



Let's Celebrate!
Creative learning through the arts

***Creative Learning through the Arts:
An Action Plan for Wales 2015-2020,***
supported with funding from the Welsh Government and the Arts Council of Wales, has now reached more than **70** per cent of schools in Wales. This means that over **100,000** pupils have learned about the arts and culture, participated in the arts, and developed creative skills across the curriculum. This is testament to the fantastic achievements of all the teachers, creative professionals and learners who have taken part.



Cyngor Celfyddydau Cymru
Arts Council of Wales

**ARIENNIR GAN
Y LOTERI
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Ariennir yn Rhannol gan
Lywodraeth Cymru
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Our National Mission for Education is to raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and confidence. We are committed to the success and well-being of every learner, regardless of background or personal circumstance.

Creativity is, of course, at the front and centre of our transformative new curriculum and I believe in its power to enthuse, inspire and raise aspirations of young people in Wales. That's why the Expressive Arts will be one of six Areas of Learning and Experience and one of the curriculum's four purposes - supporting our children and young people to be enterprising, creative contributors, ready to play a full part in life and work.

This chimes with the purpose and approach of *Creative learning through the arts* and, as we move forward with the new curriculum, there's much good practice that we can learn from and apply across the board.

I'm proud of what has been achieved through the programme and want to thank everyone who has worked to make it such a success.

Kirsty Williams AM
Minister for Education



Creative learning through the arts is one of the most exciting examples to be seen anywhere of the arts changing lives in the heart of society. Hundreds of our schools in Wales are telling us stories that show its power to change the experience of learners.

Most people have a sense that creativity and the imagination are important for well-being and quality of life. But this innovative and inspiring programme has shown the difference they make to successful learning. Arts experiences and the presence of artists collaborating with teachers and students all across the curriculum, have transformed attainment.

Learners become engaged and motivated when they are drawn into the inventiveness and collaborative

problem solving of creative learning. And new pathways to learning and understanding are opened up. No surprise, then, that literacy and numeracy performance levels go up.

But even more importantly, children and young people become the learners we really need for all our futures – for a world where repetitive tasks will be increasingly automated and where human beings will make a difference through their irreplaceable gifts and qualities – creativity, imagination, empathy and collaborative skills.

These gifts and qualities will be richly in evidence in this week of celebration. Enjoy and be inspired!

Phil George
Chair, Arts Council of Wales

Lead Creative Schools Scheme

The **Lead Creative Schools Scheme** aims to promote new ways of working in schools, learning through the arts to provide opportunities to develop an innovative and bespoke programme of learning designed to improve the quality of teaching and learning. It's about the school and the particular learning challenges that it is facing. A Lead Creative School will have access to creative people, skills and resources to support them and to address these challenges.

The scheme uses well-developed teaching and learning techniques that are specifically designed to be practical and relevant to schools and their real-life curriculum demands.

These techniques are informed by extensive research from around the world into what makes a high-performing school. The Lead Creative Schools Scheme nurtures and develops the creativity of learners so that they achieve their potential, grow as well-rounded individuals and are prepared with skills for life. We want to make sure that in a rapidly changing world, our children and young people are able to meet the needs of the economy and to thrive within the increasingly competitive environment of day-to-day life.





Superstructures – improving applied maths skills, pupils’ enjoyment and confidence in maths and pupil voice.

This project at Abermule Primary School has involved working towards a show, which includes the creation and use of puppets and incorporates elements of animation inspired by a particular superstructure – ‘The Iron Giant’, the book being read by the class this term. St Michael’s School (the partner school) have been exploring superstructures by working in three dimensions creating three dimensional structures and producing drawings, sound recordings, videos and photographs. The Lead Creative Schools Scheme has and is having a very positive effect on pupil confidence, enjoyment of school and lessening the attainment gap between those from disadvantaged backgrounds in both schools.

Years 5 and 6 (both schools)

Creative Agent: Bethan Page

Creative Practitioners:

Amy Sterly – visual artist

Jo Munton – puppeteer, poet
and performer



Launching the Brackla Broadcasting Corporation: Can creating a pupil led radio production team and radio station raise standards in English and Welsh oracy?

Under the guidance of their Creative Practitioners and classroom teacher, a production team of pupils (formed from the schools' eCadets, MAT pupils and Criw Cymraeg) have been collaborating to develop their own school radio station. Initial sessions allowed pupils to listen and respond to a range of radio programmes and podcasts in order to analyse what makes an engaging broadcast. With this knowledge, the learners were able to devise a format for their own school radio station and develop their literacy skills, in both English and Welsh, through writing and presenting their ideas. Digital Competency skills were demonstrated through the utilisation of hardware and software in order to record, edit and broadcast the show on the schools' website.

33 learners from Year 5 and 6

Creative Agent: Glenda Jones
Creative Practitioners:
Aled Richards and Dan Lawrence



Language, Literacy
and Communication



Digital
Competency



Can the creation and performative use of objects and artefacts have an impact on the oracy skills of Year 8 pupils and their engagement in learning?

Over an eight week period, a visual artist, theatre practitioner and film maker worked alongside two teachers and a class of Year 8 pupils to develop their all rounded skillset of debate. Exploring methods of pupil engagement in learning through interdisciplinary practice, with a particular focus on History, English, Art, Music and Performance, 'Welsh Heroes' was the theme in which the project evolved – taking survivors of earth to the new planet, Cymrunion.

Attainment levels in oracy for the sample group showed marked improvements in their scores. It was felt that confidence grew; as a result, leading to developments in each of the 5 Creative Habits of Mind.

28 learners from Year 8

Creative Agent: Heather Parnell

Creative Practitioners:

Carlos Pinnati – visual artist

Jonathan Dunn – film maker

Hannah Noone – theatre practitioner



Expressive
Arts



Humanities



Language, Literacy
and Communication

Making Maths Memorable: exploring how learners' understanding and application of standard operating procedures (addition, subtraction, multiplication and division) can be used to raise standards in numeracy.

During the early stages of the project, pupils had to use their numeracy skills, focusing on standard operating procedures, to solve a series of numerical challenges that would allow them to unlock boxes and recover treasures. They had to collaborate with their peers in both small and large groups and be persistent in their approach to problem solving. The classroom was often a hive of activity with pupils, who were desperate to open the treasure chest, helping other groups when they had finished their own challenges! The Creative Practitioner and maths teacher modelled different Escape Room numeracy challenges that allowed learners to reflect on what tasks they enjoyed and could replicate when creating their own ideas. Extension work allowed learners to have a go at creating their own mathematical puzzles in order to give them an

opportunity to practise and test ideas for their own escape room. In the spring term pupils began to design and construct their own Escape Room scenario. This required pupils to not only use their numeracy skills to create the puzzles but also to explore their ability to measure and scale to create model boxes to aid with the planning of the final escape room.



14 learners from Year 7

Creative Agent: Rhian Hutchings
Creative Practitioner:
Sandra Gustafsson



Cantref Primary School

The Path to Visual Literacy – A Picture is Worth a Thousand Words

30 learners from Year 3

Creative Agent: Stuart Bawler
Creative Practitioner: Kelly O'Brien

Pupils have been working to improve their oracy, communication, and teamwork through the medium of photography and learning how to visualise the world. They have been exploring their creativity in new ways through photo composition and digital competence, using their artistic flair to construct new images and reinterpret old.



Language, Literacy
and Communication



Digital
Competency

Cynffig Comprehensive School

How can we make the school a beacon of good practice through creative learning?

Exploring the concept of risk taking in the classroom, this project fosters the 5 Creative Habits of Mind in order to improve learning for teachers and learners. The project, currently underway, seeks to identify where creative approaches to learning can be implemented within the school in advance of the new curriculum.



Language, Literacy
and Communication

30 learners from Year 7

Creative Agent: Ruth Garnault
Creative Practitioner: Glenda Jones



A group of boys formed and executed this project, which told the tale of a group of delinquent boys who turn their lives around through football. Benchmarking data from EKS3 levels and early Year 10 assessments were used to measure pupil attainment before and after the project and in addition, a mock English oral exam was performed. After the project's completion, 88% of learners achieved an increase by at least half a grade with the remainder maintaining their previous grade. Two learners obtained a grade two levels above their previous grade. On self-reflection, all learners recorded an increase in each of the 5 Creative Habits of Mind.

Path to Glory' – can a digital transition project impact and improve the confidence, well-being, literacy, and digital competency of current and future learners in the school environment?

16 learners from Year 10

Creative Agent: Morag Colquhoun

Creative Practitioners:

James Scannell and Nathan Williams



Cefn Saeson Comprehensive School and Crynallt Primary School (School to School Development Strand)



Can the use of film making help to improve pupils' understanding of their rights, while nurturing creative talent?

Working with a film maker and an actor, pupils from two schools have explored children's rights in a creative way, and have considered how they impact upon them within the school environment. Pupils have been trained in using creative approaches and will act as 'creative advisors' to their teachers, helping them to embed creative teaching and learning into the classroom.

