



Craft School: Jasleen's Challenge

Primary Toolkit

For ages 5-11

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Craft School

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1.1 Welcome to Craft School

Craft School is the nationwide craft challenge, open to all learners from Early Years Foundation Stage to Key Stage 4 (ages 3-16). Each year, we invite learners to create their own 3D work in response to a creative brief.

Underpinned by our Make First approach, learners take the lead in an open-ended craft process, exploring materials and making their own decisions about their work. By thinking through making and taking creative risks, they build practical skills and develop their voices as makers.

At the end of the programme, learners will submit their work, which will be celebrated on the Crafts Council's online gallery. Our focus is not on competition, but on celebrating the journey, efforts, and learning that happens throughout the programme.

Every participant will receive a Craft School certificate, along with resources to help you celebrate your learners' Craft School achievements in a way that reflects your unique setting.



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1.2 Make First

Make First is Crafts Council's craft education pedagogy, or method of teaching. We've examined our work with learners, teachers and maker educators to pinpoint what's special about craft learning and packed it all into the Make First approach.

Make First is a learner-driven approach that empowers children and young people to follow their curiosity, explore materials, make decisions about their work, and develop their voice as makers.

The key principles of Make First are:

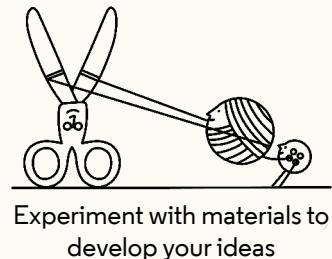
- Make First is playful and open-ended; enjoy the making and don't focus on the final outcome
- Dive straight into making! Pick your materials and have a go
- Explore your interests and develop your voice as a maker
- Tweak and tinker with materials to develop your ideas
- Start again, work on several things at once or repeat the same thing with different materials
- Fail and try again to become a braver maker
- Make First is about the joyfulness and pleasure that comes from making
- Build skills and knowledge from your interactions with materials and the physical world
- Learn together as a community

**What is
the Make First
approach?**

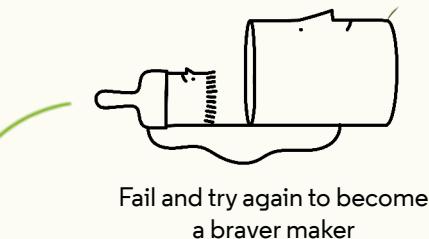
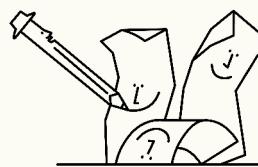
what is make first?



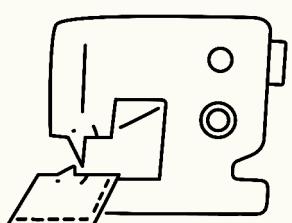
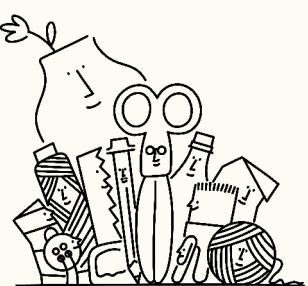
Make First is playful and open-ended;
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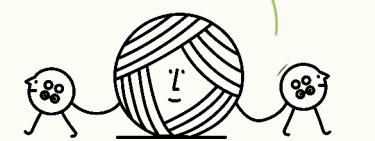
Start again, work on several
things at once or repeat the same
thing with different materials



Explore your interests
and develop your
voice as a maker



Make First can support
a range of learning outcomes
across the curriculum



make first in your school



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1.3 About our Maker Champion

Jasleen Kaur is an interdisciplinary artist whose work explores community, cultural memory, inherited traditions, and ideas of belonging, often using everyday objects to challenge dominant narratives. Her Turner Prize-winning installation, *Alter Altar*, reflects on traditions and histories, examining how culture is inherited and reimagined.

