firing the imagination

arts organisations in partnership with schools
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Opposite: arts activity in schools can inspire young people (photo: Marc Marnie).
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foreword

Firing the Imagination is a celebration and illustration of how Scotland’s arts organisations are contributing to the delivery of the purposes of the 3–18 curriculum. At the Scottish Arts Council we are passionate in our belief that working in and through the arts has a powerful role in helping to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors.

This publication gives readers a sample of some of the work currently taking place in Scotland. It provides some practical guidance on how to set up projects and will hopefully inspire some further creative thinking around how the resources and expertise that exist in Scotland’s arts organisations can support the development of learning environments, the choice of teaching and learning approaches, and the ways in which learning is organised. Working with professional artists also supports teachers’ creativity and refreshes their professional skills, knowledge and commitment.

One of our corporate aims at the Scottish Arts Council is ‘to place the arts, culture and creativity at the heart of learning’. The many high-quality arts organisations we have in Scotland, together with the networks of Cultural Co-ordinators and Creative Links Officers, are a great educational resource and we want to see as many people as possible benefiting from and achieving through engagement with their work.

Joan Parr
Head of Education, Scottish Arts Council
a headteacher’s perspective

‘To enhance opportunities ... schools will need to look beyond their own expertise and resources so that their students can have access to suitable provision’

_A Curriculum for Excellence_, Scottish Executive

High-quality creative arts provision for schools has never been easier to access. _A Curriculum for Excellence_ has provided schools with the opportunity – indeed, the responsibility – for providing young people with cultural opportunities. In this context _Firing the Imagination_ offers some examples of the high-quality interactions taking place between schools and arts organisations and emphasises the importance and value of working with partners to deliver what can often be life-changing curricular experiences.

This publication provides education authorities, headteachers and classroom practitioners with practical case studies which will help inform their planning, offering ideas and the creative means of achieving the aspirations of _A Curriculum for Excellence_. The case studies highlight the characteristics of effective good practice and focus on the core business of learning and teaching.

The case studies demonstrate what can be achieved in partnership with professionals from the arts. They all support the Executive’s aspirations for young people to be successful learners, confident individuals, responsible citizens and effective contributors to their local community and society in general.

It is important that education authorities and schools raise awareness of cultural entitlements for young people and plan accordingly. This document reflects the range of ways schools can deliver entitlements by highlighting projects drawn from the direct experiences of schools. All of the case studies clearly illustrate that young people can access the curriculum in a meaningful way through the arts.

This publication has taken account of National Priorities in Education and _A Curriculum for Excellence_. It provides practitioners with information on the range and scope of provision available to schools and clearly demonstrates that creative learning opportunities for young people in Scotland can significantly enhance the curriculum.

We are confident that colleagues throughout Scotland will find this publication useful and that it will be of benefit to all those with an interest in creative learning.

_Ronnie Ross_
Headteacher, Kirkland High School and Community College, Fife
A Curriculum for Excellence and the arts

The arts offer powerful opportunities for children and young people to develop the four capacities described in *A Curriculum for Excellence*.

The learning experiences which children and young people have in the arts should encourage them to think innovatively and find imaginative solutions to problems. Confidence and self-esteem should be built through experiences which encourage young people to become more self-aware and enable them to communicate their ideas effectively using a range of different art forms. Importantly, learning through the arts can promote the understanding of heritage, identity, cultural values and achievements in local, national and international contexts. It can also serve as a means of exploring complex ethical and social issues.

Opportunities for the education and cultural sectors in Scotland to work more closely together should be found so that teachers and pupils can benefit from the expertise which professional artists can bring to the classroom. Working together, artists and teachers should be encouraged to develop exciting and enjoyable programmes of learning and cross-curricular activities in a climate which nurtures the creative abilities of all young people.

