

**Crafts Council  
Learning**

**Craft School:  
Yinka's Challenge  
Teacher's Toolkit**

**September 2021**





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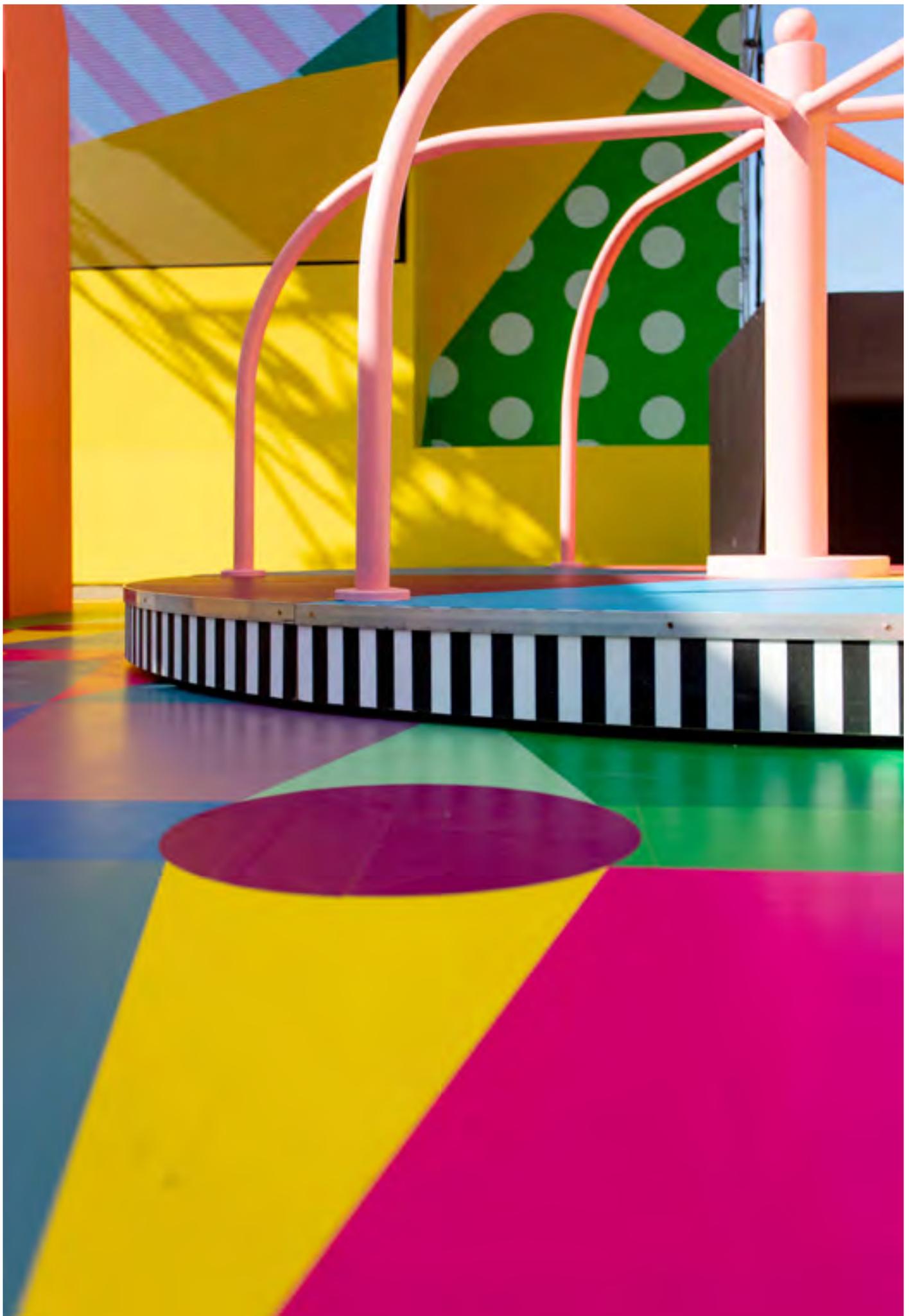
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# 1.1

## Welcome to Craft School: Yinka's Challenge!

### **Hello and welcome to Craft School: Yinka's Challenge!**

For our first year of Craft School the Crafts Council has collaborated with craft and design superstar Yinka Ilori. Craft School is open to primary and secondary school learners from across the UK (ages 5-16 and level 1-2 students in FE).

Here at the Crafts Council we believe in the power of craft to transform learning and learners experience, creating a unique space for exploration, meaning making, co-learning and embodied experience of community. Craft can be a place where learners explore their environments, challenge themselves and celebrate diverse cultures, nurture risk taking and embed collaborative practice.

Reflecting Yinka's work and inspiration, this year's Craft School challenge aims to get primary and secondary school learners to think creatively and develop their voices as craft makers. To help support these aims, in collaboration with Yinka Ilori, we have designed three craft briefs on Play, Storytelling and Empowerment. We have suggested a range of in-school activities to engage learners in a variety of craft practices which will nurture their skills and imaginations.

The Crafts Council will be supporting you, as craft teachers, along the way with resources, schemes of learning, free CPD session and monthly meet ups to empower and support you as you deliver Craft School: Yinka's Challenge.

**We cannot wait to get started!**

Image opposite  
Yinka Ilori  
Playland - Cannes Film  
Festival

# 1.2

## Crafts Council: Who we are

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In 1971 the Crafts Advisory Committee (CAC) was formed to advise the government ‘on the needs of the artist craftsman and to promote a nation-wide interest and improvement in their products’. Over the last 50 years, the Crafts Council’s role in advising government, and supporting makers, has remained consistent, but additional priorities and influences have been added to our agenda:

- We support craft makers and businesses to help them grow in the UK and overseas, through training, mentoring, advice and showcasing makers in our directory.
- We hold the national Crafts Council Collection, acquired over our 50-year history.
- We run learning and participation programmes for all age groups.
- We present exhibitions – in our own [gallery](#) in London and in partnership with venues around the UK.
- We publish our magazine – Crafts, six times a year, featuring inspiring stories about craft and making across the globe.
- We present Collect: International art fair for contemporary craft and design annually in London.
- We celebrate, promote and share the work of the wider craft sector through our communications channels, helping more people learn and discover craft in all its many facets. From everyday making through to museum exhibitions and shows.
- We undertake research and advocacy, building a rigorous evidence base for the sector and for policy makers, helping people understand the social, economic, and cultural value of craft, and advocating for policy changes that support the growth and development of the sector.
- Finally, we convene a number of different communities: Craft UK is a network of organisations with an interest in craft. Young Craft Citizens brings together 16-30 year olds to shape new activity. Global Majority Branch supports makers who have experienced racism through their work.

# 1.3

## Introducing: Yinka Ilori

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Yinka Ilori is a London based multidisciplinary artist of a British-Nigerian heritage, who specialises in storytelling by fusing his British and Nigerian heritage to tell new stories in contemporary design. He began his practice in 2011 up-cycling vintage furniture, inspired by the traditional Nigerian parables and West African fabrics that surrounded him as a child.



Yinka Ilori  
Heart of Hale

After graduating from London Metropolitan University with a degree in Furniture design in 2009, Yinka has embarked on a multi-disciplinary career as a designer, artist and crafts person. His work, diverse in form, has ranged from Flamingo inspired playgrounds to furniture, to pavilions to murals.

Yinka's work is most notable through his use and celebration of bold bright colours, textures and patterns that weave personal, local and global histories together, making use of traditional West African fabrics such as Kente Cloth and Dutch Wax prints to tell stories. What truly connects Yinka's work, however, is the personal stories he tells in his work and the joy he aims to spread.