Having trained in jewellery and silversmithing, making is an important element of Jasleen's practice. In 2011, works from her *Tools for Living* series were acquired into the Crafts Council's Handling Collection.



Photo: Robin Silas

1.4. The Brief

For this year's challenge, Jasleen Kaur invites learners to use craft and making to explore the theme of **Community**.

Educators and learners will be working together to reflect on the communities they are part of, whether personal, local, global, or digital, and express their ideas through craft.



Jasleen Kaur's *Tools for Living* series, in Crafts Council Handling Collection
Photo: Elijah Serumaga

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2.1 Timeline Overview

Launch Event: Wednesday, 17th September 2025

Enrolment Deadline: Friday, 16th January 2026

Submission Deadline: April 2026

Celebration Event: June 2026

Online CPD Programme: September 2025 – March 2026

Online Educator Forums: September 2025 – May 2026

2.2 The Programme Overview

We're committed to supporting educators and facilitators throughout their Craft School journey. Here's what's available to help you make the most of the programme:

- Resource Hub
- CPD Programme
- Monthly Educator Forums



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Resource Hub

Access our free Resource Hub via the Crafts Council website, where you'll find a range of materials to support your delivery and engagement with Craft School.

Watch our CPD films with Maker Champion Jasleen Kaur as she shares her creative process and sources of inspiration. These videos are a great way to explore the brief and spark ideas with your learners.

CPD Programme

Craft School: Jasleen's Challenge offers free live CPD sessions to help you run the challenge, build your skills, and learn more about careers in craft. Each session will feature a past participant sharing their experience, a craft expert introducing their work in line with this year's theme. You'll then take part in a hands-on 'Make Along' led by an artist, and finish with a Q&A and group discussion.

Participants who attend at least 2 out of the 3 CPD sessions will receive a certificate of completion from the Crafts Council, which can be added to their CPD portfolio. All sessions are live and interactive, providing opportunities to engage with both the content and other attendees in real time.

Monthly Educator Forum

Join colleagues from across the country and the Crafts Council Learning Team for dedicated Educator Forum sessions. These forums provide a space for educators and facilitators to connect, share practice and discuss their progress with the challenge. Some forums are tailored to specific age groups, while others are open to all.

For more information, please refer to the accompanying document, which includes all the key dates and more detailed information about the programme.



Young people at Crafts Council Handling Collection with Jasleen Kaur's Carpet/brush from Tools of Living series
Photo: Elijah Serumaga

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3.1 Craft School: Jasleen's Challenge at Key Stage 1 and 2

For primary learners, Craft School: Jasleen's Challenge offers an opportunity to explore the theme of community while directly supporting key curriculum areas. These include: Art and Design, Design Technology, Understanding the World, Personal, Social, and Emotional Development, Maths, Science, and History.

Learners will investigate how materials and traditions reflect both local and global communities, helping them appreciate the diversity of the world around them.



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Key Stage 1 (Ages 5-7)

Learners begin exploring their immediate environment, relationships, and roles in society.

Literacy & Oracy:

Develop spoken language through discussion and storytelling. Enhance expression, questioning, and listening skills.

Understanding the World & PSHE:

Discussions on home, school, and community roles, connecting learners to local communities, landmarks, and relationships.

Geography:

Identify and understand the significance of local landmarks. Explore how places change over time and their cultural heritage.

Maths:

Counting, problem solving, measuring, and pattern recognition in materials and craft activities.

Science:

Investigate everyday materials and their properties. Observe how materials change by mixing, shaping.



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Key Stage 2 (Ages 7-11)

Learners deepen their understanding of community, identity, and global connections.

Literacy & Oracy:

Expressing opinions and thoughts through spoken language, discussions and storytelling.

History:

Explore how communities evolve and how local history shapes society, culture and identity.

Geography:

Investigate global connections through migration, trade, and shared resources.

Maths:

Problem solve, apply scale, measurement, and spatial reasoning when making.

Science:

Recycling of materials, study sourcing, Investigating properties of materials, physical changes such as application of heat and force during crafting.

