



- I was surprised that...
- You can get so much out of simple objects
- People can use their imagination in different ways
- You do not need many objects to inspire creativity
- You made us work back!
- We all have such creativity on the first day
- Object boxes can only be hired for two weeks
- I could incorporate historical artefacts in so many areas of the curriculum
- Without too much effort valuable experiences can be gained within curriculum studies - simple but effective - less is more!



We then 'washed our hands' accompanied by Allan Kaprow's words urging us to make the familiar unfamiliar and vice versa.

- The session began with some of the themes and threads of CCI's work:
- How can we work with our own curiosity and imagination?
- Why is exploratory play and hands on learning important to us?
- What is a generous environment?
- What do we mean by 'less is more' or working with open ended resources?
- We walked around and explored the space
- We then 'washed our hands' accompanied by Allan Kaprow's words urging us to make the familiar unfamiliar and vice versa.



### Creative Connections

**Wisbech Museum for  
Leverington School  
Facilitated by Idit Nathan  
2nd September 2010**

\* Palette of materials included: chalk, card, hoops, labels, white tack, string, acetate, paper till rolls, small boxes, gauze, masking and cello-tape, small sticks, small transparent bags, postcards, scissors, wire cutters.

\* Museum objects were too eclectic a selection to detail- see handouts for the range of what the Museum offers

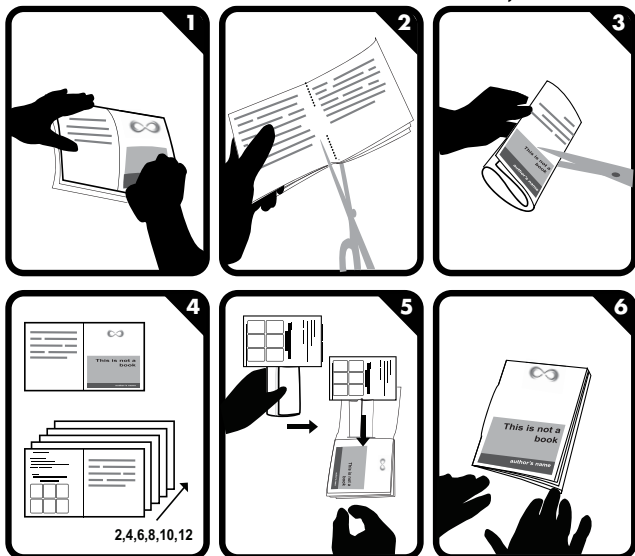


2010-09-08

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2,4,6,8,10,12



The invitation was to use the 'limited palette' of materials provided along with the objects from the Museum's outreach boxes and an area of learning you drew out of a bag- to create a starting point for a project.

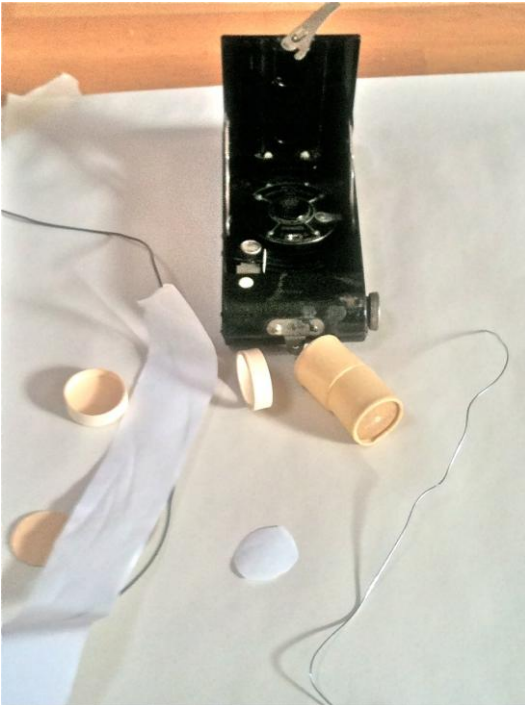
You were invited to explore the possibilities of creating images or narratives whilst making comments on and/or responses to objects from the collection.

*I began to pay attention to how much this act of brushing my teeth had become routinized, non conscious behavior, compared with my first efforts to do it as a child. I began to suspect that 99 percent of my daily life was just as routinized and unnoticed; that my mind was always somewhere else; and that the thousand signals my body was sending me each minute were ignored. I guessed also that most people were like me in this respect.<sup>1</sup>*



<sup>1</sup> Alan Kaprow, Art which can't be art (1986)

- The thing I will remember most is
- How it made us think about such a mental task as washing your hands
  - Using an object to start a project
  - Seeing how a simple object can be turned into a variety of possible learning outcomes/experiences
  - More investigative approach = more engaged+ interest from everyone
  - Handwipes...mm...yes?!  
To use artefacts in more subject areas
  - To use everyday objects as well as historical objects
  - Children learn more from open ended activities



- Following this session I would like to try...
- To incorporate more artefacts in more curriculum subjects
- Open ended starters to lessons
- To visit the museum to try the artefacts there
- Hire a resource box
- To inspire my class's imagination starting with one object
- To use the 'ball' with PSH/Social skills lessons
- Having the museum service in class



We reflected on the works that were made.

This session made me think that learning in museums can...

- *Be interesting...creative...open-ended*
- *Be tailored to my class/topics*
- *Could generate enthusiasm*
- *Could open up a whole new way of learning/teaching*
- *Could help us to learn about local history*
- *Can engage disaffected children with a more practical approach*
- *Can include all abilities of children*
- *Can generate questions*
- *Can aide cross curricular learning*
- *Can show your age!*

I wonder why ....

- *We don't use artefacts more often?*
- *People see things so differently*
- *We don't visit our local museum more often*
- *Some people respond much quicker than others*