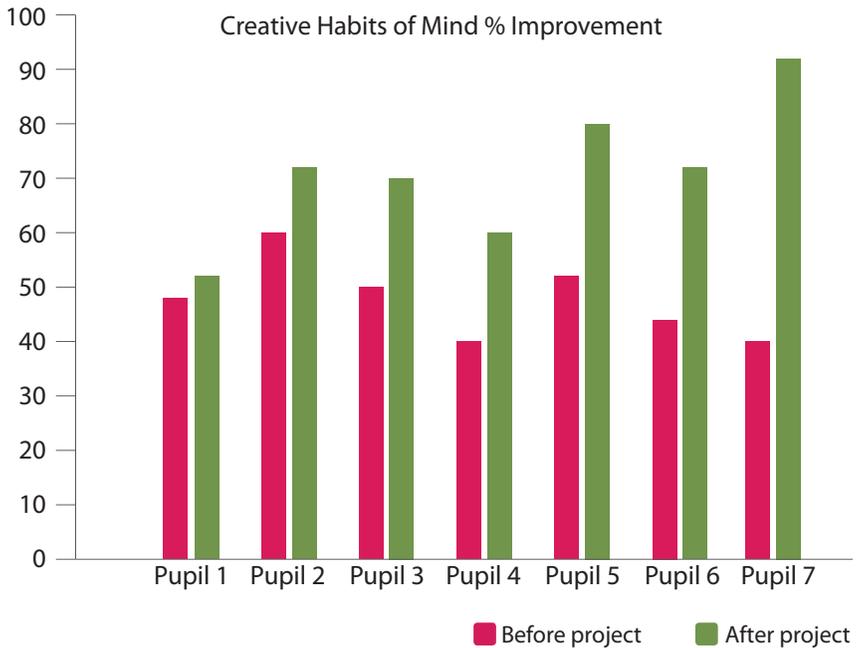
The resulting film is a collaborative endeavour by the two sets of pupils involved across both schools. When self-evaluating, pupils recorded a significant increase in the 5 Creative Habits of Mind.

Mixed group of learners across both schools

Creative Agent: Morag Colquhoun
Creative Practitioners:
James Scannell and Rural Media



Health and Well-being





Can a creative approach improve strategic reading skills, enhance enjoyment and foster positive attitudes to reading?

Pupils worked to develop their literacy skills and find ways to improve perceptions of hard-to-read words, which included the creation of their own school typeface. The school and the practitioners devised innovative characters to reflect the 5 Creative Habits of Mind – taking the form of child-friendly woodland creatures – that featured in a story devised, produced, and published by the learners.

The project had a positive outcome for all learners, measurable in reading performance data and in the demonstration of pupils' confidence in performing their story.

30 learners from Years 1 and 2

Creative Agent: Lucy Thomas
Creative Practitioners: Greg Ryan and Gary-Martin Rolinson (Pyka)



Language, Literacy and Communication



Digital Competency

Dewstow Primary School



To what extent can creative learning in the outdoors impact on pupil well-being and writing?

Outdoor learning and animation were used to explore the culture and traditions of the first nations people of North America. Indoor and outdoor activities included making artefacts, den building, orienteering and producing an integral documentary film, which included animated sections. The project developed pupil understanding of well-being issues, for example, how to deal with worries, recognising feelings and having empathy for others and the environment. In addition to improvements in oracy, the pupils developed their skills in digital competency, emotional intelligence and working more collaboratively.

30 learners from Years 1 and 2

Creative Agent: Bev Symonds
(Healthy Happy Clever Education)

Creative Practitioners:

Craig Armiger

(Outdoor Coaching UK)

Darren Latham

(Blue Monkey Animation)



Health and Well-being



Humanities



Digital Competency



Can learning in the outdoors through the medium of visual arts and storytelling improve the standard of oracy skills?

Year 1 learners experienced a range of stories, retelling and creating their own narratives by using objects collected or made during the project. A range of creative activities were explored using drama, story circles, felt making, and weaving. The project gave learners a stimulus and enthusiasm across oracy, listening, and writing skills. By modelling high-quality language, it demonstrated to the learners how to articulate speech with appropriate pace, providing opportunity to

use adventurous vocabulary. The project had an impact across oracy, listening, and writing skills; heightening the self-esteem and self-worth of learners, raising school standards in Personal and Social Education.

35 learners from Year 1

Creative Agent: Gemma Fraser-Jones
Creative Practitioners: Rachel Williams and Tamar Williams



Gwernyfed High School

How can popular culture be used to improve learners' literacy skills?

10 learners from Year 8

Creative Agent: Linda Jane James
Creative Practitioners:
Kerrie Reading and Dean Yhnell



Science and
Technology

This project focused on improving the standard of literacy and creative thinking amongst boys. Learners increased in confidence and were happy to share ideas in order to collaborate on the creation of posters and apps. 35% of learners demonstrated attainment in oracy as a result of the project.

Llantilio Pertholey Primary School

Can a creative approach to literacy improve the reading and oracy skills of a Year 1 class?

The Story of Umbobba the Goblin was written and performed by pupils using UV glow-in-the-dark puppets and back drops. The performance was the culmination of pupils looking at conventions of traditional tales through storytelling, set design, puppet making, and performance. Pupils' oracy skills improved as a result of their project work, having been observed applying techniques learnt to speak clearly and use expression.

28 learners from Year 1

Creative Agent: Helen Vincent-Tibke
Creative Practitioners: Stuart Bawler



Expressive
Arts



Language, Literacy
and Communication



Llancaiach-Minecraft Videos, 2:41, 5:33, 7:30

Can a creative approach to literacy and IT bring the subject of the Tudors alive to all Year 6 learners, particularly boys?

This project focused on literacy and history, based on a research trip to Llancaiach Fawr Manor. Learners created quest journals with notes, photos, illustrations, and story plans in order to inform the written stories they later translated into Minecraft.

The Llancaiach-Minecraft hybrid stories were then presented to parents, Manor staff, and historical interpreters by the learners at a celebration event at the Manor. All learners demonstrated improved attainment in writing, and 93% achieved the age-appropriate end of key stage English levels. High levels of writing and oracy are evident in the stories and videos produced by the learners during this immersive project.



Language, Literacy and Communication



Digital Competency

28 learners from Year 6

Creative Agent: Susan Woods
Creative Practitioner: Kath Morton-Smith

Can using a creative approach to story making improve oracy attainment in a Year 1 class?



Through the mediums of storytelling and craft making, learners explored stories of Welsh folk and history tales to design and create costumes, props and develop characters. Their creations in turn were persistently developed, adapted and improved as a result of pupil voice and ongoing feedback. In addition, the project provided the platform for learners to investigate the environment of the school and surrounding areas of their community, therefore supporting the children to be inquisitive about the world in which they live.

The Year 1 pupils have met the achieved target of writing stories. Furthermore, they have also made significant gains in other areas such as oracy and personal and social development. The Lead Creative Schools Scheme has encouraged staff at Llwynypia Primary to think outside of more conventional teaching methods and to make use of areas of learning outside of the classroom.

31 learners from Year 1

Creative Agent:

Sandra Harnisch-Lacey

Creative Practitioners:

Tamar Williams – story teller,

Sandra Gustafsson – performance designer and maker



How can animation improve attainment levels using cross curricular methods?

The project's main aim was to raise the standards in literacy amongst Year 2 pupils. This was supported by the use of Dragons and Castles as the core theme for the project, using their imagination to create stories and their inquisitiveness to explore and research the theme further. An animated film was created by the pupils, showcasing their process of discovery through artwork, storytelling, music, and many aspects of ICT skills, all of which was created in collaboration together.

Pupils were given large ownership and responsibility of the project. As a result, there was noticeable increase in confidence in the Year 2 pupils, and they have taken it upon themselves to use animation during child initiated independent learning, working in groups and being able to explore and experiment their creativity further.



21 learners from Year 2

Creative Agent: Carole Trenaman

Creative Practitioners:

Jenny Berrisford and George Beasley



Expressive
Arts



Language, Literacy
and Communication



Digital
Competency

How can imaginative engagement in practical activities improve numeracy and reasoning skills for Year 4 children?

This project sees the classroom teacher, Creative Practitioner and learners exploring imaginative strategies to apply numeracy skills to different contexts, with particular emphasis on space and measurement.

Sessions have enabled the learners to develop effective, fun ways to unpick problems together, increasing their confidence and collaborative skills. "We want to challenge the class to test and find enjoyable and useful methods that they can share with peers." The sessions involved constructing and creating new resources and ideas which can be shared across the school, such as a portable 'Maths Magic Kit' and a 'Maths Dash.'

30 learners from Year 4

Creative Agent: Heather Parnell
Creative Practitioner:
Louise Shenstone



Can the delivery of a creative cross-curricular project develop confidence, creativity and well-being in learners, impact on the gender gap and enable teachers to gain skills that can be utilised in the delivery of the Digital Competency Framework?

