

Copping, Adrian ORCID: <https://orcid.org/0000-0003-0257-297X> (2018) “Yes we can!” embedding creative approaches into non-fiction teaching. In: UK Literary Association (UKLA) National Conference: Enriching the English Curriculum Through Creativity, 10 March 2018, Chancellors Hotel, Manchester, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/3662/>

Usage of any items from the University of Cumbria’s institutional repository ‘Insight’ must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria’s institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
 - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator’s reputation
- remove or alter the copyright statement on an item.

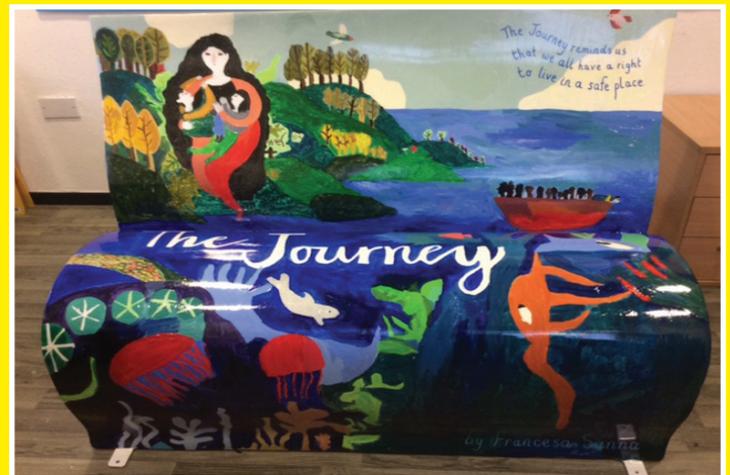
The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

'Being creative' has different meanings for different people. As teachers, we aim to inspire, motivate and encourage our pupils to think and work creatively as they explore new ideas and learn new skills. Through a combination of keynote speeches and practical workshops, this UKLA conference offers practical opportunities to examine in depth creative teaching approaches that will help to transform different aspects of the English curriculum.

Participation in this conference will enable delegates to:

- examine creative and innovative approaches for teaching
- participate in practical, thought provoking sessions
- challenge perceptions
- plan creative English lessons to enhance motivation and enthusiasm for all pupils
- achieve innovation and best practice through blended learning approaches
- enquire and think – beyond the curriculum.



Book bench designed and painted by the pupils of Heald Place Primary School, Manchester

Programme

- 9.30-10.00 Registration, coffee and bookshops
- 10.00-10.45 Keynote 1 Trace Parvin, Can we all be creative?
- 10.45-11.45 Workshops A B C D E
- 11.45-12.00 Coffee and bookshops
- 12.00-12.30 Keynote 2 The Whitworth, Working with galleries to promote creative learning
- 12.30-13.15 Lunch
- 13.15- 14.15 Workshops A B C D E
- 14.15- 14.30 Coffee and bookshops
- 14.30-15.15 Keynote 3, Adrian Copping, "Yes we can!" embedding creative approaches into non-fiction teaching
- 15.30-16.00 Closing Words

Can we all be creative? Trace Parvin, Canterbury Christ Church University, President UKLA

Drawing on the findings of a small -scale study, Trace will be discussing the notion of creativity and what it might mean to be a creative teacher. A consideration will be made as to whether creative teaching is the same as creative learning and how our creative approaches might support the development of the creative learner.



Working with galleries to promote creative learning, The Whitworth

The Whitworth has a long history of working creatively with schools, winning multiple awards for innovation and its close partnerships with educators. In this keynote, representatives from the gallery discuss the manner in which they work with teachers and children to make the best use of the artworks and gallery spaces to promote creative learning.

"Yes we can!" embedding creative approaches into non-fiction teaching, Adrian Copping, University of Cumbria

Do creative approaches only apply to fiction? How creative is your teaching of non-fiction? Developing ideas from his book 'Being Creative in Primary English' and his current PhD work on how creative thinking impacts on children's writing, Adrian uncovers some of the areas of English that suffer from creative neglect. He will explore some useful strategies for restoring creativity with a focus on non-fiction.

A) *Developing purpose, passion and engagement through drama*, Roger McDonald University of Greenwich

This workshop will explore the use of drama within the classroom to enable purposeful, passionate and engaging teaching. Throughout the session I will provide practical examples which could be adapted and used within the classroom across Key Stage 1 and 2. In addition we will look at the power of drama for imaginative engagement within a crowded curriculum.

B) *Guiding Readers : Creative approaches to reading comprehension*, David Reedy, UKLA

This workshop draws on the recently published book, 'Guiding Readers' (IoE 2016) . We will focus on strategies that both deepen comprehension of rich texts and encourage engagement and enjoyment of reading. The research and practical evidence for reciprocal teaching strategies in raising standards in reading will be touched on . Participants will engage in a range of practical activities and consider creative ways of developing comprehension .

C) *Playful forms: challenging the traditional*, Rebecca Simpson-Hargreaves, University of Manchester

Are you stuck in a poetry rut? Do you always reach for the same poetic structures when teaching? This workshop will give you the opportunity to experiment with non-traditional forms, exploring a variety of stimuli to add creativity to your poetry teaching. Using these strategies you can take your children's (or your own) poetry writing to previously undiscovered places!

D) *Using immersive technology to kick start creative writing*, Phil and Dan Birchinnall, Computeam Ltd

As teachers we can give pupils the knowledge and resources to express their creativity through our own imagination and creativity. When pupils feel the associated emotion of the subject, their best work follows. This session will place you on the moon in Neil Armstrong's space suit; transport you to a trench on the eve of the battle of the Somme and to an ancient undiscovered Egyptian temple and immerse you in the tale of Sigurd and the Viking in an authentic Longhouse. Virtual Reality enables pupils to become absorbed and to respond emotionally. What follows is creative writing based on experience

E) *Teaching literacy through film*, Alexia Larkins, Into Film

Teachers will be introduced to a series of tools including the '3Cs and 3Ss' to help pupils contextualise and decode film, developing key literacy skills such as inference, and deduction which can be applied to film and other texts. Each participant will receive a free downloadable PowerPoint presentation which includes film clips as well a 3Cs and 3Ss dice and prompt questions card.