# 1.4

## What is craft?

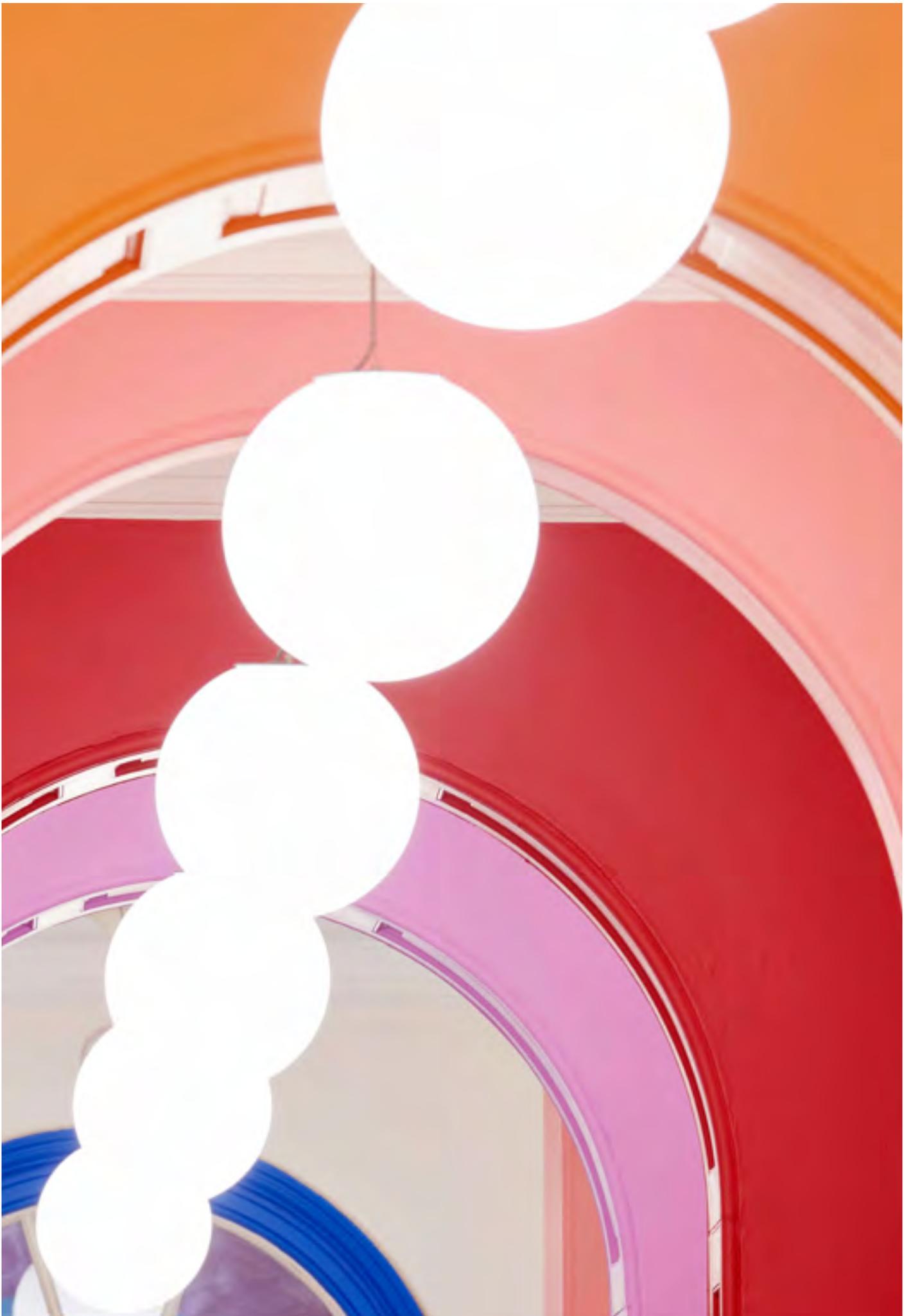
Craft can be a tricky word to pin-down. How we each define craft is connected to our ideas and experiences of craft practice. The challenge is this can vary for everyone, people from different heritages and countries will have different ideas.

Another factor that can make defining craft tricky, is that craft constantly evolves. As new technologies, processes and materials are discovered and created the list of craft practices grows. So, its not surprising that the Crafts Council tries to avoid writing such a list, however here are some of crafts defining principles:

### **So what is craft?**

- Craft includes any object that has been made by hand, using tools, by a craft maker, including basketry, ceramics, furniture, glass, jewellery, metalwork, paper, textiles, wood. Disciplines can range from furniture to jewellery, encompass stand-alone unique pieces of work and may include the use of more unusual materials.
- Craft objects exist as part of our day to day lives, including the mugs we have our tea from.
- Craft can be exquisite objects, collected and displayed in grand settings.
- Craft might not be the final piece but the act of making, from a hands-on therapeutic session to calm breathing to learning new skills.
- Craft is a job, as a maker, or a technician within industry, or as a facilitator encouraging others to make.
- Craft is an experience, an exhibition that surprises and delights or a have-a-go-moment that is part of our tourism offer.
- Craft is protest, a quietly powerful voice.
- Craft is innovative, problem solving for others and taking the lead on developing sustainable materials and processes.
- Craft is fun and joyous and playful.

Image opposite  
Yinka Ilori  
Get Up, Stand Up  
Image by Andy Stagg



# 2.1

## Exploring this year's craft themes

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Yinka Ilori's work as a craft maker and designer is a celebration of joy, cultural diversity and community. We worked with Yinka to pull out three themes that he felt best represented his work: Play, Storytelling and Empowerment.

### **Play**

Spaces for play, community and togetherness are a key part of Yinka Ilori's work, over the years he has designed playgrounds, skate parks, basketball courts and even dodgems. Like Yinka's work, play is joyful, a celebration and socially interactive.

Craft practices also often start with play, as it allows learners to develop their own understanding of materials, shape their world as they see it, and provide a pathway to self expression. We would love to see learner's views on what makes great play, and their ideas on how craft can encourage spaces for equal play experiences.

### **Storytelling**

Many craft makers and artists use craft making practices to tell stories, pay homage to personal histories or to explore cultural histories. Yinka Ilori's work makes use of African parables, weaving meaning into his pattern generation, and telling personal histories through his objects.

Learners are encouraged to find themselves and tell stories in their craft making. Using stories to add aesthetic qualities or to shape objects, leaving hidden meanings for viewers to discover. Storytelling through craft helps makers find their voice and share their identity.

## **Empowerment**

Craft making often explores themes of empowerment, as a means of demonstrating who we are. This may draw on personal histories and cultures, which become embodied in the work we produced. All of Yinka Ilori's work builds on themes of empowerment, either through empowering users of playgrounds by creating accessible work, or empowering audiences with positive messages of hope and joy.

Working with craft materials and practices is a route to nurturing personal empowerment, giving learners the opportunity to take risks, explore their environments and consider wider social needs. Embedding empowerment into craft practice often comes naturally through encouragement of self reflection and self expression.

## **Exploring the themes through objects**

We will be highlighting, through out the toolkit, objects from the Crafts Council collection that explore themes of Play, Storytelling and Empower. If you would like to borrow one of handling collections to support craft learning in the classroom then please get in touch!



Block Printed Fabric  
Stool, Granby  
Workshop, 2015, Crafts  
Council Collection:  
2016.10. Photo: Stokes  
Photo Ltd

# 2.2

## Craft briefs

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### **Crafting our World**

Children and young people will be challenged by Yinka Ilori's Craft Challenge's to rethink their world and how they interact with it, creating stories that matter to them through materials and making.