Maggi Allan
Chair, Programme Board, A Curriculum for Excellence

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Nurturing enterprise and enterprising thinking through engagement with arts professionals

‘In our schools, there is clear evidence that access to cultural activities and opportunities transforms levels of aspiration, motivation and standards in the classroom. Participation in cultural activities builds confidence, self-esteem, teamwork and commitment to the school,’ said Jack McConnell, First Minister, in his St Andrew’s Day speech in 2003.

*Determined to Succeed*, the Scottish Executive’s strategy for enterprise in education, aims to create a ‘can do, will do’ culture in all of Scotland’s schools.

Research has demonstrated that learning through cultural media can enhance learning in other domains and so the arts can nurture and support the enterprise agenda through the four key themes of *Determined to Succeed*: enterprising teaching and learning, experiential entrepreneurial activities, work-based vocational learning, and appropriately focused career education.

It is clear that effective engagement in cultural activities and artistic experiences can create a learning environment in which the young person can thrive – developing their interpersonal skills, nurturing their talent and encouraging confidence in new and innovative forms of expression – all of which are entirely consistent with the aims of Determined to Succeed. In addition, the opportunity to mix with professionals from creative industries exposes young people to new and exciting opportunities available to them in the world of work.

Isla McCrone
Project Director, Scottish Executive, Determined to Succeed Division

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professional viewpoints

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A central place for creativity

I wish to encourage all who work with pupils and young people to find a central place for creativity in their plans to raise attainment and achievement. Providing a wide range of experiences for young people in arts, cultural and enterprise activities greatly enhances what we deliver. When this approach is followed through, clear evidence emerges of significant improvements in pupils’ self-confidence, self-esteem and achievement, along with good citizenship. Taking this forward in the context of integrated service delivery results in improvements in communication, confidence, participation and attendance. That is why I am committed to the arts in education as part of a carefully planned strategy on creativity. Be confident in this approach: much can be achieved for young people and not least the most vulnerable in our midst.

John Mulgrew
Chair, Learning and Teaching Scotland
The report *A Curriculum for Excellence* has created a unified set of purposes and principles for the whole curriculum in Scotland, throughout the early years, primary school and secondary school, to enable all young people to become:

**successful learners**
with:
- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas
and able to:
- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations.

**confident individuals**
with:
- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition
and able to:
- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity.

**responsible citizens**
with:
- respect for others
- commitment to participate responsibly in political, economic, social and cultural life
and able to:
- develop knowledge and understanding of the world and Scotland’s place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues.

**effective contributors**
with:
- an enterprising attitude
- resilience
- self-reliance
and able to:
- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems.
### National Priorities in Education

The National Priorities in Education are defined under the following headings:

<table>
<thead>
<tr>
<th>The National Priorities in Education</th>
<th>Working in partnership with arts organisations can help with the delivery of the National Priorities in Education through:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement and attainment</strong></td>
<td>Finding new and exciting ways to teach literacy and numeracy skills and taking a cross-curricular approach to learning.</td>
</tr>
<tr>
<td>To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.</td>
<td></td>
</tr>
<tr>
<td><strong>Framework for learning</strong></td>
<td>Bringing inspirational approaches to learning and providing teachers with training, new skills and ideas.</td>
</tr>
<tr>
<td>To support and develop the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Inclusion and equality</strong></td>
<td>Working creatively according to pupils’ needs and ability and exploring heritage and identity through the arts.</td>
</tr>
<tr>
<td>To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.</td>
<td></td>
</tr>
<tr>
<td><strong>Values and citizenship</strong></td>
<td>Creatively exploring issues that are important to young people and society and inspiring young people to become effective contributors.</td>
</tr>
<tr>
<td>To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society, and to teach the duties and responsibilities of citizenship in a democratic society.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning for life</strong></td>
<td>Supporting young people to engage and think in new ways and develop a range of skills and capacities for learning, including creativity and using the imagination.</td>
</tr>
<tr>
<td>To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society, and to encourage creativity and ambition.</td>
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</tbody>
</table>

Source of National Priorities in Education – Learning and Teaching Scotland, the Scottish Executive
creative links officers and cultural co-ordinators in scottish schools

The Creative Links and Cultural Co-ordinators in Scottish Schools (CCISS) programmes were set up by the Scottish Arts Council and Scottish Executive to create links between the arts sector and formal and informal education settings.

