

SR Creative Curriculum Consultancy

EXCEPTIONAL ART & DESIGN CPD FOR AMBITIOUS SCHOOLS

Strategic, research-informed CPD for school leaders & Heads of Department.

Research-informed · Values-led · Bespoke



Empowering
young people with
creativity, confidence,
and curiosity to shape our
changing world through Art.

Research-informed · Values-led · Bespoke to your context

Art is a way of knowing and becoming.
— Suzanne Rodgers



Who this is for

For departments and leadership teams evolving Art & Design as a space for curiosity, challenge, and critical thinking, strengthening research-informed practice that empowers both staff and students. For schools seeking to:

- **Extend creative and intellectual ambition** across all learners.
- **Deepen shared, research-informed pedagogy** through professional dialogue and reflection.
- **Align Art & Design with whole-school values and vision** while preserving its distinct creative identity.
- **Sustain engagement, growth and aspiration** across key stages and into future pathways.

What your school gains

- **Deeper, more connected thinking** through experimentation and discovery.
- **Learners who combine analytical thinking with creative intuition** to navigate complexity.
- **Learning that values process and material understanding** as much as polished outcomes.
- **Young people equipped with curiosity, resilience, and confidence** to shape our changing world through Art.

Our CPD supports schools to strengthen creative thinking, collaboration, and problem-solving, empowering learners with the skills to shape the future through Art.

About SRCC

SR Creative Curriculum Consultancy partners with leading schools in the UK and internationally to design and deliver bespoke, research-informed CPD in Art & Design.

We help departments flourish, strengthening pedagogy, aligning with whole-school values, and enabling teachers to design learning that is ambitious, inclusive, and future-focused.

At the heart of our work is an unwavering belief in the **power of art to inspire and transform**. Guided by a **genuine passion for art and art education**, we bring the **expertise, creativity, and clarity** that help schools build thriving Art & Design provision, sustaining teachers' confidence and fostering the same **curiosity, courage, and joy** in their students.

Complete assurance

- Discretion and professionalism; clear deliverables
- Safeguarding-aware practice (DBS where required)
- Confidential consultation; precise reporting and optional follow-up support.

Why schools choose SRCC

- **Bespoke to your context** — grounded in your ethos, curriculum, and learners.
- **Research-informed and practice-led** — connecting evidence with creative, classroom-ready application.
- **Sustainable change** — frameworks that embed lasting growth and strengthen professional confidence.
- **Future-focused learning** — CPD that cultivates analytical, creative, and adaptable thinkers.
- **Curriculum fluent** — deep understanding across GCSE, IGCSE, A Level, and IB pathways, without narrowing creativity.
- **Rooted in passion and purpose** — built on a genuine love of art education, and a commitment to inspiring others to see its creative and human potential.

Creativity

Bold, iterative making that opens new ways of thinking and practice.

Confidence

Empowered risk-taking, reflection, and resilient studio habits.

Curiosity

Inquiry-led learning that sustains engagement and depth over time.

Problem-solving

Practical experimentation that builds adaptability and perseverance.

Knowing and Becoming

Creative practice as a space for voice, belonging, and growth.

Critical thinking

Connecting art to culture, identity, and society through analysis and dialogue.



Suzanne introduced fresh ideas that inspired students to take creative risks.

Her thoughtful, research-informed approach helped the art department balance creativity with strong outcomes.

— M. Giles, Head of School, Invicta Grammar School, Kent

At first I found it strange not to have a plan, but then I discovered new possibilities.

-Student reflection

CPD Portfolio

Process-Led Learning in Practice

Unlocking creativity through materials and iterative discovery

creativity · problem-solving · confidence

Installation & Sculpture Pedagogies

Working beyond the flat page to think with space, scale, and site.

creativity · critical thinking · curiosity

Playbooks for Creative Risk-Taking

Reframing sketchbooks from portfolio to laboratory to widen inquiry.

creativity · confidence · curiosity

Inclusive & Representative Curricula

Every learner seen: broader references, belonging, and rigorous dialogue.

critical thinking · curiosity · art as a way of knowing and becoming

Alternative Models for Engagement

Micro-units and pathways that sustain curiosity and problem-solving.

curiosity · problem-solving · critical thinking

Building Student Numbers

Ambitious, future-facing provision that grows uptake and retention.

confidence · art as a way of knowing and becoming

Formats

Designed to fit your timetable and context.