PSHE & Cultural Understanding:

Reflect on relationships, diversity, and shared traditions. Build a global perspective through exploring wider communities and interconnections.



Jasleen Kaur's studio
Photo: Elijah Serumaga



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3.2 Scheme of Learning

These sessions are designed to be flexible and adaptable. You can explore them in any order you like, you might choose to spend six hours on just one session, or let your learners decide where to go next after completing an activity.

Using the **Make First** approach, these are intended as open-ended explorations rather than a fixed sequence of lessons. They are here to inspire you and your learners, giving you the freedom to guide your learning journey and see where it takes you.

When beginning to explore the brief and this challenge with your learners, it's valuable to start with some key questions and discussions:

- What is a community?
- Which communities do you belong to?
- Where do you experience a sense of connection with others?

Understanding community is fundamental in helping us recognise the different ways people come together, support one another, and create shared experiences.

Some communities come together because they live near each other, sharing spaces like schools, parks, libraries, places of worship, or community centres. Others may be connected by family—immediate or extended—including guardians, caregivers, and wider support networks.



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TOP: Jasleen Kaur in her studio
Photo: Elijah Serumaga
BOTTOM: Jasleen Kaur with Turner-Prize winning *Alter Altar*
Photo: Tate (Oliver Cowling)

Some communities are spread far apart, connecting online or through shared interests and ideas. There are also communities that exist across borders, linked by history, heritage, or traditions.

In *Alter Altar* (2023), Jasleen Kaur uses found objects to explore how traditions are inherited and reimagined.

Communities can be built around shared culture, language, religion, or perspectives. They may also form through activities like singing, sport, dancing, playing, or sharing food. While communities often unite around similarities, they also embrace differences.

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
1.	What is community?	What does 'community' mean to you? What communities are you a part of? Why is community important to you and your family?	<p>Hook You may want to begin the first session by exploring the meaning of 'community' with your learners, arriving at a shared understanding of what the word means in your context.</p> <p>To spark discussion, watch Jasleen Kaur's video together. Use it as a starting point to talk about the word 'community'. What does it mean to you? Where have you heard it used before?</p> <p>Explore Place a variety of objects on the table to prompt conversation. These objects could be anything – found objects, recycled, discarded. These can act as talking points. What do these objects tell us about the people who have used them? What can we learn through objects?</p> <p>This is an open-ended activity with no fixed outcome. It's a springboard for your learners to explore and articulate what community means to them.</p> <p>Learners can respond by making marks, drawing, or using multimedia to express their ideas and understanding of community. Allow enough time for meaningful discussion and reflection.</p> <p>Reflect Start building a learning wall to capture and celebrate their thoughts, questions, and creative responses.</p>	<p>When I touch this material, it feels like... and it makes me think of..."</p> <p>"The colour and texture of this object remind me of... because..."</p> <p>"This object is important to me because it connects to..."</p>	Gather objects found around school, from car boot sales, charity shops, this could be religious or cultural artifacts. Paint Pens Fabric Scissors Glue String Charcoal Pencils