By drawing on Make First: using hand skills, exploring different materials, taking risks and making in 3 dimensions – children and young people will respond to the briefs in new and unexpected ways.

### **Brief 1: Storytelling**

Taking inspiration from Yinka Ilori's [Colour Palace](#) craft a model of a pavilion that celebrates your background or culture.

### **Brief 2: Play**

Using Yinka Ilori's [Playland](#) as inspiration create a model, using craft materials, of an amazing new space that encourages children to play together.

### **Brief 3: Empowerment**

Taking inspiration from Yinka Ilori's [Restoration Station](#) choose an everyday item and repair and redecorate it to represent who you are. The re-animated object should tell your story without the need for words.

### **Responding to the brief**

Craft School: Yinka's Challenge is designed to enrich every learner's experience, helping them to develop creative confidence, communication and collaboration skills and develop their voice as a craft maker. To support the creative development of craft learners we have set out some key learning principles to assist in the delivery of Craft School: Yinka's Challenge.

# Craft spotlight

## Objects of play!

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Polyphony, Studio Weave, 2013, Crafts Council Collection: 2017.1. Photo: Sophie Mutevelian.



Polyphony by Studio Weave is a large compound ear that invites the viewer to participate in the reorganisation and abstraction of sound. The participant sits underneath a set of numerous listening horns

that capture and redirect sound waves. This interactive piece of craft invites people to experience sound and space differently and encourages interaction and play in a space that is normally quite. Polyphony also uses playful shapes and textures to draw people towards it, creating both physical and aural curiosity.

Colour Breeze #1 (Gradient Wall Discs), mischer'traxler studio, 2017. Crafts Council Collection: 2018.24. Photo: Stokes Photo Ltd Commissioned by the Crafts Council and Hull City of Culture 2017 for 'States of Play' exhibited at Humber Street Gallery, 2017. Supported by the British Council.



Colour Breeze #1 by mischer'traxler studio is a set of 30 white plastic discs that illuminate in a colour gradient. Colour Breeze #1 lights are triggered by audiences blowing on them, requiring playfulness

of participants to activate the work. Craft makers mischer'traxler studio said 'for us play has also a lot to do with discovery and curiosity'. Play for many craft makers is about sparking curiosity and learning in their audiences, play requires non obvious interaction, surprise and joy. Audiences should remember interactions and take them forward into everyday life.

# 2.3

## Challenge criteria

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We will be inviting each competing class, club or year group to select 5 student's work to submit to the final competition. Students will be grouped for judging by Key Stage, with overall winners selected for KS1, KS2, KS3 and KS4.

All entries will be judged using the following criteria by an expert panel made up of Crafts Council staff and external stakeholders this will include;

- One member of teacher community
- Two members of Crafts Council staff
- A representative from Yinka Ilori's Studio
- One Make Your Future maker educator

Exempla material and what to expect will be provided for judging panel.

### **Judging Criteria**

The Crafts Council's judging panel will be looking for students work to have achieved and demonstrated the following craft learning principles;

### **Craft Based**

- Learners have realised their ideas in 3D forms, that interpret and respond the brief creatively.
- Learners have used 2 or more craft processes in their design work and/or final product.

### **Risk Taking**

- Learners have produced and modelled an innovative, creative and craft based solution to the brief, including creative use of colour, shapes and textures, and going beyond what is anticipated.
- Learners have increased the quality of their making through exploring the characteristics of materials and development of ideas and practice.

### **Exploration through making**

- Learners have experimented with making as a way to develop and communicate ideas, however if needed sketching and annotation can also be called upon to support idea generation
- Learners have worked to develop their ideas, combining material exploration, use of shapes, colours and textures. Students have not refined one idea but have developed their practice and thinking.

### **Communication**

- Learners have visually communicated their ideas effectively through their making practice.

### **Community**

- Learners have considered and celebrated the importance and needs of diverse communities that make up the users of their final products.

### **Response to feedback**

- Learners outcomes are informed by research and feedback and demonstrate this in their development of ideas
- Learners have evidenced clearly where they have received and responded to feedback through annotation, testing and selection and rejection of ideas.

### **Entry Requirements**

Schools wishing to participate in the craft competition will need to submit their intention to join the competition no later than **17th December 2021**.

Schools can enter a maximum of 5 student entries. Students are welcome to work on their own or as part of a group (up to 4 students).

Submission for the competition will close on the **31st March 2022 at 23.59**. No late entries will be considered.

# 2.4

## What to submit

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We are asking for each entry to have four A4 sheets, or two A3 sheets, of work that include;

Evidence of research into artist's work, including Yinka Ilori, and diverse communities of making and makers (1 scan of an exercise from student workbook or independent research if more suitable).

Evidence of experimentation and development - photographs of practical making, test pieces and models towards the development of a final piece (Maximum of three photographs and minimum of 3 test pieces showing 2 craft materials)

Please also submit up to a 100 (variable for different age groups) word statement or 1 minute video from the student on the final piece, which can include a description of the idea and why they chose the materials and techniques.

One photograph of whole final piece with up to two photographs showing details of making. A template will be provided for students to display their work as an exhibition poster. Please note that images submitted for Yinka's Challenge may be used by the Crafts Council for social media and other publications.

### **Prizes**

Cox London are delighted to be this year's Crafts Council's Learning & Business Skills Supporters. Cox London and the Crafts Council will work closely to help ignite a passion for craft amongst school children and young people as well as supporting teachers, craft makers and craft businesses and will be providing prizes for winners of Craft School: Yinka's Challenge.

Image opposite  
The Refugee I, Esna Su,  
2015. Crafts Council  
Collection: 2018.10.  
Photo: Stokes Image  
Ltd.



# 3.1

## Core craft learning principles

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### **Make first**

A Make First approach to craft in the classroom allows learners to make their ideas instead of sketching them, encouraging them through the use of malleable materials to test and develop their ideas. Learners could make ten little quick models or spend an hour perfecting one, learners should direct their own experience with the materials and reflect on the outcomes.

Here at the Crafts Council we feel that this approach allows learners to develop their voice as a craftsperson and shape outcomes through exploring ideas with craft materials and processes. A Make First approach acknowledges multiple non verbal modes of demonstrating understanding and knowledge. Often without explicit instruction or discussion, learners are allowed to experiment with their creativity and explore the potentials of craft materials, whilst developing dexterous and tacit practice.

We want to encourage a non-linear craft thinking route to developing craft practices that is rooted in interaction and play with materials. Craft thinking encourages learners to develop ideas and outcomes that are driven through creativity, experimentation, reflection and connection to craft practice. Learners should gain the ability to self direct the flow of their work, which should be driven through experiences with materials and other external factors, like local and global cultural heritages and histories or inspiration from other makers and designers.

This could be easily experienced through learners having the opportunity to experiment and select preferred craft materials, through to using project based learning pedagogies to allow the learners to direct the outcome of their programme.

## **Risk taking and innovation**

Taking creative risks and learning through failure, experimentation and self-reflection are key craft learning skills. Students of craft are encouraged to build resilience and explore the potentials of their ideas through dreaming big and failing often.

Experimentation in craft making drives learner's outcomes forward. Craft is often a safe space to allow for failure and encourage learners to grow from it. Developing "learn to learn" proficiencies within craft, will naturally feed into other areas of learning. A nature of openness to outcomes has been carefully considered in the development of the craft briefs for Craft School: Yinka's challenge. There is no wrong or right answer to the challenge and as a result there is no idea too wild!