Delivery options

- **Twilight (90 mins):** stimulus, core principles, practical strategies.
- **Half-day (3 hrs):** principles + focused making + planning clinic.
- **Full day (6 hrs):** depth, application, and curriculum alignment
- **Residency (2–5 days):** artist/partner in situ; live making + showcase.
- **Leadership briefing (45–60 mins):** strategic overview for senior leaders/governors.
- **Online masterclass (60–90 mins):** for international/remote teams.

Fee guidance

Tailored to context and ambition. [See full details online.](#)

What's included

- Preparation and delivery.
- Resource pack (reusable lesson pattern, curated question sets, alignment guide).
- Materials list + tech/set-up notes.
- Compliance pack on request (safeguarding/permissions).

Practicalities

- Group size: 2–20 staff; micro-teams welcome (partner/cluster/online).
- Spaces: studio/classroom; corridor, gallery or outdoor for spatial work.
- Materials: brief list in advance — we work with existing resources.
- International: online or in person; time zone aligned.

Contact & Next Steps

Share your aims, preferred format, and dates:

✉ suzanne@srcreativecurriculum.com

🌐 www.srcreativecurriculum.com



I was struck by Suzanne's ability to show how simple shifts in approach, focusing on process over product, can transform how students engage with art. Her ideas are practical and inspiring.

— Simone Maier, Lecturer, London Metropolitan University

It was the first time I'd studied an artist who felt like me. It made me want to do more.

- Student reflection

Empowering young people with creativity, confidence, and curiosity to navigate our changing world through Art.

Module 1 — Process-Led Learning in Practice.

Thinking through making: material-led methods for confident, curious learners.

Who this is for

Departments moving beyond product-first into a high-ambition studio culture where thinking is visible and sustained—aligned with your existing curriculum and timetable.

Module elements

- **Process-led learning** — principles, research, classroom application.
- **Paper strategies** — actions (fold, cut, layer, connect) to surface choice and intent.
- **Dialogic critique** — focused dialogue that makes choices explicit and secures next steps; accompanied by a curated question set.
- **Curriculum alignment** — integrate process checkpoints and shared annotation language across existing provision.

Why this approach works

Process-first, material-led routines develop **problem-solving, critical thinking, and resilience**. By attending to methods, not only end products, teachers gain practical ways to make **decision-making** visible in lesson time and within existing schemes.

What schools gain

- **Deeper thinking** through experimentation and discovery.
- Learners who **adapt, reflect, and embrace challenge**.
- Learning that values **process** as much as outcome.
- Young people who grow in **confidence and resilience**.

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Module 2 — Installation & Sculpture Pedagogies.

Making in space: installation, sculpture, land art.

Who this is for

Departments working beyond the flat page, deepening installation, sculpture, land art, or introducing spatial, material-led learning. For teams pursuing ambitious making in space and site, with choices visible in scale and context.

Module elements

- **Process-led spatial practice** — principles, research, classroom application.
- **Spatial strategies** — actions (arrange, suspend, cluster, trace, cast; scale shifts; light/shadow) that surface choice and intent; environments as partners.
- **Dialogic critique** — focused dialogue that makes placement, scale, and context explicit and secures next steps; accompanied by a curated question set.
- **Curriculum alignment** — integrate space-aware checkpoints and shared annotation language across studio, corridor, gallery, and outdoor spaces.

Why this approach works

Working beyond the flat page opens rich possibilities for **embodied learning**. Spatial, material-led practice attends to the relationship between material, body, and environment, making **decision-making** visible in real time and building the **creativity, confidence, curiosity**, and adaptability **that enable young people to flourish in art and beyond**.

What schools gain

- **Ambitious ideas** that produce **higher-level outcomes**.
- Learners energised by **scale and space**, with **purposeful engagement**.
- Curriculum aligned with **contemporary practice** and **real contexts**.
- **Confident, collaborative** young people ready for future challenges.