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
2.	How can we explore materials and ideas through making?	<p>What have you noticed as you were making today?</p> <p>How did your ideas change?</p> <p>What did you enjoy about your making today? What was difficult?</p> <p>How has your making today made you think of community?</p>	<p>Hook Introduce the idea of exploring materials using action words, or “making verbs”, such as twist, scrunch, tie, cut, fold, layer, wrap, and join. These verbs become tools for discovery, helping children to experiment freely. Invite them to think with their hands and follow their curiosity</p> <p>Explore Have a variety of different materials set out on the table and a collection of paper/card with verbs written on them. Ask the learners to combine materials with a set of making ‘verbs’ (like twist, scrunch, tie, cut, fold, layer, wrap, and join. Etc)</p> <p>Ask: What does the material remind you of? Make it! What other things are this colour? Can you use the material to make one of them?</p> <p>Reworking your idea Encourage learners to transform or adapt what they’ve made: Can you make the same thing in a different material? Try joining it in a new way. Add something or take something away Make a tiny version, make a giant version Tell a story about what you’ve made — is there something else you could create to help tell that story?</p> <p>Collaborate Invite children to pair up and: Swap your work — can you make a “twin” of your partner’s piece? Make a version of your partner’s work in a different material Talk about what you’ve made: what do you like about your partner’s work? What could they change? If you and your partner both agree, add something new to each other’s work. If you and your partner both agree, take something away from each other’s work. If your partner has told you a story about their work, imagine what happens next. What can you make to help tell the story?</p>	<p>“This material makes me think of...”</p> <p>“The verb I used was __ and it changed the material by...”</p> <p>“I liked using __ because it felt/looked like...”</p> <p>“The new material makes it feel/look different because...”</p> <p>“My partner’s piece reminded me of... so I made...”</p> <p>“I liked how they...”</p> <p>“My ideas have changed because...”</p> <p>“Now I want to try...”</p> <p>“At first I didn’t know... but now I’ve learned...”</p> <p>“Working with someone else helped me to...”</p>	<p>Cards or labels with “making verbs” written on them</p> <p>Materials to make with: Paper Cardboard Wool/yarn String or twine Ribbons Fabric scraps (cotton, felt, lace) Elastic bands Tissue paper Foil Newspaper or magazine page Plastic bags (cut into strips) Bubble wrap Egg cartons Bottle tops Food packaging (washed) Netting from fruit bags Leaves Twigs or small sticks Shells or small stones (if safe) Glue Scissors Tape Paper clips Split pins Hole punch String for tying or hanging Pencils or marker pens</p>

Focus	Key Questions	Activity Suggestion	Oracy	Resources
		<p>Reimagine Go back to your original work. How have your ideas changed? What will you do next? What new ideas do you have? Make one of these. Pick your favourite part of your original model and expand it What new details could you add to your work? Can you incorporate new materials? Can you tell a new story about your work?</p> <p>Reflect Encourage learners to notice their own development, to value the process of making, and to recognise that creative work, like community, grows stronger through reflection, change, and connection.</p>		
3.	What makes up our community? <ul style="list-style-type: none"> What can you see, hear, smell, and feel in your local community? What stories do everyday objects tell? What do you notice about our community and the people in it? What objects, sounds, and textures do I sense that represents my community? 	<p>Hook Jasleen encourages learners to walk around their local Highstreet for inspiration and to notice what makes up our communities.</p> <p>Explore As you take a tour of your local community, what do you notice in your area? What can you see? What can you hear? What cant you see and hear?</p> <p>Alternative: If walking around your community isn't possible, you can use Google Maps. Can you take a walk using google maps through your local streets – ask students to imagine what they would hear, smell and see. Take photographs, sketch or record the things you can see that make up your local high street or area. Using explorative mark making, record what sounds or languages that you can hear. This can be associated with textures or colours. Make notes of all the different senses. Include things like music from cars, the different languages heard or smells of things being cooked and prepared. How could you create/draw the senses you can see like sound or the different smells of foods?</p> <p>Learners can make models of their community. This can be done using junk modelling, paper, clay or playdough. It could be large scale or small, individual or in pairs.</p> <p>Reflect Allow some time at the end to reflect on todays session. Learners can reflect on what they noticed about their community and the people in it.</p>	"In my local area, I saw... and it made me think of..." "The sound of... reminded me of..." "This object represents my community because..." 	Google map of your location Clipboards Pencils Mark making tools Paper iPad Camera Disposable cameras Tools to take down notes with. Model Making tools Clay Junk modelling.