Over the course of 10 weeks, pupils worked in collaboration with their Expressive Arts teachers and Creative Practitioners to produce a two-part soap opera. Improvisation and script development activities allowed the learners to unlock new ideas, create characters and scenarios. Once a storyline was devised, the pupils looked at practical filmmaking techniques, created shot description lists, storyboards, scouted for locations, and explored costume and make up decisions. Working with their Music Creative Practitioner the pupils created sound effects and a theme tune for their soap opera,

carefully considering suitable genres for incidental music. Art sessions allowed the learners to create and manipulated digital images using software/apps in order to generate relevant imagery for titles and introductory sequence for the film. The delivery process concluded with visit to a professional dubbing studio when they worked with a sound mixer to overlay their soundtrack on to the final edited film. The work was shared and celebrated with a red carpet screening of the film and supplementary exhibition of the process at an independent cinema in Cardiff.

Assessment at the end of the process demonstrated that 86% of pupils made excellent progress in their oracy skills within the time frame of the project.

21 learners from Year 8

Creative Agent: Matt Beere
Creative Practitioners: Tracy Pallant, Amy Peckham, Alex Rees, and Casey Raymond



Expressive
Arts



Digital
Competency

Can using a creative approach have a positive impact on the confidence levels and the oracy attainment of pupils in Year 10?



Finding Your Voice’ involved learners working with a drama professional to explore new and innovative ways of developing their oracy skills and confidence. Using a wide variety of performance techniques including stand-up comedy, public speaking and role play, pupils explored how to improve their oracy practice in preparation for GCSE assessment. Significant impact on learners was noted including improvements in their confidence and skills but also getting to know their own learning preferences and styles. A film was produced to capture the impact on learners and is being used by teaching staff as a preparatory learning tool for KS4 oracy assessments.

210 learners from Year 10

Creative Agent: Dafydd Emyr
Creative Practitioner: Darius Nash



Can using a creative approach to characterisation of Welsh heritage and rugby heroes lead to improved outcomes in Welsh literacy especially oracy?

The learners worked with a storyteller and app developers to investigate the process of how characters are developed for use in digital and theatrical contexts. Of particular interest is how the different disciplines were useful and inclusive in benefitting a variety of learning styles. By focussing upon process, some of the more reluctant 'artists' have realised that telling a story and showcasing characteristics is more important than worrying about perceived quality or artistic merit. In addition to improving Welsh oracy, this project also developed digital competence and targeted reducing the impact of deprivation on educational attainment.



60 learners from Year 5



Language, Literacy
and Communication



Digital
Competency

Creative Agent: Karen Dell' Armi
Creative Practitioners:
Tamar Williams – storyteller,
Martin Jones and Ann Roberts
(Value Added Education)

Rhayader Church in Wales Primary School

Can pupil-led enquiry led to improved learning outcomes?

KS2 classes worked with an outdoor practitioner to develop learning areas in the school grounds with a maths focus whilst the creative consultant worked with teachers across the whole school to develop their confidence in pupil led planning. This project aimed to foster children's natural learning instincts and to support adults in

scaffolding children's learning by making their learning processes and habits more transparent. There has been a strong staff development focus from the outset, which has provided creative opportunities for staff to prepare for the new curriculum. The teachers feel motivated and excited by teaching in a more pupil led and creative way and the children are more motivated as a result of their increased involvement in the planning and content of their own learning.



All learners in Foundation Phase and KS2 (167 pupils)

Creative Agent: Rosie Mc Connell
Creative Practitioners:
Greg Vearey-Roberts and Jenny Dingle



Mathematics
and Numeracy

Can using a creative approach to our topic – Evacuation in the Second World War – improve oracy skills and improve digital competence of a mixed ability Year 5 group of pupils?

Vaccies is an animation produced by Year 5 learners at Risca Primary School as part of a project to develop literacy, oracy, and digital competence skills. Pupils also explored the history of their local area, and the animation was developed from direct transcripts of the recollections of evacuees living in Newport during the Second World War.

Aside from pupils’ substantial development in oracy and digital competence, learner well-being and attitudes to learning were improved by this project.



55 learners from Year 5

Creative Agent: Lucy Thomas
Creative Practitioners:
Nigel Crowle, Glen Biseker
(Winding Snake Productions)

-  Humanities
-  Language, Literacy and Communication
-  Digital Competency

How can the imaginative engagement in group role play improve oracy and creative writing in Year 2 children?



Through circus workshops, learners undertook a process to improve their oracy skills. Furthermore, they developed areas of the 5 Creative Habits of Mind, such as collaboration and persistence, through devising their own circus tricks with other class members. Instructions were in turn written by pupils as a result of developing their own tricks. These instructions were utilised as a mechanism to teach all teachers during a staff inset session.

Engagement levels and confidence have greatly been improved. Learners have learnt to work as a team and developed collaborative strategies. In addition, 5 Creative Habits of Mind 'superheroes' were created by the children as a result of the project – Persistent Penny, Inquisitive Ian, Disciplined Dan, The Caped Collaborator and Imaginative Iris. These superheroes are regularly referred to and identified in the different areas of learning across the classroom and school learning environment.

29 learners from Year 2

Creative Agent: Heather Parnell
Creative Practitioner:
Beth Caudle – drama practitioner



Language, Literacy
and Communication

Can we foster enjoyment of learning and raise standards of writing, oracy and the digital framework through investigation and the solving of a crime?

Pupils worked to improve their writing, oracy, and digital competence through a series of drama workshops and crime-based activities. Learners completed fingerprinting, DNA creation, crime scene observations, creation of fake news, alongside creative learning games to boost self-esteem and encourage team building.

The project contributed to a significant increase in pupils' attendance, a reduction in lateness, improved behaviour, and improved attainment with pupils' English levels showing clear development. Pupils' interest and understanding of the police force also improved, as an unintended outcome of the project.

30 learners from across Years 4 and 5

Creative Agent: Amy Doughty
Creative Practitioners:
Gemma Walsh and Stuart Ball



Language, Literacy
and Communication



Science and
Technology



Digital
Competency



Exploring how our environment impacts the way we learn

29 learners from Year 4 and 5

Creative Agent: Lizzy Stonhold
Creative Practitioners:

Year 1 – Greg White

Year 2 – Craig Thomas and interior design students at Cardiff Metropolitan University



Mathematics
and Numeracy

Our Lead Creative Schools projects have explored how our environment impacts the way we learn. For the first year, the practitioner focused on the outside area of the school, building mazes, dens, pathways and ultimately thinking up 'islands' to see how changes in our environment alter pupils response. Pupils engaged in diverse, practical exploration and a constant dialogue of how they feel, move and concentrate as they learn. Staff and pupils are currently collaborating with Cardiff Met's Interior Design department, Craig Thomas and three students. Lighting, scale, colour, and 'zones' are being explored and through a practical investigation of the classroom, the pupils are applying their maths which has been taught during the week, practically applying it to measure, scale and re-design the classroom.

Springwood Primary School & Roath Park Primary School



The project culminated with the burying of a time capsule, curated by the learners, in Roath Park and the world's first ever FaceTime conversation with the future. Learners wrote messages on cards to help people in the future understand how you can be kind to other people and make friends and they also wrote letters to their future selves.

Rangers of the Future: exploring how literacy can be developed in Year 4 learners

The project has seen learners across both schools develop their literacy skills whilst allowing them to consider what the world (and they) might look like in the future. Through emails and video recordings, the learners were able to communicate with 'Herman' – a man from 70 years in the future, in order to see what Roath Park 'looks' like. Herman had told the learners that there are no trees in the park and that birds/animals are extinct. With this information learners were able to explore and investigate what actions they could take to modify the scenario.

90 learners from Year 4

Creative Agent: Jên Angharad
Creative Practitioners:
Georgina Harris, Justin Cliffe
and Roberta Harris



Language, Literacy
and Communication

St Christopher's School

How can digital and creative processes improve pupil participation and develop pupils' literacy and numeracy?

The school's current project is based on an 'Apprentice' style brief, which is continually being shaped by the pupils as they input their ideas. To date, the teacher and practitioners have worked with learners on market research, planning products, making prototypes, creating raps, poetry and jingles. The work is interspersed with bespoke activities

that aim to develop collaborative skills and social and emotional wellbeing.

13 learners from Year 10

Creative Agent: Delyth Harries

Creative Practitioners: Martin Daws, Ben Davies and Jude Wood



Language, Literacy and Communication



Science and Technology

St David's RC Primary School

Can a sustainable travel project using animation have a positive impact on oracy in Year 5?

Pupils have been working to improve their oracy and digital competence skills through animation. The project has been linked with Sustrans and considers the theme of sustainable travel. Learners have been exploring animation equipment, creating their own animations, learning about storytelling and writing their own stories. As a result of the project, pupils are currently expected to meet or surpass their end of year targets.



31 learners from Year 5

Creative Agent: Richard Parry

Creative Practitioner: Tom Margett



Language, Literacy and Communication



Digital Competency

Can we use music to improve numeracy and build resilience and engagement in our Year 5/6 class?'