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Module 3 — Playbooks for Creative Risk-Taking.

From portfolio to studio laboratory.

Who this is for

Departments ready to reframe the sketchbook as a working studio space, either deepening existing practice or introducing it afresh to drive bold experimentation, faster iteration, and visible decision-making.

Module elements

- **Reframing the playbook** — principles, research, classroom application.
- **Disruptive actions** — cut, layer, photocopy, edit; trace, overprint—to break perfectionism and surface choices.
- **Iteration & questions** — test → adapt → extend, with a curated question set to name choices and secure next steps.
- **Curriculum alignment** — shared expectations, checkpoints, and annotation language embedded across the programme.

Why this approach works

Reframing the sketchbook as more than a polished portfolio opens it as a space for **experimentation** and **play**. When students test, adapt, and extend ideas through and with the playbook, they build **creativity, confidence, and curiosity**, alongside the **problem-solving** and **critical thinking** that help them flourish as artists and as people, ready for life beyond school.

What schools gain

- **Bold experimentation** that drives fresh ideas.
- Learners motivated to **test, adapt, and explore**.
- Playbooks reframed as genuine spaces for **practice and play**.
- Young people equipped to **problem-solve and persevere**.

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Module 4 — Inclusive & Representative Curricula.

Representation with depth: voices, contexts, contemporary practice.

Who this is for

Departments strengthening inclusion in substance, not tokenism—either deepening existing work or introducing a broader, contemporary mix of voices, cultures, and perspectives

Module elements

- **Principles & criteria** — what “inclusive & representative” looks like in Art & Design (breadth, context, continuity).
- **Artist/practice refresh** — build a curated artist/practice bank spanning cultures, media, and contemporary contexts.
- **Project redesign** — reframe one unit so representation is integrated into making, critique, and outcomes.
- **Dialogic questions & language** — shared prompts that ask whose voices are present/absent and make context and intent visible.

Why this approach works

Art & Design should be a space where every learner sees themselves and their world. When **representation** expands across voices, cultures, and perspectives, students experience **belonging, curiosity, and confident participation**. This builds **creativity, cultural awareness, and critical thinking** that travel beyond the studio.

What schools gain

- **Inspiration** drawn from diverse voices and perspectives.
- Learners who feel **valued, represented, and engaged**.
- A curriculum that **connects art to the wider world**.
- Young people with **cultural confidence and global awareness**.

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Module 5 — Alternative Models for Engagement.

Flexible formats that sustain curiosity and stretch thinking.

Who this is for

Departments rethinking how projects run—either expanding existing micro-units and thematic pathways or introducing them for the first time. For teams who want to sustain curiosity, raise ambition, and broaden participation across secondary and pre-university settings.

Module elements

- **Micro-units** — short experimental sequences that open ideas and disrupt perfectionism.
- **Thematic pathways** — layered routes (material / form / context) that stretch advanced learners and include every learner.
- **Flexible formats** — choice briefs, collaborative builds, pop-ups to keep energy high and thinking visible.
- **Progress cues** — concise prompts that name decisions and secure next steps for brisk, visible progression.

Why this approach works

Alternative approaches open **new ways of thinking**. Micro-units, thematic pathways, and flexible formats bring fresh energy, inviting learners to **stay curious, solve problems creatively, and strengthen the critical thinking** that supports life beyond art.

What schools gain

- **Curiosity** sustained through varied, meaningful approaches.
- **Problem-solving** embedded as a natural part of learning.
- **Critical thinking** strengthened through **challenge** at all levels.
- Young people who flourish as **adaptable, ambitious learners**.

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Module 6 — Building Student Numbers.

Ambitious, relevant, future-facing Art that students choose.

Who this is for

Departments looking to grow and retain uptake by making Art feel ambitious, relevant, and future-facing, whether you're extending a strong offer or clarifying it for the first time.