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
4.	What stories are told through materials?	<p>What material do you want to work with? Why?</p> <p>What do you need to learn about the material you want to use?</p> <p>How are you planning to use it?</p> <p>How can objects be combined to tell a story?</p> <p>What do these objects say about you or your community?</p> <p>How do materials shape our memories and connections?</p>	<p>Hook Before the session, educators can gather objects and materials with meaning for the session. See resources for suggestions.</p> <p>Explore Play the Jasleen Kaur video from the resources Hub to your learners. In the video, Jasleen talks about her collection, Tools for Living. You may also choose to show learners pictures of Jasleen's Tools for Living from her website: https://jasleenkaur.co.uk/tools-for-living</p> <p>Jasleen talks about the people that inspire her as she puts objects together to give them new meaning. Using a variety of objects and materials on the tables, ask learners to combine objects together to create new objects meaning.</p> <p>Learners to choose materials that describe someone from their community. After discussing their chosen objects, place the objects together - what story do these objects tell?</p> <p>In pairs, learners can combine their objects to create something new.</p> <p>Use glue, wire, string, or tape to assemble a new tool or symbolic object</p> <p>Encourage learners to swap, combine and experiment with unexpected pairings. Combine contrasting materials (e.g., soft fabric with hard metal, a brush with a spoon).</p> <p>Encourage curiosity—what happens if you try this differently? What stories do new combinations now tell? What happens if you were to match different textures, scales and shapes? How does this connects to identity or community. What could this new objects possible function be? Is it practical or playful?</p>	<p>"In my local area, I saw... and it made me think of..."</p> <p>"The sound of... reminded me of..."</p> <p>"This object represents my community because..."</p>	<p>Collect everyday objects, found materials, or heirlooms from a community. You could take photos and make copies to make this more accessible. You could also source things from car boot sales and charity shops.</p> <p>Some example of objects:</p> <ul style="list-style-type: none"> Used keys Used bus/train tickets Handwritten letters Postcards Pressed flowers Photographs Second-hand books with handwritten notes Antique stamps Twigs Dried leaves Shells Dried herbs or spices Fabric scraps Old denim An old toy Quilted patches Embroidered handkerchiefs Old ribbons Buttons Bottle caps Small spanners Tape measures Work gloves Prayer beads Incense sticks Traditional fabric remnants

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
			<p>To encourage further exploration, learners could present, orally or with labels, for each object, discussing their hybrid object, including the inspiration behind it, what materials they used and why.</p>		<p>Folk art Old cassette tapes Coins from a different country Train station maps Airline boarding passes Travel postcards</p> <p>Use glue, wire, string, or tape to assemble.</p>
5.	What makes a Community Space?	<p>What important about a community space?</p> <p>What are community spaces for?</p> <p>What are community spaces sued for?</p> <p>What is a “community”? What makes a space welcoming for people?</p> <p>Can we think of places where people gather, share, and create together? (Examples: parks,</p>	<p>Hook Ask your learners to transform the classroom into a new Community Space—a space designed for community and connection.</p> <p>A Community Space Ask your learners to transform the classroom into a “community space”— a space designed for community and connection.</p> <p>Learners can work in pairs or small groups. Each group will be responsible for designing a section of the classroom. Ask: What community is your space for? Try to avoid sketching ideas on paper before building.</p> <p>Provide materials such as long rolls of paper, bubble wrap, tape, fabric, cardboard, and string. Encourage learners to experiment with different materials to build textures and shapes.</p> <p>Ask guiding questions: How will people use this space? What materials will help create the right feeling? How can we work together to make our ideas come to life?</p>	<p>“Our space is designed for... because...”</p> <p>“We want our space to feel ... so we decided to...”</p> <p>“The materials we chose were... because...”</p> <p>“We worked together by...”</p> <p>“We wanted our space to encourage community by...”</p>	<p>Long rolls of paper Bubble wrap Tape String Marker Pens Wrapping paper Fabric</p> <p>The classroom space or the garden/playground Clean tables and chairs</p>