A broad range of music styles and genres were utilised as a tool to enable the development, improvement and memorisation of times tables for the participating learners. As a result of music creation, song writing, film making and the learning of the perspective timetables, pupils created their own YouTube channel that enabled them to broadcast their newly devised music videos.

There has been a large change in attitude, with positivity and enthusiasm clearly being evident concluding the project. Many of the participating children have realised they like maths, and that they can sing and/or dance. Times tables have been remembered, and the construction of their performances for the camera has given them confidence generally with problem solving and team working.

26 learners from Year 5 and 6

Creative Agent: Rebecca Lloyd James
Creative Practitioner:
Bill Taylor-Beales, Hushland Creative



St. Joseph's Cathedral Primary School Swansea

The class pupils of St Joseph's Cathedral Primary School have been on a creative journey bringing the curriculum alive through designing, building and making.

The school focused on the settling of Irish immigrants in the 1850's. The story is one of great destitution and desperation, of faith and community and of hope and education. Over 7 weeks the pupils, staff and creative practitioners have explored this legacy through a wide spectrum of practices and processes. From film to forge, plaster to paper, the pupils experienced 2 dimensional and 3 dimensional pathways to unpack and illuminate this human story of endurance and endeavour. They accessed the history and religion curriculum in a way more dynamic

and memorable than traditional academic pathways: linking learning to unfamiliar and more abstract situations. They have constantly been evaluating and modifying their creations to reach an understanding that the process and development of imagination is as important as the final outcome. As they have been challenged and encouraged to question, explain and justify their choices they have become more persistent, resilient collaborative, learners.

30 learners Years 5

Creative Agent: Sarah Jones
Creative Practitioners:
Bill Taylor-Beales
and Mandy Lane



Humanities

St Mary's RC Primary School

Chepstow: Bridging out to our future

'Chepstow: Bridging out to our future' is a project devised to empower learners to be more daring and imaginative in their use of literacy, numeracy, and ICT. Pupils devised, wrote, filmed, and produced their own short film exploring the importance of their local area and the worth of Chepstow to Wales. The project developed pupils' aspirations for the future, their

understanding of each other, their social skills with adults and their peers, and their understanding of the importance of education.

60 learners from across Years 5 and 6

Creative Agent: Jenny Hulme
Creative Practitioners:
Owain Hopkins (Tree Top Films)



Language, Literacy
and Communication



Digital
Competency

St Woolos Primary School

Improving boys writing in Years 1 and 2

Learners used film and performance to explore collaborative learning outside the usual classroom environments, expanding their confidence, perseverance and creative thinking. They created 'Hungry Heroes' a pop-up healthy eating restaurant and marketed it locally to increase parental and community engagement and support. The project raised standards and attainment in all aspects of literacy: oracy, writing and

reading. There were 42 pupils with English as an additional language: the visual nature of the activities assisted in countering language barriers between participants.

87 learners from Key Stage 1

Creative Agent: Ceri Davies

Creative Practitioners: It's My Shout



Language, Literacy
and Communication

West Park Primary School

Gravity is Not Chocolate' – can a collaborative production of a short film promote independent learning in Foundation Phase learners and improve long term attainment in core subject areas?

25 learners from Year 3

Creative Agent: Hannah Noone

Creative Practitioners:

Natasha James and Mike Church

Learners chose the theme of 'Space' in order to produce this film by writing scripts and developing acting skills through drama workshops. This group of transitioning learners were underachieving in language, literacy and communication, mathematical development, and personal and social development. Evaluation has evidenced an increase in emotional well-being and personal growth.



Science and
Technology



Digital
Competency

Can using a creative approach to literacy have an impact on the attainment results of a class of mixed ability Year 2 pupils?



Through a creative approach to literacy, the project aimed to ignite the children's imagination with stimulating texts. Word games, role play, imagination trails and drama games were used as a method to promote a love of reading and literacy. Learners worked with their teacher and Creative Practitioner to create an outdoor story trail in the school grounds and launch an anthology of work.

The project led to an increased enjoyment of reading with learners being more persistent when they find reading difficult. Learners have developed their confidence through role play and storytelling opportunities. This in turn has led to an increase in their oracy skills.

30 learners from Year 2

Creative Agent: Jos Andrews
Creative Practitioner:
Susan Monkton



Usk Church in Wales Primary School (with Charles Williams Church in Wales Primary School)

Developing learners' physical literacy alongside their creative writing in an environmental context.

Years 5 and 6

Creative Agent: Sarah Goodey
Creative Practitioners: Daniel Ovel
(Dirty Feet Dance)



Expressive
Arts



Language, Literacy
and Communication

Working alongside a parkour specialist, approximately 60 pupils from both schools were able to produce high quality creative narratives in the context of 'The Plastic Ocean' and 'Deforestation', which were retold through choreographed movements including gymnastics, vaulting, breakdance and freestyle. The resulting work was also made into a film. Alongside improvements in pupils' physical skills and confidence, team working and innovative ways of collaborating were a key feature as well as being persistent and working outside of 'comfort zones'.

Ysgol Bro Dinefwr

Can a creative approach to using digital media, in response to needs of the school community and environment, improve pupils' confidence and application of digital media in relation to the Digital Competency Framework?

15 learners from Year 8

Creative Agent: Sarah Pace
Creative Practitioners
Pyka (www.wearepyka.com)

'Magic Mirrors' is an installation which includes 'big' questions designed to make passers-by who read them stop and think. Questions such as, 'If I tell you that I'm going to steal your pen, is it still stealing?' are designed to elicit conversation and to get the audience thinking. The mirror encourages those looking to see their reaction and think on that too. The learners involved improved their coding skills, as well as their problem solving and project management capabilities.



Digital Competency



The recent project revolved around the book *Stryd y Rhifau*. Through this, the pupils had an opportunity to explore the different aspects of numeracy, and in particular its language.

With a strong collaboration between staff and creative practitioners, pupils explored shapes, numbers and graphs through recycling old furniture and other materials, developing a numeracy shed, painting and sculpting, stencilling and singing. The work was displayed around the school grounds for all pupils and the wider school community to explore. The pupils' creativity was developed within and outside of the project, as staff constantly explored new ideas.

Can collaborating with creative practitioners on a Welsh-medium mathematical project mean that the mathematical language of reception class pupils can be influenced and developed? Through investigating and discovering new methods, we want to create a resource to spread what we have learned with the rest of the school.

60 learners from Reception

Creative Agent: Iwan Williams

Creative Practitioners:

Catrin Williams and Mike Murray



Expressive
Arts



Mathematics
and Numeracy

Ysgol Bulchgwyn

'How can the creative use of digital technologies and film making develop numeracy skills along with the habits of collaboration, persistence and discipline?'

27 learners from Years 5 and 6

Creative Agent: Jan Davies

Creative Practitioner: Jim Elliott



Humanities



Mathematics
and Numeracy



Digital
Competency

The current project is aiming to utilise numeracy in a purposeful context and bring local World War 1 stories to life, through film and animation. By considering frames per second, screen ratio and continuous calculations, pupils are becoming much more confident when using maths. The learners have also been working outside of their immediate friendship groups, which they have identified as being useful when providing feedback to each other, and improving the quality of the work produced.

Ysgol Crug Glas and Morryston Comprehensive STF Unit (School to School Development Strand)

Can we ignite interests in a range of learners by creating a web of sounds and light activated by movement and modelled by ear, eye and hand?

Mixed group of learners across both schools

Creative Agent: Arwen Roberts

Creative Practitioners: Luke Turner,
Dave Bairn, Tom Newell, Jordan Martin



Expressive Arts

Do not go gently into that good night is an animation produced by pupils in collaboration with four artists: an illustrator, a musician, and video designers. The animation is the result of a multi-sensory project in which pupils were able to use their bodies to trigger cause and effects. Pupils applied themselves to the imaginative, creative and social opportunities provided by the project and were able to overcome many of the physical and social challenges they face on a day-to-day basis.



Increase Welsh literacy skills with KS2 pupils whilst addressing environmental/ECO themes

Whole school – 97 pupils

Creative Agent: Siw Jones
Creative Practitioner:
CISP Multimedia



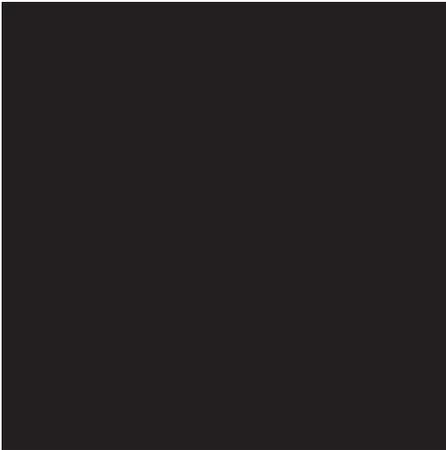
Language, Literacy
and Communication



Digital
Competency

Pupils explored how music, graphic design and film can be combined to create a visual language to reinforce a topic rather than working as separate art forms. The aim was to improve literacy and increase the use of the Welsh language amongst KS2 pupils, whilst at the same time raising awareness in relation to environmental issues. Pupils were fully creatively immersed in the entire production process creating films, digital cartoons, illustrations and puzzles, writing lyrics, sound recording, composing music and experimenting with rhythm. How the Welsh language can be used in a variety of ways was also reinforced by this project as pupils learnt phrases in relation to digital design, film-making and composition.