## **Reflective making practice**

Craft is a place that allows for creative exploration and personal connection to materials, making and the environment. It can help foster the development of reflective making practices for learners, encouraging them to explore themselves as makers, and reflect on personal, local and global experiences in their work.

Developing learner's voices as makers, artists and designers requires the learner to adopt a flexible practice that is influenced by their personal environment and histories. This can be achieved by encouraging and providing space for learners to identify themselves, their communities and their histories in their craft outputs, and using these as a touchstones for inspiration and evaluations.



In Its Familiarity, Golden.  
Grayson Perry, 2015,  
Crafts Council Collection:  
2016.19.

Acquired with Art  
Fund support (with a  
contribution from The  
Wolfson Foundation) and a  
donation from Maylis and  
James Grand. Courtesy  
the Artist, Paragon Press,  
and Victoria Miro, London.  
© Grayson Perry

## **Social and community engagement**

Craft School: Yinka's Challenge is a place to develop the curriculum to include artists, makers and designers from a range of ethnically diverse communities and to talk about the cultures, makers and artworks. It can also be used to provide an opportunity to discuss, question and explore historical and contemporary issues around race and ethnic identities.

Learners should be given the opportunity to explore the works of crafts makers, artists and designers of varying different global cultures through research, interaction with craft objects and through their own and local community heritage.

## **Environmentally conscious**

We want to encourage craft practices that have low environmental impact. This programme could be delivered using mostly reclaimed and reused materials. We hope to encourage learners to consider the high environmental cost of waste.



Yinka Ilori  
A Large Chair Does not  
make a King  
Image by Andrew  
Meredith

# 3.2

## Craft materials and practices

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### **Selecting and using multiple craft practices**

When learners are responding to the briefs, we want to encourage as much engagement with craft materials and process as possible. You can build 3D models using textiles, clays, woods or plastics. Learners could also explore using embroidery stitches, collage and appliqué, and mosaics when exploring ideas. Multiple craft practices can be applied at every stage of this programme, and we invite you to explore!

We would encourage that learners use craft materials to generate ideas, explore and experiment through craft and collect and respond to external feedback, including research, understanding of local and global histories, and verbal and written feedback from peers, allowing students to develop identity as craftspeople.

### **Craft materials and processes**

Craft making includes; basketry, ceramics, furniture, glass, jewellery, metalwork, paper, mosaics, textiles and wood. Learners can use the following materials to make the model when responding to your craft brief:

- Natural or man-made woods, including flexi-ply
- Clays and other malleable or pourable polymers including polyester resins.
- Metals, including easy to manipulate metals such as thin copper sheet and pewter
- Paper, card and board, this could include origami
- Natural, man-made or regenerated textiles, this could include embroidery, knitting, weaving or making from constructed textiles.

Learners could create a 3D model that uses one or more of the above materials, textiles, paper, board and card, wood, metal or clays. We would like them to play and craft with at least two materials and use a variety of different craft practices.

# 3.3

## CPD programming

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Craft School: Yinka's Challenge will offer a free suite of teacher support materials and online events to guide teachers of Craft deliver a programme of activity in the classroom which will engage learner's creativity, curiosity and help learner's to explore their communities and histories.

We will be offering three types of teacher support sessions, available between October 2021 and March 2022:

### **Monthly teacher support sessions:**

To be held on the 1st Wednesday of the month, join colleagues from across the country and the Crafts Council for support sessions on the delivery of Craft School: Yinka's Challenge. We will be encouraging teachers and education professionals to come together to seek and share guidance, quick tips and feedback on learners progress.

### **CPD sessions:**

The Crafts Council will also be hosting three specialised CPD sessions that will focus on the development and celebrations of craft pedagogies in the classroom. These will be;

### **Celebrating craft: 50 years of the Crafts Council**

To celebrate the Craft Council turning 50 we will be bringing together craft makers, craft educators and cultural sector experts to explore the history and unique benefits of craft education, with a focus on using craft to explore and celebrate community, identity and history.

### **Make First: self-directed enquiry and craft**

Explore the pedagogies of craft learning in the classroom with teaching and learning experts. We are inviting teachers to build on their already amazing existing practice and explore make first activities and self directed enquiry learning.

## Exploring Craft with SEND students

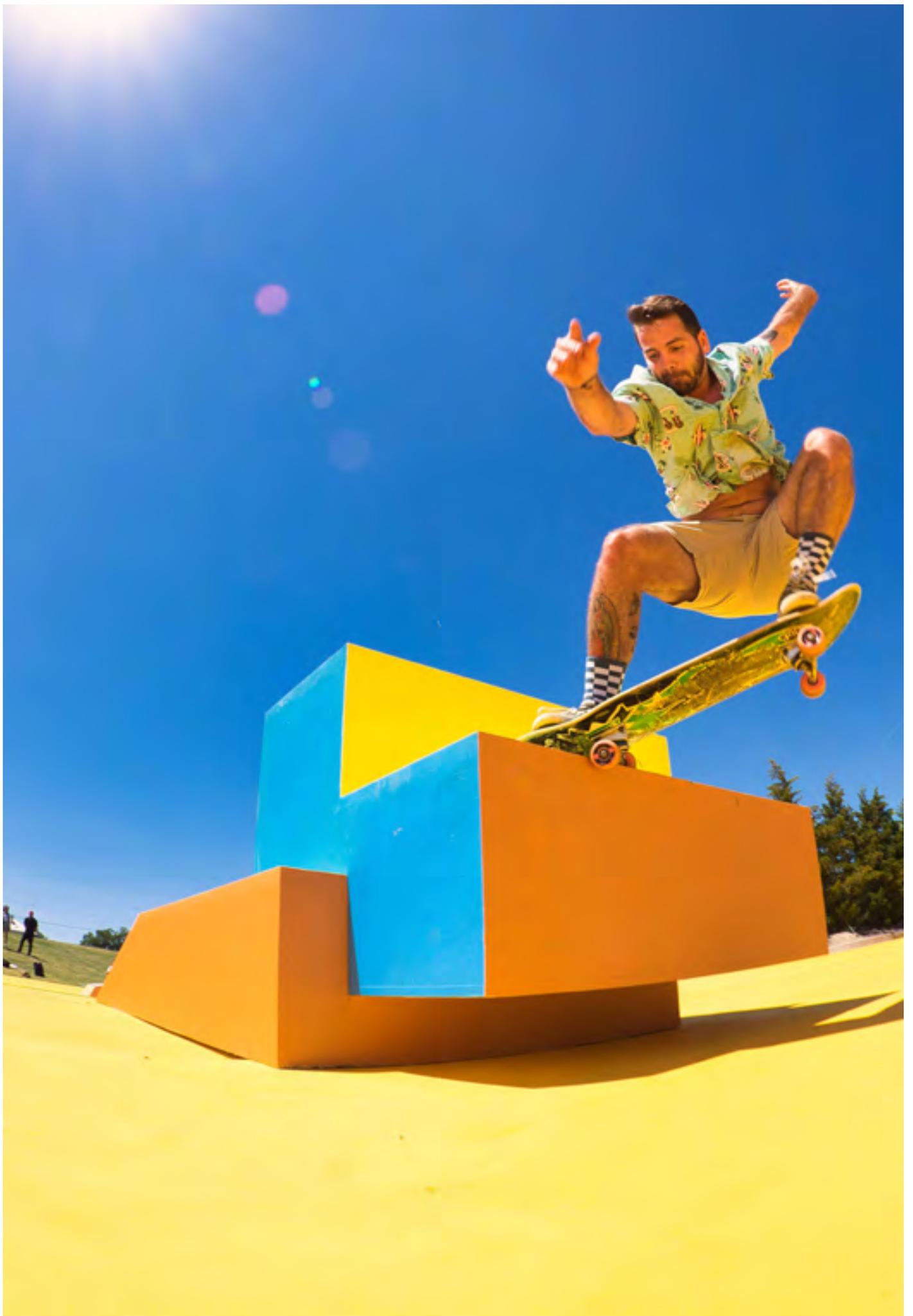
Hear from SEND teachers and SEND craft educators on the benefits and best approaches for the delivery of craft practice for SEND learners. We will be exploring the wellness benefits of craft in the classroom and how to use tacit engagement with materials to benefit all learners.