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
		libraries, markets, cafés, art studios, etc.)	<p>Reflect Allow time for learners to presents their space to the group, explaining: Who their space is for, How they designed it to encourage community and connection.</p>	<p>Peer Feedback: “One thing that works really well is...”</p> <p>“I wonder what would happen if you...”</p>	
6.	How can everyday materials tell a story?	<p>What is printmaking? Where do we see prints in everyday life? (e.g., newspapers, fabric, packaging).</p> <p>How can we use recycled materials to create art?</p> <p>Show examples of carton prints and discuss how different textures and patterns can be made.</p>	<p>Hook Make First encourages practitioners to demonstrate new skills while giving learners the freedom to explore and create based on their own interests.</p> <p>For this session, feel free to showcase your printmaking techniques, but allow your learners to guide their own creative journey.</p> <p>Ask learners to choose patterns that reflect their own communities or ones they know. Discuss how patterns and colours tell stories about people's origins and values. Different places and cultures use special colours and designs in clothing, objects, and celebrations to share their history and traditions. Show children different fabrics and explore the patterns found in various cultures around the world.</p> <p>Explore To demonstrate the technique, educators can set up printing stations with trays of paint or ink, rollers, and brushes. Open a milk carton or cereal box to reveal the smooth inside. Demonstrate how to etch designs using a biro pen or blunt tool to create lines and textures. Using the inside of a milk carton or cereal box, learners can etch their design by pressing firmly with a biro pen. Learners spread paint thinly and evenly onto the surface of the carton. Press the etched design onto paper, applying even pressure. Carefully lift the carton to reveal the print.</p> <p>Encourage learners to repeat the process with different colours, textures different patterns experimenting with different layering techniques.</p> <p>Reflect What have learners learn during this lesson? What did they enjoy? What would they do differently next time?</p>	<p>“I chose this pattern because it reminds me of... and it tells a story about...”</p> <p>“In my community, we use... which is important because...”</p> <p>“The colours in this design show... because...”</p> <p>“I noticed that in different cultures, they use patterns like... which represent...”</p> <p>“To create my print, I first... and then I...”</p> <p>“When I experimented with different colours, I found that... worked well because...”</p>	Paint Cardboard (milk cartons or cereal boxes) Scissors Bro pens Rollers or paintbrushes

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
7.	How can we weave community together?	<p>How does it feel to weave these different materials together?</p> <p>What patterns are you creating with your weaving?"</p> <p>What does this weaving represent for you?</p> <p>How do these different textures and materials remind you of people or places in your community?</p> <p>How do the materials connect to each other, like people in a community?</p> <p>Why did you choose these specific materials or weaving techniques?</p> <p>How do the individual weavings connect form a whole?</p> <p>What does this final piece say about the role each person plays in a community?</p> <p>How do the different contributions make the community stronger and more meaningful?</p>	<p>Hook Introduce the concept of weaving. Provide various materials for the children to explore. Let them begin without focusing on the end product, simply experimenting with wrapping, tangling, and weaving textures onto their paper or cardboard.</p> <p>Encourage them to feel the materials and notice the different textures, much like how people contribute different qualities to a community.</p> <p>Encourage learners to think about how each piece they add to their weaving could represent an aspect of themselves or a part of a community they belong to, like their family, school, or neighbourhood. The different textures can symbolize different roles, people, or places within a community.</p> <p>Explore Allow time for them to weave, encouraging them to experiment with various materials and techniques. Provide prompts such as: "What part of your community can this material represent?" "How does this piece reflect who you are?" Allow the weaving process to unfold naturally, letting the learners' ideas lead.</p> <p>Reflect Encourage a conversation where learners share their thoughts about their weavings. Once all individual pieces are completed and reflections shared, invite the children to bring their weavings together to create a collective "community" weaving piece or a large collage.</p> <p>As the pieces come together, discuss how each weaving contributes to the larger picture. Ask them to arrange their pieces in a way that reflects how individuals come together to form a community. The focus is on collaboration and unity, rather than perfection.</p>	<p>"The material I chose represents... because..."</p> <p>"I added this texture to my weaving because it reminds me of..."</p> <p>"My piece is connected to... because..."</p> <p>"In my community, we all contribute by... just like..."</p> <p>"I think the different textures in our community tree show... because..."</p> <p>"The way I wove my piece reflects... because..."</p>	<p>You can quite literally weave with anything! Some suggestions below:</p> <p>Wool String Plastic bags Ribbons Leaves Twigs Paper Cardboard as weaving bases Scissors Buttons Beads Fabric scraps</p>