Is it possible to develop coordination and problem solving skills, raise standards in numeracy and science in Year 5 and 6 by using puzzles, creative games and art resources?



“There’s more to learning than pen and paper”

The project developed pupils’ science and mathematics skills through a practical, pupil-led approach. The project saw developments within these programmes of study as well as increased confidence in taking risks and trying new things. Examples of activities that took place include: experimenting with magnetic slime, foam, working with solids, volume, and structures. Pupils also continued their learning at home independently, watching experiments on YouTube and learning about scientists such as Stephen Hawkins. The teacher and creative practitioner capitalised on this inquisitiveness and followed up on the pupils’ interests in the classroom.

28 pupils from Years 5 and 6

Creative Agent:

Rebecca Hardy-Griffith

Creative Practitioners:

Gwion Aled and Mike Murray



Ysgol Gyfun Cwm Rhymni

How can we increase understanding of a complex subject and develop skills in remembering scientific concepts?

6 learners from KS3

Creative Agent: Ceri Davies

Creative Practitioners: Arwel Jones, Wild Creations, Real SFX and Fake FM



Health and Well-being



Science and Technology

A group of learners were challenged to think of a playful way of learning about the digestive system. After visiting two creative technical design and special effects workshops, learners were inspired to design, build and film backgrounds, special effects, and props for an immersive model of the digestive system. Prior to the project, 80% of learners did not reach the Literacy/Numeracy Framework standard in all areas. After the project, 80% of learners exhibited more correct elements of the Framework than incorrect, and 40% reached the Framework standard in some areas. 80% of pupil attendance improved during the project.

Ysgol Gymraeg Casnewydd

Creu yn y Cwtsh

1 learners from Years 3-6

Creative Agent: Ceri Ll Davies

Creative Practitioners: Rhodri Harries and Aron Evans



Expressive Arts



Health and Well-being

Pupils have been working to create music and animations to develop their confidence, self-discipline, and concentration skills. Learners involved in the project are a group with access to the nurturing 'Cwtsh' space in school. The project has been designed to help pupils feel valued by following their individual interests in forming the music and animations as part of the project.

Stepping into the middle ages



The Year 1 project focused on the TV series *Come Dine With Me* and *Through The Keyhole* where information on the 'Middle Ages' could be presented in a lively and relevant way. The pupils were required to investigate scripting, performing, recording and editing the program. To record the programs pupils visited Kidwelly Castle, the Cosmeston Medieval village and Tinopolis studios. Pupils' literacy skills of all ability ranges have been developed. They were given the opportunity to script, edit, read, practise and play a role for a real audience. Pupils' interest in the Middle Ages has improved in terms of customs, celebrities, culture, food and costumes. Due to the ownership pupils had over the project, learning was enriched as the pupils had to adapt the knowledge learned for the purpose of an audience.

44 learners from Year 7

Creative Agent: Glenda Jones
Creative Practitioner: Llinos Mai



Here to Learn' plan

In the second year, the school focus was on well-being and pupil voice. The school already had a room for pupils to come to but it was felt that this space could be improved.

Pupils were able to offer their ideas on how to change this room, which included investigating, sharing ideas, collaborating and accepting responsibility. They then worked alongside Creative Practitioners and staff to transform the room into a pupil designed and created well-being and learning space. Since the project, staff have seen an improvement in the behaviour and attitude of many pupils. The pupils also noted that they felt pride and ownership over the room. Many pupils use the room as a place to calm down or to discuss problems with friends and staff. Pupils also attend the room to follow personal mentoring programs with the staff that work there. A beautiful atmosphere has now been set up in the unit, which clearly contributes to the quality of the mentoring sessions.



20 learners from Years 8-11

Creative Agent: Glenda Jones
Creative Practitioners:
Carys Tudor and Rhys Thomas



Ysgol Harri Tudur

How can creative learning strategies help improve the educational outcomes for a group of male learners?

20 learners from Year 10

Creative Agent: Iwan Brioc

Creative Practitioners:

Mike Hotson, Sara Wentworth
(Arts4Wellbeing), Gordon Main

This project, based on William Golding's *Lord of the Flies*, focused on improving behaviour, ability, concentration and engagement in a group of KS4 boys. The impact of the project included a noticeable increase in social skills. Whereas the majority of the group were previously not on target for pass grades, 36% of boys who engaged with the project achieved a C grade in their English GCSE exam.



Language, Literacy
and Communication

Ysgol Mair

Can using a creative approach to problem solving in mathematics increase attainment in a class of Year 3 and 4 pupils?

30 learners from Years 3 and 4

Creative Agent: Toria Collins

Creative Practitioners:

Ali Pickard and Ticky Lowe

The theme evolved during the project as the pupils became passionate about the issue of plastic pollution in the sea. They developed their problem solving skills by making moving models; by making the tallest tower they could from rubbish and creating an animation to raise awareness about plastic pollution. There was significant improvement in the learner's skills of collaboration and persistence which led to improved group work and better communication and problem solving



Mathematics
and Numeracy



Science and
Technology

Ysgol Morfa Nefyn

'How do you increase learner engagement with numeracy and entrepreneurship through using and developing digital competency skills?'



The initial task required learners to interview local shopkeepers about their business to inform their research. They then used this information to develop their own idea for a bakery company before creating a logo and an advert. They increased their digital competency skills by using the filming equipment, recording voice-overs and they were also introduced to editing and using a drone for filming. Numeracy skills were developed through creating their food products, measuring, weighing and ensuring timings were correct. They also had to work out the retail prices for their products that would ensure they returned a profit. Throughout the project, the teacher and practitioner used drama and games to help learners develop their confidence. This experience of real-world learning resulted in improved inquisitiveness, imagination, discipline, persistence and collaboration. The project also had a clear impact on pupils' attainment in numeracy.

17 learners in Years 2 and 3

Creative Agent:

Lisa Gwilym and Sara Ashton Thomas

Creative Practitioners:

Owain Llyr, Martin Thomas
and Sian Thomas



Language, Literacy
and Communication



Mathematics
and Numeracy

Will creating a Welsh YouTube channel improve the overall oracy level in Welsh for Year 5 and 6 pupils?



The project explored the development of Welsh fluency and also how Welsh speaking can be developed through using contemporary media, audio recording and video. They focussed on science and sport as their subject matter and used various locations on the school grounds to film their experiments and tutorials integrating rap, beatboxing, performance and word play. Once published on YouTube the films were utilised by other pupils in the school for independent learning. It was noted that the children were making progress much quicker than expected during this period in a variety of subjects, not just Welsh oracy. Confidence increased significantly; a surprising moment occurred when a group of boys who could be difficult to engage and never contribute in class, particularly of their own volition asked if they could perform their work for the class.

36 learners in Years 5 and 6

Creative Agent: Emrys Williams

Creative Practitioner:

Ed Holden (Mr Phormula)



Language, Literacy
and Communication



Digital
Competency



Amazing maths and A New Chapter

During the first year of the Lead Creative School Scheme, an engineer and an architect collaborated with a Year 9 Maths class to deliver the brief 'Amazing Maths'. Working with the student's enthusiasm for McDonalds, they researched and experimented with one point perspectives – an image that only makes sense when viewed from a specific viewpoint. Pupils created scaled model making of the McDonalds interior, and experimented with perspective angles and viewpoints. In their second year, the school is focusing on their school library. Two year

groups in the school are exploring ideas about what makes a space feel valued. The class have shown significant increase in collaboration, motivation and positive attitudes to learning.

21 learners from Year 6 and 16 learners from Year 11

Creative Agent: Elizabeth Stonhold
Creative Practitioners:

Year 1 – Peter Pickford and Chris Evans
Year 2 – Craig Thomas and interior design students



Can a topic-based approach involving movement and storytelling, develop children's confidence, enjoyment and proficiency in oracy and written literacy?



Year 5 pupils and two teachers worked with an animator, a dancer, and a drummer to improve oracy and written literacy through dance, movement, and animation. Pupils self-selected to focus on either the choreography/dance/music element, or the animation element, which culminated in one mixed-media film telling a collaborative adventure story on their chosen theme 'On Safari'. The children quickly became independent animators, and developed their collaborative skills as they worked in small specialist teams. A number of previously reluctant writers found a new depth to their writing, and some of the less confident speakers became more fluent and sophisticated in their speech. Teachers became more confident in trying new approaches and saw the importance of giving children time and freedom to express themselves and their ideas.