## CPD online resources

Watch our collection of CPD films, including practical make along sessions with craft educators to inspire delivery of craft in the classroom.

## Timetable of events

Date	Activity	Time
6th October 2021	Teacher Support Session	3.30 - 5.00
21st October 2021	Celebrating Craft - 50 Years of the Crafts Council	3.30 - 5.00
3rd November 2021	Crafts Council / Artsmark Partner event	3.30 - 5.00
10th November 2021	Teacher Support Session	3.30 - 5.00
18th November 2021	Pedagogy focus: Self directed enquiry and craft	3.30 - 5.00
1st December 2021	Teacher Support Session	3.30 - 5.00
5th January 2022	Teacher Support Session	3.30 - 5.00
20th January 2022	Exploring Craft with SEND students	3.30 - 5.00
2nd February 2022	Teacher Support Session	3.30 - 5.00
2nd March 2022	Teacher Support Session	3.30 - 5.00



# 4.1

## Primary school learners

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Primary school learners can use Craft School: Yinka's Challenge as a place to start exploring and experimenting with different forms, shapes and ideas made possible through the use of craft making and materials. Meaning making can come in many different forms for young learners and Yinka's Challenge has worked to acknowledge the different forms of understanding that can be demonstrated in multiple non verbal modes of expression. We have designed an optional scheme of learning and resource workbook that has given space for learners to express their ideas in 2D and 3D forms, making use of written and verbal feedback and through the exploration of histories and cultures.

Metacognition or Learn to Learn pedagogies, which encourages learners to engage with self-regulatory behaviour, purposeful judgement, explore themselves as a learner, receive opportunities to give and receive timely feedback, and experience learning and skills challenges have also been woven into this piece of work.

### **ArtsAward**

For primary schools considering delivering Discover and Explore ArtsAwards alongside Craft School: Yinka's Challenge, we have designed and connected our required outputs to be used to support the portfolio of work needed for evidence of the award. For more information on ArtsAward please visit:

<https://www.artsaward.org.uk>

Image opposite  
Yinka Ilori  
Bloq cubes X Unique  
design

# 4.2

## Primary school scheme of learning

Lesson	Time	Learning Objectives	Activity	Materials and Equipment	Core Craft Skills	ArtsAward Link	National Curriculum Link
1	2 hours	<p>Learners to explore 'make first' as a way to explore, evaluate and develop ideas</p> <p>Learners to develop systems to respond to formal and informal feedback</p> <p>Learners to explore the potentials of craft materials for developing ideas</p>	<p>Risky Business:</p> <p>Learners to make, evaluate and remake their initial ideas considering personal feedback, feedback from peers and considering different user groups, reusing the same materials and recording their feedback.</p>	<p>Activity 2 - Learners workbook</p> <p>Risky Business Video</p> <p>Clay / Plasticine Paper / card / board Reclaimed plastics</p> <p>Scissors, glue, tape, camera (optional)</p>	Make first Risk taking	<p><b>Discover</b></p> <ul style="list-style-type: none"> <li>Participation in arts activities</li> <li>An understanding of how art forms connect to their own lives</li> <li>An understanding of how the arts encompass a range of art forms from the familiar to the unfamiliar</li> </ul> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>Participation in at least two arts activities</li> <li>What they have learnt about the arts through active participation</li> <li>Participation in an arts activity, leading to the creation of art work</li> <li>The application of arts skills through making art work</li> </ul>	<p><b>Art and Design:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks</li> <li>evaluate their ideas and products against design criteria</li> </ul>
2	1 hour	<p>Learners to explore the work of craft person and designer Yinka Ilori</p> <p>Learner to use inspiration from artists to reflect on their own practice</p>	<p>Finding out</p> <p>Learners to investigate the work of Yinka Ilori, focusing on colour, shape and use and consider how it will reflect on their own craft work.</p> <p>Extension</p> <p>Learners to read and consider one African parable and draw response to the themes of the parable</p>	Activity 3 - Learners workbook	Reflective making practice	<p><b>Discover</b></p> <ul style="list-style-type: none"> <li>Knowledge of at least one artist and their work</li> <li>A record of what they found out about at least one artist and their work</li> </ul> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>An exploration of the work of at least one artist</li> <li>A record of what they found out about the work of artist</li> </ul>	<p><b>Art and Design:</b></p> <ul style="list-style-type: none"> <li>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> <li>Learn about great artists, architects and designers in history</li> </ul>

Lesson	Time	Learning Objectives	Activity	Materials and Equipment	Core Craft Skills	ArtsAward Link	National Curriculum Link
3	1 hour	<p>Learners to explore how to write stories into objects</p> <p>Learners to give meaning to colour and shapes to create a meaning and narrative</p> <p>Learners to explore different ways to create patterns</p>	<p>Reflection into action</p> <p>Learners to generate a pattern collage that tells a story that the learner has identified</p> <p>Learners can experiment with flat lay collages, embroidery, textiles and printing to generate their pattern</p>	<p>Activity 4 - Learner's workbook</p> <p>Exploring through Making Video</p> <p>Card, paper, reclaimed plastic, thread, textiles, embroidery thread, block printing materials</p> <p>Scissors, glue, tape, camera (optional)</p>	<p>Reflective making practice</p> <p>Social and community engagement</p>	<p><b>Discover</b></p> <ul style="list-style-type: none"> <li>Participation in arts activities</li> <li>An understanding of how art forms connect to their own lives</li> </ul> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>Participation in at least two arts activities</li> <li>What they have learnt about the arts through active participation</li> <li>The application of arts skills through making art work</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>
4	1 hour	<p>Learners to gain an understanding of material culture</p> <p>Learners to explore ideas of storytelling through objects</p> <p>Learners to understand what objects carry individual meaning</p>	<p>Learning to read objects</p> <p>Learners to consider how objects hold personal and global history and can be used to tell story, to inspire and connect communities</p>	<p>Activity 5 - Learner's workbook</p> <p><b>NB: This activity could also take place in a museum or gallery space to fulfil the Cultural Capital Ofsted criteria</b></p>	<p>Make first</p> <p>Social and community engagement</p>	<p><b>Discover</b></p> <ul style="list-style-type: none"> <li>An understanding of how art forms connect to their own lives</li> <li>Knowledge of at least one artist and their work</li> </ul> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>An exploration of the work of at least one artist</li> <li>What they have learnt about the arts through active participation</li> <li>Participation in an arts activity, leading to the creation of art work</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul>
5	2 hours	<p>Learners to reflect on previous learning and apply it to their craft work</p> <p>Learners to explore and test ideas creatively</p> <p>Learners to refine thinking and skills through craft practice</p>	<p>Developing your idea</p> <p>Learners to use research, pattern generation and earlier ideas to iterate 3 final ideas for their project</p> <p>This can take multiple forms, including sketching, modelling and collaging or a combination of all</p>	<p>Activity 6 - Learners workbook</p> <p>Paper, pencils, card, textiles, reclaimed plastic</p> <p>Glue, scissors, tape</p>	<p>Make first</p> <p>Risk taking</p> <p>Reflective making practice</p>	<p><b>Discover</b></p> <ul style="list-style-type: none"> <li>An understanding of how the arts encompass a range of art forms from the familiar to the unfamiliar</li> <li>Participation in arts activities</li> <li>An understanding of how art forms connect to their own lives</li> </ul> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>Participation in at least two arts activities</li> <li>What they have learnt about the arts through active participation</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>