Module elements

- **Signature proposition** — define what makes your department distinctive and put it into clear, student-friendly language.
- **Visible excellence** — curate high-impact showcases (in-school & digital) that make process and outcomes visible.
- **Futures & pathways** — connect projects to further study, careers, alumni, and creative-industry touchpoints.
- **Choice moments** — refine briefings for subject-choice events; equip student ambassadors and staff with concise talking points.

Why this approach works

When Art feels **ambitious, relevant, and future-facing**, students choose it and stay with it. Showing how creativity builds **curiosity, problem-solving, and critical thinking** strengthens the department's profile and **sustains growth** across decision points.

What schools gain

- **Ambitious provision** that attracts and retains uptake.
- Learners who **connect Art to futures** beyond school.
- Departments recognised as **vital within the whole curriculum**.
- A **culture of creativity** that strengthens school identity.

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Bespoke Projects & Residencies

Who this is for

Schools seeking artist-led projects, cultural partnerships, or site-specific showcases that lift ambition and identity, whether building on established practice or launching your first residency.

Why this matters

Residencies bring contemporary practice into the heart of school. Learners think with materials, space, and audience; staff practice is re-energised. Projects become part of the culture, raising visibility, enriching dialogue, and connecting creative learning to futures beyond school.

Intended outcomes

- Increased **ambition, collaboration, and independent problem-solving**.
- Authentic links to school ethos and **community identity**.
- Gallery-level curation with clear documentation and communications.
- Lasting capacity: **staff tools and structures** you can run again.

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Delivery formats

- Project Design Day — co-design briefs, partner mapping, schedule and logistics.
- On-site Residency (2–5 days) — artist/partner delivery with live making in spaces that matter.
- Public Showcase & Crit — installation/curation, audience dialogue, and a documentation workflow.

Department deliverables

- Residency brief pack (co-branded) with schedule and roles.
- Compliance-ready documentation (safeguarding/permissions).
- Partner mapping template + timeline plan.
- Display/curation checklist + photo/film prompts.
- Post-project debrief with next-steps note for future cycles.

Results & Impact

Impact snapshots

- **Confidence & resilience** grown through experimentation and discovery.
- **Problem-solving & critical thinking** visible in the way students name choices and agree next steps.
- **Curiosity & communication:** learners articulate process and connect ideas beyond the studio—skills they carry into future study and life.

Case snapshot — Spatial practice in action

- **Aim:** strengthen **confidence, curiosity, and critical thinking** by moving beyond the flat surface.
- **Approach:** full-day CPD (Spatial Practice) with a concise question set for critique; short planning clinic to align spaces and kit.
- **What changed:** students worked with **scale, placement, audience;** staff used precise questions to surface decisions and next steps; collaboration increased.
- **Result:** more original, **ambitious outcomes,** clearer **decision-making language,** and stronger **readiness for future pathways** in and beyond art.



What I really appreciate in Suzanne's work is how she treats creative processes as a way of asking questions and making sense of things. That kind of perspective feels relevant and useful in so many cultural and educational settings.

*— Cathy Lasam Ballo, Founder,
ARTguro Philippines; Assistant
Professor, University of the Philippines*

*This work made me think differently.
I had to solve problems in new ways.
-Student reflection*

Contact & Next Steps

Arrange Your CPD

- Discovery call: clarify aims, context, format.
- Outline: written scope with deliverables and schedule.
- Dates & logistics: spaces, kit, materials, access.
- Delivery: high-quality CPD aligned to your curriculum.
- Follow-up: concise notes with next steps.

Typical lead times

- Preferred 4–6 weeks. Shorter windows by arrangement.
- International delivery by proposal.

We can optimise costs via hybrid delivery, existing materials, or cluster bookings.

Practicalities

- Group size: 2–30 staff; micro-teams welcome (partner/cluster/online).
- Spaces: studio/classroom; corridor, gallery or outdoor for spatial work.
- Materials: brief list in advance — we work with existing resources.
- International: online or in person; timetable aligned to your time zone.

Contact

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Scan to enquire

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EMPOWERING YOUNG PEOPLE
WITH CREATIVITY, CONFIDENCE,
AND CURIOSITY TO SHAPE OUR
CHANGING WORLD THROUGH ART.

Discuss a proposal aligned to your aims and timetable.

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