55 learners from Year 5

Creative Agent: Rosie McConnell

Creative Practitioners:

Hannah Engelkamp – animator and storyteller, Rosa Carless – streetdancer and choreographer,

Emmanuel Okuni – master drummer



Language, Literacy
and Communication



Mathematics
and Numeracy

Ysgol Rhos Helyg



The Lead Creative Schools project was set up originally to support and encourage reading skills but very quickly transformed into a project to help pupils explore emotional literacy. The pupils, teacher and creative practitioner created a junk modelled machine – this machine provided a link between the pupils and an alien called ‘Zog’ who wished to learn about planet Earth. Zog was particularly interested in what made the students laugh, and how a negative emotion could be turned into a positive one. Pupils’ level of engagement with all aspects of learning increased dramatically during the project, and according

to their teachers continued within the normal school day. Students tackled more difficult tasks, showed persistence and less disengagement.

10 learners from Years 2 – 5

Creative Agent: Cath Rigler
Creative Practitioners:
Lleucu Meinir – photographer
Ffion Bowen – drama specialist



Health and Wellbeing

Ysgol San Sior

How can we use early photographic processes to inspire the development of pupils' numeracy across the curriculum and support classroom engagement, narrowing the gender gap in Year 2?



The project used the natural world as a source of inspiration: pupils collected natural objects and developed cyanotype prints as part of the class theme of light and dark. The photographs were printed on greetings cards and the class visited local businesses to pitch their product. The school's aim is to provide a stimulating and challenging curriculum, empowering children to think for themselves and to exceed their expectations; realising the limitations of the classroom as a learning environment and the opportunities that the wider environment holds. This project achieved its aims tenfold in this respect but it also addressed a gender gap that had been a focus of the school's attention in Year 2.



31 learners from Year 2



Language, Literacy
and Communication



Science and
Technology

Creative Agent:

Vivienne Rickman-Poole

Creative Practitioner: Eleri Griffiths



‘Dirhebbion’/ ‘Proverbs’ – how can digital competence be increased through creative learning in order to develop literacy and numeracy skills?

Learners explored copies of medieval manuscripts and Victorian schoolbooks at the National Library of Wales in order to create artworks inspired by the proverbs they discovered. This experimentation with visual language resulted in a contemporary twist on their chosen proverb, using the mythology in Pokémon stories to write artist statements. The project had a positive impact on attainment in

literacy and numeracy. Notable progressions were in handwriting and lateral creative thinking in addition to increased ambition, confidence, and resilience.

42 learners from Years 5 and 6

Creative Agent: Cath Sherrell
Creative Practitioner: Helen Duffee



Ysgol y Faenol



The project began with a story fayre, where pupils designed their own story nooks and retold three stories to the younger pupils in the school, building up their confidence. They participated in drama activities, which developed their listening and creative skills. Pupils later worked in two separate groups to create animations of their stories; they created all the backgrounds and characters for a range of scenes. Following this, pupils created a theme song and recorded it. Most sessions were held at the school, however, they also linked the stories to the local landscape by taking pupils out to visit the three sites of the story of Macsen's Dream. Pupils' standards in oracy were raised as a result of the project and attendance went up from 92.76% to 97.93% during the project.

Exploring the stories of Wales and presenting them in a digital media format. To produce an animation based on a Welsh folk tale developing pupils' oral storytelling, script writing skills, and digital competency.



Language, Literacy
and Communication



Digital
Competency

29 learners from Years 4 and 5

Creative Agent: Martin Hoyland

Creative Practitioners:

Fiona Collins and Jim Elliot

Ysgol y Gogarth

This project, in its third year, is aiming to deliver whole-school change by developing cross-curricular approaches specifically within STEAM subject. This is supported by creative learning pedagogy; by ensuring work is pupil-led and opportunities are provided for pupils to develop their Creative Habits of Mind.

The school worked with some inspirational creative practitioners in the second year of the project and developed very effective working relationships, including extensive discussion and exploration of different pedagogies. They observed how the Creative Habits of Mind can have a real impact on learning. The Creative Practitioners are passionate and keen to engage with the whole school staff and have run training events for the school in both technical skills and pedagogical thinking. This year they are aiming to take a significant step forward on the journey to a new and engaging curriculum for their learners and for all the professionals involved.

Learners mainly from Year 10 but all pupils will have participated by the end of the year.

Creative Agent: Martin Hoyland

Creative Practitioners:

Rob Spaul and Charles Gershom



Science and
Technology



Ysgol y Traeth



To explore how to improve the quality of Year 1 pupils' oracy in a creative way, by working together and persevering to solve problems. We would like to use the local area around us to stimulate the creativity of the project.

The project theme was based around their hometown of Barmouth; learning about its features today and how it has changed over the past hundred years. Most sessions took place at the beach, a stone's throw away from the school. Every week, a fictional character called Wil the Fisherman would visit the pupils on the beach, retelling tales from the past, engaging the pupils'

imagination and developing their problem solving skills as they helped Wil to find his famous treasure box.

There was evidence of significant improvement in pupils' Welsh oracy standards; learners were more confident in speaking Welsh to each other following the project.

26 learners from Year 1

Creative Agent:

Mari Rowland Hughes

Creative Practitioners:

Elin Jones and Llyr Edwards



Language, Literacy
and Communication

Creative Collaborations

Creative Collaborations focuses on arts, cultural and creative activities that are out of the ordinary and not run-of-the-mill. Schools and/or arts organisations can apply for funding of up to 15,000 to develop more ambitious and sustained projects. The essence of Creative Collaborations is innovation.



Canolfan y Gors PRU Centre and Carmarthenshire Secondary Teaching and Learning centre

Man a Man a Mwnci

This group of learners worked with artists and designers within a studio context on bespoke well-being project 'Man a Man a Mwnci'. Utilising a social enterprise model, the group set up their own 'pop-up' shop selling arts merchandise made by the young people, alongside arts professionals. Project goals were to highlight positive uses of social media and empower this group of young people toward independent enquiry. Learners demonstrated increases in confidence, self-belief and aspirations.



'The whole experience has been enjoyable. I loved the printing workshop and seeing my work on display. This has given me the confidence to try new things in the future. Being able to work in the shop and seeing all the work we've created being bought was great.'
– Learner

'Being in an art college with students working around them gives a great creative atmosphere. It encourages questioning and makes creative playing a valid process of learning, whether it's with paper, fabric, canvas or bronze. The same problem solving and analytical approach is needed.' – Artist

20 learners from KS3 and KS4

Project partners:
Carmarthen School of Art,
Oriol Myrddin



Cwmni'r Fran Wen and Ysgol Pendalar

Lledrith



'Throughout the project, the artists gave so much attention to pupils who appreciate work in a sensory way. A type of sensory memory was created for activities in the art class. It has been possible to reflect this very effectively in the exhibition space also. Pupils were being inspired all the time to develop skills to express their feelings.' – Teacher

'The pupils have truly enjoyed this, increasing their confidence in different creative aspects. The project left a very special impression on my class. It was an excellent project which has created an impression on the pupils and staff. I hope to be able to incorporate some aspects of the creative learning taught me every day in the classroom.' – Teacher

Ysgol Pendalar are a special school Caernarfon who, in collaboration with theatre company Cwmni'r Fran Wen, sought to develop an artistic installation on the school grounds in celebration of being on the site for 10 years. The installation comprised of visual art, sound, music and film made by pupils in order to create a multi-sensory environment. This expressive arts project engaged pupils in workshops, which encouraged creative expression, increased confidence and dealing with challenging themes. The resulting relationship between Cwmni'r Fran Wen and the school has led to a number of possibilities for future collaborative arts projects. The company have indicated that they are deploying an innovative new scheme that offers opportunities for the development of young artists with disabilities which is directly based on the success of this project.

38 pupils from KS4

Project partners:

Mirain Fllur, Mari Morgan



Expressive
Arts

Familia De la Noche - Dyffryn Taf Transition Project

How do you break down the boundaries during transition from primary to secondary school by using an innovative drama project involving pupils?

Dyffryn Taf students ran workshops for 9 primary school year 6 classes. These consisted of creating sound effects, designing a set and learning a dance routine. The Dyffryn Taf students performed the show (The Daydreamer) in front of friends, family and school staff with the year 6's joining in with the dances they had learned. The aim of this was to create a relationship between families of new Yr6 students and help pupils push their own boundaries to grow more confident and resilient.

The results of the project demonstrated marked changes in behaviour and attendance and forged a strong bond between the community and the school. There was a huge turnout for the performance including families of the year 6 performers who showed a positive response to the Year 6 pupils engaging with older students.

Whilst older students talked about how it felt being a 'role model' to the younger pupils and how much they enjoyed this feeling.