Lesson	Time	Learning Objectives	Activity	Materials and Equipment	Core Craft Skills	ArtsAward Link	National Curriculum Link
6	1 hour	<p>Learners to use feedback from peers and group to develop on final idea</p> <p>Learners to consider craft brief and research in the final development of idea</p>	<p>Final Idea planning</p> <p>Learners to select best fit idea and sketch out, including dimensions, colour and suggested material, their final project.</p> <p>Learners to consider scale when designing final object.</p>	<p>Activity 8 - Learners workbook</p> <p>Pencil, colour pencils / pens, card, paper, ruler</p>	<p>Make first</p> <p>Risk taking</p> <p>Reflective making practice</p>	<p><b>Discover</b></p> <ul style="list-style-type: none"> <li>An understanding of how the arts encompass a range of art forms from the familiar to the unfamiliar</li> <li>Participation in arts activities</li> <li>An understanding of how art forms connect to their own lives</li> </ul> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>Participation in an arts activity, leading to the creation of art work</li> <li>The application of arts skills through making art work</li> <li>Participation in at least two arts activities</li> <li>What they have learnt about the arts through active participation</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>
7	2.5 hours	<p>Learners to demonstrate an understanding of craft materials</p> <p>Learners to select appropriate materials and process for their models</p>	<p>Making the model</p> <p>Learners will make a scale model or craft representation of their design using craft materials and process. This could use any craft material or process.</p>	<p>Activity 9 - Learner's workbook</p> <p>Any craft material see section 6</p>	<p>Make first</p> <p>Risk taking</p> <p>Reflective making practice</p> <p>Social and community engagement</p>	<p><b>Discover</b></p> <ul style="list-style-type: none"> <li>An understanding of how the arts encompass a range of art forms from the familiar to the unfamiliar</li> <li>Participation in arts activities</li> <li>An understanding of how art forms connect to their own lives</li> </ul> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>Participation in an arts activity, leading to the creation of art work</li> <li>The application of arts skills through making art work</li> <li>Participation in at least two arts activities</li> <li>What they have learnt about the arts through active</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks</li> <li>select from and use a wide range of materials and components, including construction materials, textiles according to their characteristics</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>
8	30 mins	<p>Learners to reflect on their progress and experience of making</p> <p>Learners to identify the story of their making</p>	<p>Final Reflection</p> <p>Learners to describe your final craft piece and how you made it, including what materials you have used and why</p>	<p>Activity 10 - Learner's workbook</p>	<p>Reflective making practice</p>	<p><b>Discover</b></p> <ul style="list-style-type: none"> <li>What they enjoyed and learnt through the award</li> <li>How they shared their experience with others</li> </ul> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>Identification of personal enjoyment and/or achievement(s)</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against design criteria</li> </ul>

# 4.3

## Primary school resources

To help you on your craft journey in the classroom check out these free primary school resources:

- [Under the sea collage adventure](#)
- [Drawing ourselves](#)
- [Nonsense objects](#)
- [Seasonal sculptures](#)
- [Shibori tie dyeing](#)
- [History through craft](#)

Or take a look at these teacher support materials:

- [Reflective diary for educators](#)
- [Crafters with special educational needs and disabilities](#)
- [Craft skills progression framework](#)



Yinka Ilori  
Colour Palace  
Image by Andy Stagg

# Craft spotlight

## Objects of storytelling

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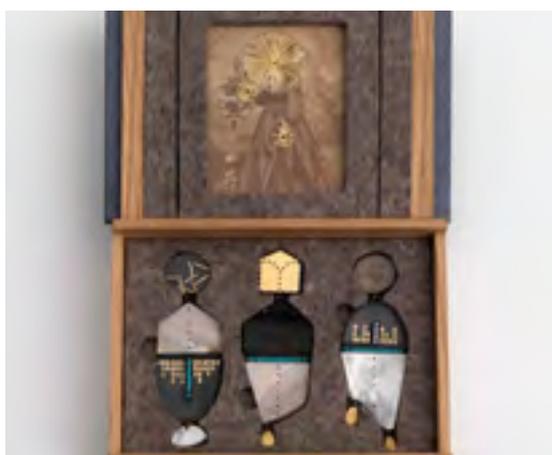
'The Punter's Dream' or 'The story so far: A man punting alone is joined by a woman from a dream', Sam Smith, 1972-73, Crafts Council Collection: W1e. Photo: Todd-White Art Photography.



The Punter's dream or 'The story so far: A man punting alone is joined by a woman from a dream' is part of a series of objects by craft maker Sam Smith. Smith uses dream sequences to inspire his work and tell a story

through both abstracted and familiar shapes. Smith works with wood and textiles to create detail that feels out the narrative. If you look close you can spot a carved wine glass and a tattoo on the arm of the dreaming punter. Smith's craft objects can also be used to inspire storytelling in learners. What do we think the punter's dream was?

Thinking Earrings: Set of Three, Zoe Arnold, 2011, Crafts Council Collection: J305. Photo: Todd-White Art Photography.



This selection of 'Thinking Earrings' by craft maker Zoe Arnold were inspired by the anonymous woman in the photograph in the lid of the box and by Arnold's own poem Emotion. The earrings are both inspired by

storytelling and work to inspire the user into storytelling. The set of three earrings can be worn individually or combined in different ways to give different narratives and allowing for a certain amount of play. Arnold says she 'take(s) the atmosphere or story from the image and create pieces which could then possibly be worn by the subject.'

# 4.4

## Secondary school and FE learners

Craft School: Yinka's Challenge can be utilised by secondary and FE learners to expand their experience of using craft materials and refine their crafts skills towards developing an idea. Project based learning pedagogies, that allow the learners to identify the path of their development is encourage for this programme. Project based learning gives the learner agency over the direction of the project and the order in which it is completed, allowing them to select materials, processes and decide on the outcomes.

Project based learning can be scaffolded with technical interventions and demonstration of multiple materials and process. We would encourage KS3 and KS4 students to explore more technical materials, such as flexi-ply and pewter casting.

### **ArtsAward**

For secondary schools and FE colleges considering delivering Bronze ArtsAwards alongside Craft School: Yinka's Challenge, we have designed and connected our required outputs to be used to support the portfolio of work needed for evidence of the award. For more information on ArtsAward please visit:

<https://www.artsaward.org.uk>



Pomanders of a  
Synaesthete, Anna  
Brimley, 2015, Crafts  
Council Collection:  
HC1086. Photo: Stokes  
Photo Ltd.