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Key Word Bank:

Educators are encouraged to come up with their own understanding and definitions of these words after discussing them with their learners. This makes for a richer understanding of such complex terminology. We have, however, provided some guidance on how these terms can be understood with your learners.

Community	A group of people who live, work, or spend time together. They help each other and share things like schools, parks, or shops etc.
Traditional	Something that people have done for a very long time, like special dances, foods, or crafts!
Culture	The way people live, including their music, clothes, language, food, and celebrations. Different families and countries can have different cultures, and that's what makes the world interesting!
Heritage	Everything passed down from the past, like old stories, special objects, buildings, or ways of doing things. It helps us remember where we come from.
Craft	Something people make using their hands and imagination. It can be things like pottery, weaving, or woodwork, often using old techniques that have been passed down through generations. Craft helps us share stories, brings people together, and make the world a better place.
Pattern	A pattern is something that repeats again and again, like stripes on a zebra or spots on a ladybird (Show simple patterns using shapes, colours, or objects.)
Texture	How something feels when we touch it. It can be soft like a teddy bear, rough like tree bark, or bumpy like a Lego brick! (Let learners feel different materials.)
Thread	A thread is a long, thin piece we use for sewing or weaving, like a piece of string or wool! (Show a real thread and compare it to other materials.)
Fabric	What our clothes are made of! It can be soft, smooth, or even fuzzy. (Let children touch different fabrics.)
Reuse	Using something again in its original form, instead of throwing it away.
Recycle	Turning old things into something new.



Jasleen Kaur's studio
Photo: Elijah Serumaga

04.

Sharing your work

4.1 Submissions

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We invite everyone who took part in Craft School to submit their work so it can be recognised and celebrated as part of this national showcase.

Work should be submitted by 17th April 2026.

All submissions will be featured in the Craft School: Jasleen's Challenge online gallery.

4.2 What to submit?

Learner's Journey

Craft School is all about the learning journey, and we want to see how your learners have engaged with the brief and the Make First approach. The Learning Journey will show us how your learners have followed their interests, developed their voices as makers, experimented with ideas, started again, or tried different materials.

Please compile all evidence of their learning journey into a single PDF. This will be adapted to suit your group, their age, needs and abilities. Evidence may include: Photos of the learners working, their different experiments, images of 3D work, Sketchbook pages or annotations.



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Educator Statement

The Educator Statement invites the education provider to reflect on Craft School: Jasleen's Challenge, considering how the Make First pedagogy has informed your delivery and the impact it has had on both your teaching practice and your learners. This is also the stage where your contribution will be considered for the Teacher Award. By sharing how you have embedded Make First into your practice, you will help us celebrate the inspiring work taking place in your learning setting.

Images

We will need 3 good quality photos of the final piece to go up on our website: one showing the whole work and two close-ups of key details. Images should be in jpeg format. Please label each of your files using the following format:

'Setting/School Name_Learner Name_Date_Title or Detail Description.jpeg'

Examples:

St John School_Joe Smith_2024_Blue Play Park.jpeg

St John School_Joe Smith_2024_Blue Play Park Detail1.jpeg

St John School_Joe Smith_2024_Blue Play Park Detail2.jpeg

Important Note:

Please note that images of work submitted for Craft School: Jasleen's Challenge, and the names of schools/settings and learners involved, may be used by the Crafts Council for social media and other publications. You will be asked two questions in relation to this:

Can the name of this learner be shared publicly by the Crafts Council? This might include in the press and for printed, digital, social media or other promotional materials. Yes/No

Do you have permission for any images which show this learner to be used by the Crafts



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Council for future promotional and exhibition materials in relation to Craft School - printed, digital, social or other? Yes/No

If you have told us that this learner should not be named publicly, please replace their name in the image file name with 'Learner 1', using consecutive numbers for subsequent learners where this also applies (e.g., "Learner 2").