'One pupil, Chloe, made huge improvements during the project as her attendance was worryingly low. However the workshops gave her a chance to express herself and re-engage her with school life. She made strong healthy friendships that now encourage her to attend school.' – Brownwen Rashad

'I developed Drama and art skills and felt that working with the year 6's from our local primary schools was really beneficial. I loved going to the school and meeting the pupils.' – Chloe

152 learners from year 6, Year 8 and Year 9

Project partners:

Dyffryn Taf Secondary School, Griffith Jones Primary, Narbeth Primary, Tarvernsprite Primary, Templeton Primary, Meidrim Primary, Tremolet Primary, Llandmiloe Primary, Llys Hywel Primary, Bro Brynach Primary



Head4Arts

Community arts organisation Head4Arts has engaged eight schools in two innovative projects: TwLetteratura and Shipshape: Voyage of Discovery

TwLetteratura



Head4Arts worked with Menter Caerffili and three Welsh medium schools – (Ysgol Gyfun Gymraeg Cwm Gwyddon, Ysgol Penalltau, Ysgol Trelyn) in exploring interesting ways of encouraging young people to use the Welsh language online and when interacting with digital media.

They did this by using an innovative new learning tool from Italy. The learning tool comprised a reading method (TwLetteratura) and an

app (Betwyll) designed to increase enjoyment of books in reluctant readers by combining old-fashioned reading skills with contemporary-style social media networking fun! Learners developed ‘deep reading’ skills contributing to literacy and have experience of using Welsh outside of school in their use of digital media and demonstrating a better engagement with reading and a more positive use of social networking activities.

‘The pupils now understand the process of writing and publication through their interaction with an author and publisher – they have gained confidence through being part of a collaborative project where they can lead on elements and feel their ideas have been taken on board.’

270 pupils from Years 5 and 6

Project partners:

Associazione Culturale Twitteratura, Literature Wales, Menter Iaith Caerffili, Gomer Press, Dan Anthony, Huw Aaron, Ioan Kidd and Rufus Mufasa



Shipshape: Voyage of Discovery (Interactive learning tools project)



'The project encouraged to reflect on their experience and "deconstruct" the components of the workshop, so they had a better understanding of the elements and processes involved. The experience has encouraged the pupils to take a more proactive and less passive, role in their education'

Head4Arts worked with five schools Abergoed Primary School, Derwendeg Primary School, Fochriw Primary, Hendre Junior School and Ysgol Gyfun Cymraeg Caerffili on this interactive learning tools project.

Shipshape is an interactive learning experience consisting of storytelling, physical interaction, experiments and augmented reality. Pupils create a range of imaginative new learning tools that will be of particular benefit to those who struggle with more formal learning styles and who need to be physically active.

The Shipshape experience consisted of the voyages of two ships – an old-fashioned sailing ship and a modern container ship and integrated storytelling, physical activity, problem-solving, role-playing, experimentation, exploration, IT skills (using iPads revealing augmented reality 'portals'), teamwork, decision-making and challenges.

Learners were given the opportunity to lead in a project and have their ideas taken on board. This gave them more confidence in shaping their learning.

170 pupils from Year 5

Project partners: Hawila Project



Expressive
Arts

Jubilee Park Primary and Ballet Cymru

Whimsy

Storytelling and numeracy were central to this project consisting of both workshops and an end performance. Alongside dance and visual arts practitioners, pupils explored the expressive arts as a means to learn and collaborate, solve problems and be imaginative. The main character in Whimsy recognises beauty in the world, but struggles to see it in herself.

The story explores the idea that each child is unique and has their own path of growth. The project contributed to raising self-awareness, self-esteem and confidence, which the school had established to be areas of focus.

20 pupils from Year 6

Project partners:

Krystal Lowe, University of SouthWales
Dance theatre production



Expressive
Arts

Lewis School Pengam

Broken Harp

'Goblins in Bargoed and Giants in Gilfach! How can we resurrect the cultural initiative of excavating local legends from within their own community?'

This project allowed the pupils of Lewis School to explore two published volumes of poetry, stories and legends collected and written by the pupils of 1911 and edited by Thomas Matthews, Renaissance man of the early twentieth century. Larry Allan used this premise as the focus of Broken Harp effectively weaving contemporary issues and youth culture into the myths & legends of the area and the horror of the First World War.

Pupils worked amongst friendship groups and alongside older, more experienced pupils as well as benefitting from the input of a professional team of theatre practitioners. They developed skills such as acting, dance and musical performance on drums, guitar, bass guitar, rap and vocals.

This resulted in a powerful and compelling narrative that was both funny and moving and with an evocative, original score by the music students. The piece resonated with the pupils and audiences alike.

The project provided a safe place for pupils to explore themselves and their relationships as well as developing important skills such as empathy, focus, concentration, listening, communication, confidence and self-esteem.

'...if you provide young people the opportunity and the catalyst for creativity, they will surprise you with exceptional abilities and talent.' – Bethan Jenkins, Head of Music

173 learners from Years 7, 10 and 13

Project partners: Larry Allan, Chainworks, Blackwood Miners Institute



Expressive
Arts

National Dance Company Wales with Allensbank Primary School and Cantonian High School

'How do you add an innovative element to the children's learning through dance and movement whilst improving levels of literacy and oracy?'

This is a collaborative approach dance project, with two schools: Allensbank Primary and Cantonian High School. The project aims to break down barriers in engaging young people in dance activity, particularly those new to dance, and particularly for learners that do not thrive as much in their classroom-based learning.

The dance artists, Siân Rowlands and Jack Philp have spent the last term with a Year 7 group at Cantonian High who are schooled within the Access Base unit. Alongside their teacher Aimee, they have been working on sequencing, which is an area within their literacy and day to day life that they find particularly challenging. This element has also been linked to their thematic work on the topic of 'Around the World' in order to support and supplement their classroom learning.

These sessions have actively promoted the learners into becoming creators as they work together as a creative team with their class mates to create choreography under the direction of the NDCWales' artists.

'Last week I visited the class and the session was heartwarming. Their teacher Aimee is overwhelmed by their response to this way of working with what can sometimes be quite a challenging class.' –

Lizzie Davies-MacMillan, NDC Wales

90 pupils between 5 and 12 years (Foundation Phase, Key Stage 2 and Key Stage 3)

Project partners:

National Dance Company Wales,
Allensbank Primary School,
Cantonian High School

Dance artists: Siân Rowlands and Jack Philp



National Theatre Wales

How do you engage pupils in exciting projects, who would usually be reluctant to try something outside of their comfort zone and provide them with experiences to which they would otherwise not be exposed?

TEAM/PLC was a Creative Collaboration between National Theatre Wales and Pembrokeshire Learning Centre, to work with a KS4 Pupil Referral Unit in Pembroke Dock, where the majority of learners face multiple disadvantages, both in and out of school and where access to creative activities is limited. Using TEAM's expertise, learners were given the opportunity to create their own album of original music with a focus on writing, composing and performing music, with many students never having had previous experience in this field. Students learned from and collaborated with professionals from the music industry, radio presenters, photographers and filmmakers, creating an album, a radio-edit EP and accompanying music video.

The finale was an album launch night with photographic and academic exhibition, curated and promoted by the pupils. This project provided participants with an extraordinary creative experience, has broadened their horizons and has served to reduce the impact of deprivation on academic attainment.

This project has proved life-changing for certain participants and hugely beneficial to all, developing an increase in confidence and self-esteem, a renewed interest in learning, academic improvement, increased attendance and even encouraging some to aspire to a career in the creative industries. Learners have enhanced both their employability and leadership skills; they gained confidence and developed practical skills and hands-on experience, not only in terms of musical and creative development, but also organisationally and socially

26 Learners aged 14-16



'Before this project started my confidence was so low. I'd never been able to express myself in healthy ways before. Now, I'm writing and performing my own music and I really feel that this is the career for me. Now I've started, I don't want to stop!' – Kayleigh, Year 10
really feel that this is the career for me. Now I've started, I don't want to stop!' – Kayleigh, Year 10



Pyka - Project Everyone

*“Let it all go to white,
don't move, don't touch...
aaaaand a 1,2,3,4...go!
Everyone play it!!”*

Woodland student - conducting the Expression Orchestra

Assistive technologies are sophisticated communication and self-sufficiency aids that can be life changing for users and their care-givers, allowing users to engage with the world to otherwise unobtainable levels.

Pyka, in collaboration with 3 special schools created an ambitious program of work to explore the creative and expressive potential of assistive technology and how

software engages learners with their creative capacity, including them as key collaborators of a high quality artistic output.

Resulting in a free, 7 day public exhibition & installation takeover at Chapter Arts Centre in Cardiff, the event featured 3 research exhibitions for each of the creative Units (SOUND, VISUAL, MOVEMENT).

Instruments in the Expression Orchestra were designed to embrace simplicity and celebrate diversity in abilities, allowing users to perform music via a single but powerful interaction, resulting in beautiful melodies, dramatic dynamics and exciting rhythms.

- i FOCUS': provides the opportunity for individuals to gain control over powerful dynamics through the use of their eyes.
- ii 'TOUCH': a multi-touch melody maker for iOS. TOUCH removes the need for precision and celebrates each and everyone's unique approach to performing music through touch.
- iii 'MOVE': a 3D motion tracker that provides users the opportunity to perform with rhythms which are influenced by their position in the room, allowing people to explore how their physical presence and position can be used as an expressive digital instrument.