# 4.5

## Secondary school and FE scheme of learning

Lesson	Time	Learning Objectives	Activity	Materials and Equipment	Core Craft Skills	ArtsAward Link	National Curriculum Link
1	2 hours	<p>Learners to explore 'make first' as a way to explore, evaluate and develop ideas</p> <p>Learners to apply craft thinking skills to iterate ideas and respond to material constraints</p>	<p><b>Risky Business:</b> Learners to iterate, evaluate and remake their initial ideas considering personal feedback, feedback from peers and considering different user groups, reusing the same materials and recording their feedback.</p> <p>Extension Learners to investigate one other crafts person that uses storytelling as inspiration to their work</p>	<p>Activity 2 - Learners workbook</p> <p>Clay / Plasticine Paper / card / board Reclaimed plastics, textiles, foam board, styrofoam, polymorph</p> <p>Scissors, glue, tape, hot glue gun, craft knife, camera (optional)</p>	<p>Make first</p> <p>Risk taking</p>	<p><b>Bronze:</b> Part A</p> <ul style="list-style-type: none"> <li>Evidence of participating in their arts activity</li> </ul> <p>Part B</p> <ul style="list-style-type: none"> <li>Evidence of communication personal reflection / sharing with one or more people</li> </ul>	<p><b>Art and Design:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks</li> <li>evaluate their ideas and products against design criteria</li> </ul>
2	1 hour	<p>Learners to explore the work of craft person and designer Yinka Ilori</p> <p>Learner to use inspiration from artists to reflect on their own practice</p> <p>Learners to explore work of crafts people that represent multiple cultures and ideas</p>	<p><b>Finding out</b> Learners to investigate the work of Yinka Ilori, focusing on colour, shape and use and consider how it will reflect on their own craft work</p> <p>Extension Learners to investigate one other crafts person that uses storytelling as inspiration to their work</p>	<p>Activity 3 - Learners workbook</p>	<p>Reflective making practice</p>	<p><b>Bronze</b> Part C</p> <ul style="list-style-type: none"> <li>a summary, in any format that others can understand, of what they have found out, why that person was chosen and what they learnt about that person's arts career, life and work</li> </ul>	<p><b>Art and Design:</b></p> <ul style="list-style-type: none"> <li>history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>use research and exploration, such as the study of different cultures, to identify and understand user needs</li> </ul>

Lesson	Time	Learning Objectives	Activity	Materials and Equipment	Core Craft Skills	ArtsAward Link	National Curriculum Link
3	1 hour	<p>Learners to apply research into storytelling into their own work</p> <p>Learners to select and use colours and shapes appropriately considering use and audience</p> <p>Learners to explore different craft processes and applications</p>	<p><b>Reflection into action</b></p> <p>Learners to generate a pattern collage that tells a story that the learner has identified. Learners can experiment with flat lay collages, paper mosaics, free machine and hand embroidery, textiles techniques such as appliqué, etching and building in clay, and printing to generate their pattern</p>	<p>Activity 4 - Learner's workbook</p> <p>Exploring through Making Video</p> <p>Card, paper, reclaimed plastic, thread, textiles, clay, embroidery thread, block printing materials</p> <p>Scissors, glue, tape, craft knives, rulers camera, sewing machines (optional)</p>	<p>Reflective making practice</p> <p>Social and community engagement</p>	<p><b>Bronze</b></p> <p>Part A</p> <ul style="list-style-type: none"> <li>Evidence of participating in their arts activity</li> </ul> <p>Part B</p> <ul style="list-style-type: none"> <li>Evidence of communication personal reflection / sharing with one or more people</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>to use a range of techniques and media, including painting</li> <li>to increase their proficiency in the handling of different materials</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>select from and use specialist tools, techniques, processes, equipment and machinery precisely</li> <li>select from and use a wider, more complex range of materials, components taking into account their properties</li> <li>understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</li> </ul>
4	1 hour	<p>Learners to gain an understanding of how craft influences material culture</p> <p>Learners to explore ideas of storytelling, empowerment and play through objects</p> <p>Learners to explore their understand of how objects carry individual meaning through engagement with wider cultural influences</p>	<p><b>Learning to read objects</b></p> <p>Learners to consider how objects hold personal and global histories and can be used to tell story, to empower communities and to inspire and connect</p>	<p>Activity 5 - Learner's workbook</p> <p><b>NB: This activity could also take place in a museum or gallery space to fulfil the Cultural Capital Ofsted criteria</b></p>	<p>Make first</p> <p>Social and community engagement</p>	<p><b>Bronze</b></p> <p>Part C</p> <ul style="list-style-type: none"> <li>Evidence of their research</li> <li>A summary, in any format that others can understand, of what they have found out, why the person was chosen and what they learnt about that person's arts career, life and work</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>analyse the work of past and present professionals and others to develop and broaden their understanding</li> </ul>
5	2 hours	<p>Learners to reflect on previous learning and apply it to their craft work</p> <p>Learners to explore and test ideas creatively</p> <p>Learners to refine thinking and develop making skills through craft practice</p>	<p><b>Developing your idea</b></p> <p>Learners to use research, pattern generation and earlier ideas to iterate 3 final ideas for their project. This can take multiple forms, including sketching, modelling and collaging or a combination of all</p>	<p>Activity 6 - Learners workbook</p> <p>Card, paper, reclaimed plastic, thread, textiles, clay, embroidery thread, block printing materials</p> <p>Scissors, glue, tape, craft knives, rulers camera, sewing machines (optional)</p>	<p>Make first</p> <p>Risk taking</p> <p>Reflective making practice</p>	<p><b>Bronze</b></p> <p>Part A</p> <ul style="list-style-type: none"> <li>Evidence of participating in their arts activity</li> </ul> <p>Part B</p> <ul style="list-style-type: none"> <li>Evidence of communication personal reflection / sharing with one or more people</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>to use a range of techniques and media, including painting</li> <li>to increase their proficiency in the handling of different materials</li> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>use a variety of approaches, to generate creative ideas and avoid stereotypical responses</li> <li>develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling</li> </ul>

Lesson	Time	Learning Objectives	Activity	Materials and Equipment	Core Craft Skills	ArtsAward Link	National Curriculum Link
6	1 hour	<p>Learners to use feedback from peers and group to develop final idea</p> <p>Learners to consider craft brief and research in the final development of idea</p> <p>Learners to apply dimension, material choices, and craft practices to their annotation</p>	<p>Learners to use feedback from peers and group to develop final idea</p> <p>Learners to consider craft brief and research in the final development of idea</p> <p>Learners to apply dimension, material choices, and craft practices to their annotation</p>	<p>Activity 8 - Learners workbook</p> <p>Pencil, colour pencils / pens, card, paper, ruler</p>	<p>Make first</p> <p>Risk taking</p> <p>Reflective making practice</p>	<p><b>Bronze Award</b></p> <p>Part A</p> <ul style="list-style-type: none"> <li>Evidence of participating in their arts activity</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>to use a range of techniques and media, including painting</li> <li>to increase their proficiency in the handling of different materials</li> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>use a variety of approaches, to generate creative ideas and avoid stereotypical responses</li> <li>develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling</li> </ul>
7	2.5 hours	<p>Learners to demonstrate an understanding of craft materials</p> <p>Learners to select appropriate materials and process for their models</p>	<p>Making the model</p> <p>Learners will make a scale model or craft representation of their design using craft materials and process. This could use any craft material or process</p>	<p>Activity 9 - Learner's workbook</p> <p>Any craft material, see section 6</p>	<p>Make first</p> <p>Risk taking</p> <p>Reflective making practice</p> <p>Social and community engagement</p>	<p><b>Bronze Award</b></p> <p>Part A</p> <ul style="list-style-type: none"> <li>Evidence of participating in their arts activity</li> <li>A summary of what they have learnt and how their interest, knowledge and skills have developed</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>to use a range of techniques and media, including painting</li> <li>to increase their proficiency in the handling of different materials</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</li> <li>select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</li> </ul>
8	30 mins	<p>Learners to reflect on their progress and experience of making</p> <p>Learners to identify the story of their making</p>	<p>Final Reflection</p> <p>Learners to describe your final craft piece and how you made it, including what materials you have used and why</p>	<p>Activity 10 - Learner's workbook</p>	<p>Reflective making practice</p>	<p><b>Bronze Award</b></p> <p>Part A</p> <ul style="list-style-type: none"> <li>A summary of what they have learnt and how their interest, knowledge and skills have developed</li> </ul>	

