

Make Your Future

Year One Review



Why?

In 2014, Crafts Council launched *Our Future is in the Making*, the evidence-based education manifesto that sets out the case for every child having the chance to develop craft skills and achieve their full potential. Make Your Future is a response to this work: delivering networks of schools, Higher Education Institutions, and makers in London, the Midlands and Yorkshire, to develop sustainable working models for bringing making skills back into secondary schools nationwide. The programme aims to:

- Increase capacity for craft education in the partner schools;
- Develop a flexible model for delivering craft education that can be used to support schools beyond the project's direct reach;
- Ultimately, increase diversity in the craft sector by working with schools with high levels of pupil premium funding to give their students opportunities to learn about craft careers.

How?

Make Your Future is a programme delivered by the Crafts Council, bringing together Higher Education Institutions (HEIs), cultural partners, secondary schools, and makers to reignite a passion for making in schools and tackle some of the challenges faced by craft education.

The project is distinctive due to its focus on hands-on craft skills in the secondary classroom and the exploration of craft as a cross-curricular bridge which draws

together science, technology, and creative subjects. Teachers are at the heart of the Make Your Future model: six practical CPD sessions at the partner HEI teach new craft skills which are reinforced through collaborative delivery of sessions in their classrooms alongside professional maker-educators. Maker-educators work closely with teachers to pass on skills to students and give young people an insight into craft careers.



Images courtesy of Caroline Heron

In Year One (17/18), Birmingham schools worked with Birmingham City University's School of Jewellery to explore techniques ranging from saw piercing to electro-etching and 3D printing. A focus on Yorkshire's rich textiles heritage saw schools paired with Leeds University's School of Design and Leeds Arts University experimenting with techniques including hand-dyeing, screen printing, and CAD. At Central St Martin's, West London schools

have developed new ceramics techniques ranging from hand-building and glazing to innovative digital processes.

A diverse range of makers were recruited in each region to deliver craft workshops in partnership with the teachers in the schools. This resulted in an exhibition for each region, showcasing the project outcomes. Birmingham schools created colourful aluminium jewellery, electro-etched copper, repoussage and surface decoration using pewter, mixed media jewellery and traditional wire-working techniques. Yorkshire schools worked with screen printing, weaving, digital print technology, wallpaper design and three dimensional textiles construction. London schools created ceramic art works, including projects on creative tile making, plaster moulds, hand built cityscapes, vessels based on botanical forms and ceramic transfers embedding digital codes.



What was achieved in Year One?

- 16 schools (6 in Birmingham, 5 each in Yorkshire and London), 4 Higher Education Institutions and 16 makers
- Total of 915 pupils - 326 pupils in Birmingham, 350 in Yorkshire, 239 in London
- 15% were boys, 23% from BAME backgrounds, 11% with additional needs
- An average of 47.5% pupils in receipt of Pupil Premium across the 16 schools
- 78 half-day hands-on craft sessions in schools, and 103 hours contact time for pupils with makers
- 21 CPD evening sessions for 23 teachers (a total of 494 hours of CPD, 16 hours per teacher)
- Four teachers at four London schools trained as Bronze and Silver Arts Award Advisers
- 6 days of Arts Award support for four London schools
- 9 Bronze Arts Awards at Northolt School and 14 at Capital City Academy
- Crafts Council produces new craft-focused Arts Award log book
- Exhibitions of student work and private view celebration events at Leeds School of Design, Birmingham School of Jewellery, and Central Saint Martins (with an additional pop-up exhibition at the Pangolin Gallery)

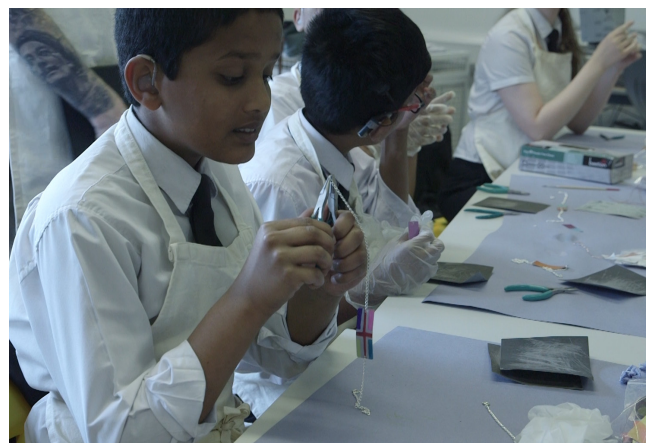
Lessons Learned:

Art departments are under pressure: recruitment and retention of schools was difficult with teachers moving to new jobs and senior leaders withdrawing support for the programme. Art and DT teachers reported a striking lack of subject-specific CPD opportunities:

‘I’ve been teaching for 14 years and this is the first set of CPD sessions where we have been able to play, experiment and learn practical skills.’

Lisa Bickley, Saltley Academy

Next steps for the programme will invest in ways to create meaningful legacy by strengthening existing partnerships and building local networks and increasing accessibility to professional development. Teachers reported a lack of resources and equipment for 3D making, particularly for resistant materials. Case Studies from this can support Crafts Council in its advocacy and campaign work with policymakers.



‘I would like to gain skills in metal work as it is something my school is not equipped to do as we have no DT department.’

Teacher, audit survey

Makers offered students new approaches that they often found surprising. Feedback from students suggested that those who were used to working creatively were stretched and challenged by the sessions. Working alongside maker-educators has also highlighted the contemporary relevance of their materials and techniques, and the insights they provide into study paths and careers. More activity to reinforce this will be embedded as Make Your Future evolves.

