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Knowledge Making at Plymouth School for the Creative Arts

Opening in September 2013, Plymouth School for the Creative Arts (PSCA) emerges in response to a changing culture in primary and secondary education policy in the UK. More significantly, the PSCA vision is informed by a rich history of national and international practice-based research whereby The Arts enable a sense of discovery and enquiry in knowledge making. PSCA sets out to build a place to make, discover and perform; it aims to use art school methodology to capture innovation from each child as an individual. Initiating a unique research continuum, teachers will learn alongside children using the same model: a cycle of enquiry and response; making and process; review and evaluation and, ultimately, the generation of new enquiry. Coconstruction will present both children and staff as visible learners.

PSCA will redefine the current model of attainment and achievement by measuring success through a holistic portfolio that captures (though not exclusively) autonomy, impact and influence, identity, wellbeing, narrative, aspiration, resilience and technique. It is the intention that PSCA will pioneer an image and inherent value for assessing Creative Knowledge.

Fundamentally, our school recognises that making is a cognitive process through which the above elements are visible and active in a mode of learning. Craft has a central importance to curriculum design, being both *for* and *of* the making process. Outdoor experience; music, dance and drama performance; food technology and food craft; these will all observe a similar duality. PSCA will be a place of made objects inextricably linked to attainment, though not automatically assessable beyond the process that has created them. Children will learn to drive their own agency in making, both of objects and of experience.

Contributing to the thematic discussion of ***Re-conceptualising Craft Knowledge & Education***, this case study presentation will explore the relevance of craft in creating 'destination' and 'journey' for primary and secondary school learning. Firstly, we will cover the pedagogy of delivery through community expertise, with a high value placed on technique and skill development. Secondly, we will discuss how a focus on *being* an artist will alter the way children relate to the world and create a sense of meaning from it; this will be tracked for a significant effect on agency in our through-school context, across subjects. Both these items will be highlighted for their balanced part in the holistic nature of *knowledge making* at PSCA and how this enables our children for the future. Finally, this presentation will include our current position with methods for, and challenges in, measuring creative knowledge. We will share our pursuit of methods which are sensitive to the made object and also embedded in the emergent nature of *knowledge making* as attainment.