** Theme: 'Finding your voice'

Exploration of Media wax crayon and watercolour paint.

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Franz Marc (1913). *Fate of the Animals*.
Oil on Canvas. 195 x 268cm.
Kunstmuseum, Basel

German Expressionism and Finding Your Voice



Che Moodley



Zachary
Roussos

"Art education is learning about life through participation and relationships" (Cajete, 1994:56)

Drama integration with Geography

Intermediate Phase- Grade 5

Performing Arts- Topic 3: Read, Interpret and Perform

Social Sciences: Weather- Storms

Stimulus: Visual /Auditory

Stimulus I: Geography based



Stimulus 2: Performing Arts Based

Close your eyes and just listen...



Activity

- Work with the people around to create a weather broadcast
- You are a weather team on site at the start of a storm which has now hit Pretoria
- Think of the sound you have just heard
- Create a short drama in which you as the weather team warn the public in a broadcast about the storm whilst giving them all the information about the storm



How were the 21st Century skills activated in the integrated lessons?

Communication / collaboration

Critical thinking

Creativity

Communication / Collaboration

- Theatre by its very nature is a collaborative art
- In creating a rehearsal performance piece or even improvised piece, learners need to bounce ideas off one another and learn to constructively accept or reject ideas.
- In an improvised piece, you cannot stop the piece if you disagree with an idea that is presented to you.
- Working within a cooperative learning group to create a drama allows the learners to practice navigating different perspectives and opinions as well as rise to the challenge of continuing communication throughout.
- The continuous process of drama: act→listen →react →repeat
- Drama involves both making and communicating credible ideas/ thoughts which will appeal to people's thoughts and reason.
- Dorothy Heathcote: 'Mantle of the Expert' → using role play as a means to involve learners in subject matter by placing them in the role of the expert.

Critical Thinking:

Definition: "The process of understanding..."

Musical example: Underlying structure of a storm



Dramatic Improvisation: Engage with praxis (act, listen, react, repeat)

Wax and watercolour:

Ponder the relationship between water and temperature (nature of matter)
Visually depict their thinking



FET 'Finding your Voice':

Conceptualising process: analyse, synthesise information

Making: solve problems (conceptually and practically)

Develop critical consciousness (relate to the 'story' in History)

Find and showcase their 'powerful voice'

Creativity

- Creativity is inherent, but is not fostered or promoted in schools.

Age	Number tested	Percentage in the 'highly creative' range
5 year olds	1600	98%
10 year olds	1600	30%
15 year olds	1600	12%
25+ adults	280 000	2%

(Lund & Jarman 1992)

- The Creative Arts encourages a move away from standardization, towards creativity
- The open-ended nature of the Creative Arts develops creativity.

Place of the arts in South Africa

- The CAPS curriculum has been described as rigid, restricted and limited (Goetze 2016; Green 2019). The heavy focus on content leaves teachers with little space for the Creative Arts.
- The DOE has pushed the STEM subjects, often at the expense of the Creative Arts (Pooley 2017). While the importance of the Creative Arts has recently been acknowledged by the Department of Education, this has not resulted in any material improvement of the status of the creative arts in schools.
- The various artforms are taught in isolation at most tertiary institutions, and thus education students do not experience an integrated curriculum themselves (Beukes 2017). To effectively include integration, one needs to experience and then practice integration (Kriger 2020).

References

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