# 4.6

## Secondary school and FE resources

To help you on your craft journey in the classroom check out these free secondary school resources:

- [The science of clay](#)
- [Ceramics teaching](#)
- [Craft map](#)
- [Design like Tatty Devine](#)
- [Discover careers in craft](#)
- [Pewter casting](#)
- [Weaving on a cardboard loom](#)
- [No sew clothes](#)
- [Discovering Bauhaus](#)
- [Texture](#)
- [Creative collaboration](#)
- [Design for good](#)

- [Redesign challenge](#)
- [Space, place and people](#)
- [Working with constraints](#)
- [Disruptive design](#)
- [Speculative design](#)



Yinka Ilori  
Homecoming,  
Browns  
Image by Andy Stagg



# 5.1

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Craft generates £3.4 billion for the UK economy each year, and before the pandemic, the contribution of the wider creative industries was growing at twice the rate of the UK economy. In 2017, Nesta published *The Future of Skills: Employment in 2030*, which found that current occupations predicted to decline due to automation could instead adapt and grow if new skills, particularly those associated with creativity, were combined with existing skill sets.

Despite evidence that job opportunities in the craft sector will continue to grow, the schools we work with often tell us that students and their parents often believe that pursuing creative subjects won't lead to a job, but British craft has never been so sought after and the skills our crafts people have are revolutionising industries from aerospace to architecture.

There are over 10,000 people employed in craft occupations in 'other' creative industries (as defined by the DCMS). These include design and making roles in film and TV, museums and galleries, architecture, and marketing. But more surprisingly there are a further 96,000 individuals employed in craft occupations in non-creative Industries. These include jobs in manufacturing including carpentry, joinery, printing and automotive industries.

The routes to a craft career are as diverse as the jobs themselves, there are a mix of vocational and academic education routes as well as apprenticeships and placements where you could learn from a master!

Image Opposite  
Colour Breeze #2  
Floating Light Fabric,  
mischer'traxler studio,  
2017. Crafts Council  
Collection: 2018.25.  
Photo: Tom Arran  
Commissioned by the  
Crafts Council and  
Hull City of Culture  
2017 for 'States of Play'  
exhibited at Humber  
Street Gallery, 2017.  
Supported by the British  
Council.

A first step to find out more is our Craft Journeys series; a set of career profiles exploring different routes into the craft sector. These highlight the diverse range of jobs in craft; from pattern cutter to studio ceramicist, jewellery designer to fashion historian -and share practical information that would help young people choose the right pathway for them, whether that's a University degree or an apprenticeship. Our website also has a library of Craft Job Profiles which explain the skills and routes needed for each role.

**Explore our Craft Career resources here:**

[Craft Career Resources](#)

Silversmith - Theresa Nyugen in her studio



# Craft spotlight

## Objects of empowerment

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Guardian, Claire  
Curneen, 2011, Crafts  
Council Collection:  
2015.1. Photo: Relic  
Imaging Ltd. © Claire  
Curneen



Guardian by Claire Curneen is a Porcelain kneeling figure with a blue floral motif covering the head and shoulders. The pose of Guardian is in supplication. Curneen states that her work is a reflection of the nature of

humanity. Guardian is made of fragile materials, made faceless but connected to nature through the floral motif, which offer the viewer metaphors to explore personal fragility, humanity and connection to the environment. Empowerment for the learner could come in recognising their connection to the world around them through craft materials and practices, through which to embody their own stories.

A Willow For Ai  
Weiwei, Wen Tao, Liu  
Zhenggang, Zhang  
Jinsong, Hu Mingfen,  
Paul Scott, 2012, Crafts  
Council Collection:  
2013.5. Photo: Todd-  
White Art Photography.



A willow for Ai Weiwei by Paul Scott was made in response to the arrest and detention of Chinese artist Ai Weiwei. Using an 19th century earthenware platter, Scott carved a silhouette of Ai Weiwei onto the platters original

bridge. The original platter, made in Stoke on Trent was based on Chinese porcelain painted landscapes. Scott conceived and made this piece of work during Ai Weiwei's detention and was in response to the political oppression of artists in China. Scott has reflected on past craft histories, of imitation and colonialism, and on current political tensions.

## Helping you be a craft ambassador

# 5.2

If you're reading this you're already convinced of the benefits and advantages making brings. However, we know that some people still need some convincing.

Craft has a multitude of benefits beyond education spanning personal, social, economic and societal.

Educational	Wider
Encourages cross curriculum learning - themed activity can explore anything from STEM subjects to sustainability	Craft enriches our soul through beautiful display on domestic and institutional stages
Supports Arts Award and Artsmark	Craft contributes to the £3.4bn to the economy each year
Increases fine motor and haptic skills in learners	Craft provides employment as sole traders, small business, large production houses or as specialists within industry
Increases critical thinking, problem solving and critical responses	Craft supports sustainability and tackling of environmental challenges
Enables greater depth of creative exploration - engagement with new materials, processes and tools	Craft enables healthcare practitioners to stitch our wounds and make new procedures possible
Allows for non-linear idea development; risk-taking and learning from mistakes builds that all important resilience for learning	Craft enables scientists to innovate materials and processes
Is accessible for all learners	Craft is social, group making strengthens individuals and communities
Impacts on learner and teacher well-being.	Craft is good for your health and well-being, it can tackle depression
Supports career development (Gatsby benchmarks)	Craft is part of tourism through a growing experience economy
Enables community building to other schools, FE and HE institutions, cultural spaces and the maker community	Craft is part of regenerating our highstreets and towns
Works towards the widening participation agenda	Craft is entertaining – the rise of television programming shows how much people have placed craft and makers close to our hearts

## Stay in touch

# 5.3

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This Craft School Challenge is just the starting point for your school to become a Craft School. Our library of teacher resources can inspire you, taking you step by step through new techniques so that craft can be embedded. These are supported by regular training sessions and opportunities to connect with peers - physically and digitally.

We encourage you to build your local craft education network: start with local schools and then explore libraires, museums, cultural spaces, commercial workshops and businesses.

We think you might be surprised who is keen to start a conversation and how this might lead to all sorts of new activity and partnerships.

### **Crafts Council - Handling collection**

If you would like to speak to us about borrowing one of our handling collection boxes, to support the delivery of Craft School: Yinka's Challenge please contact Rebecca Goozee in first instance. Also check out our searchable online collection [here](#).

### **General enquiries**

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### **Rebecca Goozee**

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To keep up to date with events and education news join our [Facebook Craft Educators group](#)

## Thank you

# 5.4

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Craft School: Yinka's Challenge would not have been made possible without the help and dedication of fellow craft, art and design organisations and individuals. We would like to take the opportunity to sincerely thank our partners:

### Yinka Ilori



Crafts Council trustee, designer and craft maker Yinka Ilori is a London based multidisciplinary artist of a British-Nigerian heritage, who specialises in storytelling by fusing his British and Nigerian heritage.

### NSEAD



NSEAD is the only trade union, learned society and professional body for art, craft & design educators across the UK. We protect and promote our subject and the professional interests of all those who engage with it.

### Access Art



AccessArt are a charitable membership organisation that work with teachers of craft, art and design to provide and share resources.

### Cox London



Cox London and the Crafts Council works together to help ignite a passion for craft amongst school children and young people as well as supporting teachers.

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[www.artscouncil.org.uk](http://www.artscouncil.org.uk)