"Some of our learners are tactile defensive and don't like touching objects, this technology would enable them to get involved in circle time activities and join in making music and triggering sounds" – Lydia Jarvis, Teacher, Ty Gwyn Special School.

"What you're doing here is really revolutionary." – Jamie Brotherton, Deputy Head, Ty Gwyn Special School.

369 Learners aged 3-19

Project Partners: Ty Gwyn Special School, Woodlands Highschool and Riverbank Special School, Chapter Arts Centre and LC Technologies



How can we enable children and teachers to understand the potential of digital technology, improve their skills and consider how these tools can enable them to share their learning to a wider audience?

'Question collectors' focuses on the question rather than the answer. Children are enabled to explore the questions they have about the world around them through dance, drama and poetry. A whole school approach identifies that students, teachers and the facilitators are all learners, all scientists and all artists.

A child-led and enquiry-based creative learning project that aims to nurture learners who are curious about the world, confident in their own knowledge and skilled to seek out answers in different ways.

The project also draws on Powys Dance's ongoing partnership with Imperial College London as children will visit the university in June along with a trip to London's Science museum. They will also throughout the project be able to interact with world-leading researchers through a pilot of the 'Ask a Scientist' webpage.

For learners the intended impact is:

- Learners are more curious about the world around them.
- Learners are more confident in their own knowledge and skills.
- Learners have a range of skills and approaches in order to answer the questions they have.

For school staff and artists:

- To highlight the importance of a child's curiosity and the role of play.
- To explore what happens when direct answers are not given and instead room to find answers is provided.
- To have the opportunity to share practice and be inspired by each other and the learners.
- To have time to explore their own creativity.

Project Partners: Powys Dance, Theatr Brycheiniog, Digital Communities Wales, Imperial College London



Sistema Codi'r To and Ysgol Glancegin

'Music produces an irreversible transformation in a child... from the minute a child is taught to play an instrument he's no longer poor, he becomes a child in progress'

José Abreu, founder El Sistema

How do you address, through music, educational underachievement associated with child poverty in some of the most deprived areas of Gwynedd, North Wales?

Codi'r To (Raise the Roof) is a community regeneration organisation who use music to improve the lives of young people and the communities in which they live. This project, the only one of its kind in Wales, was established in 2014 by a group of local people who were driven to address the poverty that communities faced. They adopted the El Sistema approach, originating from Venezuela, which proves that musical education can transform lives of disadvantaged young people and their communities.

They offer young people the chance to experience opportunities that would not normally be afforded to them. Through music, they seek to address the issue of poverty, low educational attainment, poor health, benefit dependency, high unemployment, lack of ambition/self-belief and anti-social behaviour. The impact of raising the roof can be seen particularly in Year 7 pupils, where it has been reported on by secondary school staff that pupils at Ysgol Glancegin, who were not previously confident in the music lessons, showed a significant improvement in their attitude and standard of performing and composing.

The nursery children had weekly 30 minute musical sessions. They enhanced their imaginations by improvising going for walks in the mud and through the hay, jumping in the ponds, planting seeds and growing into large plants. They had fun whilst developing their creative and social skills and the rhymes enriched the children's language, helping them to pronounce clearly.



Expressive
Arts

'Lucy was a very quiet girl and we had very little response from her during weekly music sessions. During the project, I noticed that she was starting to concentrate during the songs and rhymes. I was surprised to see her joining in with a game that asks the children to sing a name on their own. When she sang with a magical voice and on the right track you could see that her self-confidence was developing, and as such she began to join in with everyone else.' – Tutor, Meithrin



Ysgol Brynsierfel

In a designated Welsh school, where 93% of pupils come from non-welsh speaking homes, how do you provide an ambitiously creative experience for pupils whilst demonstrating that the Welsh language is not just something that is confined to the classroom?

In collaboration with CISP Multimedia, the pupils of Ysgol Brynsierfel produced a multimedia theatrical musical on the theme of 'Mel', or 'Honey'. The young people were creatively immersed in the entire production process: creating films, animations, digital cartoons, puppets, writing lyrics, sound recording, creating props, set designing and even stage managing.

Writing lyrics helped develop literacy skills, and pupils gained a unique understanding of the production process in relation to multimedia theatrical events. By owning the project through the medium of Welsh, they pushed boundaries in relation to the Welsh language gaining a truly insightful and unique experience that developed self-esteem, self-confidence and feelings of self-worth. Pupils who are normally quite shy or reticent were empowered by the creative collaboration, performing confidently in front of large audiences.



'Cafwyd ymateb arbennig oddi wrth y plant wrth iddynt ddysgu cân 'Gwenyn Blewog'. Aethant ati â brwdfrydedd i ddysgu'r geiriau a'r ystumiau. Buont yn canu'r gân wrth gwblhau gweithgareddau yn y dosbarth, ac yn ymarfer yr ystumiau ar yr iard chwarae. Cawsantfwynhâd mawr yn gwyllo'r plant hŷn yn perfformio ac yn gwyllo'rffilm a grewyd ganddynt.' –

Athrawes Dosbarth Derbyn

**'I can't bee-lieve our year is through
But in bee-tween farewells
I will say to you...
You helped me bee-long,
you reminded me to bee-have,
you showed me cool projects
that I will now save.
I'm all a-buzz
because I can plainly see,
My bee-loved teacher,
you bee-lieved in me!'**
Disgybl ym Mlwyddyn 5



Regional Arts and Education Networks

The Regional Arts and Education Networks deliver a major strand of the Creative Learning through the Arts Action Plan, as part of the All-Wales Arts and Education Offer. The 4 Networks work with schools, the Regional Education Consortia, local authorities and stakeholders in the education, arts, creative, cultural and heritage sectors in their respective regions across Wales: Central South Wales, South East Wales, Mid and West Wales, and North Wales.

The Regional Networks have increased and improved arts experiences and opportunities in schools by forging links between:

- Teachers, educationalists and partners from the education sector.
- Arts practitioners, arts organisations and venues.
- Cultural and heritage organisations and venues such as museums, libraries and archives.
- Local authority arts providers, including music services.
- Higher education arts and cultural partners.
- The creative industries sector.



A2:Connect (Central South Wales)

A2:Connect brings artists and teachers together to learn from each other and create meaningful opportunities for learners to explore and develop their creativity, and to build skills in the expressive arts.

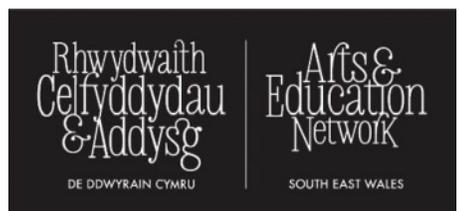
A2:Connect is led and managed by the Arts Active Trust on behalf of the Arts Connect Consortium of council arts development departments or associated Charitable Trusts from the Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and Vale of Glamorgan areas.



Arts & Education Network: (South East Wales)

The Arts & Education Network: South East Wales connects teachers, artists and cultural organisations from the counties of Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen to support and inspire creative learning through the arts. Based in Blackwood Miners' Institute alongside the Caerphilly Arts Development team, the network offers free professional development, information and advice to schools, creative practitioners and cultural educators who work in or with schools. A team of Arts Champions with diverse skills and experience in delivering the expressive arts with schools work

closely with the network to deliver this valuable offer. Established in 2016, the network is building a reputation for high-quality training – including bespoke professional development and mentoring – and is positioning itself as a valuable point of contact across the South East region.



NAWR **(Mid and West Wales)**

NAWR is the Regional Arts and Education Network for Mid and West Wales. We develop and deliver an engaging and inspiring programme of high-quality professional development for teachers, artists, arts and cultural organisations.

A key objective is to connect schools with artists and arts organisations by acting as a 'broker', and to establish and coordinate networking opportunities for teachers, artists and organisations from the arts, creative, cultural and heritage sectors – both digitally and face-to-face. We deliver our Arts Champions programme, which recruits teachers and artist/education practitioners to advocate for learning in the



expressive arts in schools, mentor other teachers and inform and deliver the training programme. We encourage and support school engagement in accessing Arts Council Wales funding to support children's experiences of the arts and creative learning, we collect and disseminate information on the regional 'offer', and we share examples of good practice.



EDAU (North Wales)



We aim to increase and improve arts experiences and opportunities in schools by forging links between teachers, arts practitioners, cultural & heritage organisations and venues such as galleries, art centres, museums, libraries and archives. EDAU is a partnership between the six North Wales Local Authorities and GwE – the region’s Education Consortia.

Edau supports teachers and practitioners to develop their skills, confidence, and experience in the expressive arts and we offer a wide range of professional development opportunities in music, arts, dance and drama, as well as support

development of new creative activity in the classroom and in our cultural venues.

94% of previous attendees agree that they learnt something new

89% of previous attendees met new people

95% of previous attendees agree that the event met their expectations