We will not seek direct permissions for use of images of learners. If you say 'yes' to this, you are declaring that your school has been granted prior consent from parents or carers for any images provided which include their child to be used for promotional or exhibition materials by organisations working with your school, including the Crafts Council.

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Further Reading and Resources

Anti-Racism and Anti-Ableism

Make First is built on the principles of inclusion, anti-racism, and anti-ableism. It aims to create spaces where all young people feel welcome, valued, and free to create.

We encourage educators to explore the Crafts Council's new resources on anti-racism and anti-ableism, available on our website, for practical ideas and further reading on inclusive practice.

Here are some makers and artists to inspire you:

- [Dima Srouji](#)
- [Esna Su](#)
- [Woo Jin Joo](#)
- [Fernando Laposse](#)
- [Tavares Strachan](#)
- [Sofia Niazi](#)
- [Rabbits Road Press](#)
- [Portland Inn Project](#)
- [Rebecca Davies](#)
- [Yinka Shonibare](#)
- [Pearl Alcock](#)
- [Vanley Burke](#)
- [Chila Kumari Singh Burman](#)
- [Creative Black Country](#)
- [Derek Bishton](#)
- [Feministo!](#)
- [Denzil Forrester](#)
- [Sandra George](#)
- [Julian Germain](#)
- [Rene Matic](#)
- [Corbin Shaw](#)
- [Giles Tettey Nartey](#)
- [Hew Locke](#)
- [Lady Kitt](#)
- [Black Girl Knit Club](#)
- [Joke Amusan](#)
- [Studio Lenca](#)



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Further reading:
[Southbank Centre](#)
[Downloadable resource](#)

[NSEAD Art Education \(ARAE\) Resources](#)

[NSEAD Anti-Ableist Takeover Issue](#)

[National Education Union - Framework for developing an anti-racist approach 2024](#)

[Autograph, Marlene Wylie, Reflections on the Intersections of Art, Education and Anti-Racism, 2025](#)

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Craft Careers

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Craft in the UK

Craft contributes **£3.4 billion** to the UK economy each year, and the wider creative industries are growing twice as fast as the UK economy overall. British craft is in high demand, with skills transforming industries from aerospace to architecture.

Creative Careers

One in every 15 UK jobs is in the creative sector – from design and fashion to film, games, and craft – totalling nearly 2.5 million jobs. These industries are worth £124 billion to the UK economy, more than construction, and have grown by 50% since 2010. In 2006, 11 million people bought craft. By 2020, that number had risen to 38 million, with sales worth £3 billion.

As automation changes the job market, creativity and technical craft skills are becoming even more valuable. Hands-on, artisanal work is expected to grow – not disappear. Our Make First approach builds both practical and essential 21st-century skills like problem-solving, collaboration, and critical thinking. These are vital in any career, especially in self-employment – which is twice as common in the creative industries.

Routes into Craft

There are many ways to enter a craft career: academic and vocational courses, apprenticeships, placements, and learning from master makers.



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Explore Craft Careers

Craft School is a great chance to explore careers in the creative industries. Use our website and [Discover Creative Careers](#) to challenge outdated ideas about where craft can take you.

Download our [Craft Careers School Pack](#).

Visit our [Craft Careers page](#) for personal insights from makers, practical advice, and over 20 job profiles detailing what to study, skills needed, and career pathways. Each page includes a downloadable PDF.

Explore our *Craft Journey* series, showcasing diverse roles from making and design to teaching, curating, and writing.



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Registered Charity
Number 280956

Crafts Council is supported
using public funding by
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