These posts, both in local authorities and national organisations, support the development of a range of creative learning opportunities for young people in Scotland. In local authorities they aim to enhance both the quantity and quality of arts, heritage and creative learning provision available to schools.

Creative Links Officers and Cultural Co-ordinators work closely with school staff, championing creativity and arts education and developing innovative partnership initiatives, giving young people the chance to engage with professional artists and arts organisations.

Creative Links Officers and Cultural Co-ordinators may be able to help you with information and advice on:

• arts organisations
• fundraising for your project
• models and approaches
• finding partners.

For lists of Creative Links Officers and Cultural Co-ordinators in Scotland please go to the Scottish Arts Council website:

Website www.scottisharts.org.uk
Help Desk 0845 603 6000
Typetalk please prefix number with 18001
Email help.desk@scottisharts.org.uk

child protection

Disclosure
Artists working with children in schools should always be disclosure checked.

Your local authority will have a dedicated member of staff dealing with disclosure issues who will explain the procedure in your area. For further information also see the Disclosure Scotland website.

www.disclosurescotland.co.uk

Creating Safety
The Scottish Arts Council developed Creating Safety, guidelines for child protection in the arts, in partnership with Children in Scotland. The guidelines encourage good practice in a safe and supportive environment and highlight positive actions to help protect young people participating in the arts. You can download the guidelines from the Scottish Arts Council website.

www.scottisharts.org.uk
Elements of Change

Elements of Change was a three-year education programme initiated by Develop Craft Ayrshire from 2003 to 2006. Over a period of 10 months each year four craftspersons participated in residencies in North and East Ayrshire. Focusing on the craftsperson as an injection of creative inspiration, the aim was to allow access to and participation in contemporary crafts for children of school age. The makers were provided with studio spaces and spent four days of each week developing their own work and one day in a school working with pupils and teachers. There were yearly exhibitions of the work created both in local authority gallery spaces and participating schools.

Curriculum links

Elements of Change linked directly to the Art and Design curriculum, and to a number of cross-curricular areas, including Personal and Social Development and Enterprise in Education. Pupils developed new skills and experimented with a range of materials. For example, in jewellery they used recycled plastic straws and traditional techniques such as soldering and hammering. Weight, flexibility and functionality were all explored in the three-dimensional work.

Impact

Approximately 46 teachers and 2,500 children and young people took part in this programme directly.
- Over 90% of pupils wanted to work with artists again.
- 80% of teachers said that pupils had developed new skills.
- 89% of teachers said that the residency had been a valuable or very valuable enhancement to the curriculum.
- 83% of teachers said that they would continue projects in their department using the skills and materials that had been introduced through the residencies.

Continuing Professional Development

There were 26 in-service days led by makers over the three years. Schools had to apply to take part in the project and those that were picked showed a passion for skills enhancement and cross-fertilisation of ideas. As a result of the project, participating schools have developed new ways of working and sourced new materials and tools for their programmes.

Teacher’s comment

‘Doon Academy is fairly isolated from major galleries and museums so schemes which bring knowledge and skills to us are greatly valued. Andrew Weatherhead was an inspiration to pupils who took part. The presence of primary and secondary teachers while Andrew worked with pupils has ensured that the benefits of his time with us did not end with his departure.’

John MacKenzie, Depute Head, Doon Academy, East Ayrshire

Partners

Participating schools

East Ayrshire Council: Arts and Museums Department, Cultural Co-ordinators, Craft Development Officer, Dean Castle Country Park Studios and the Dick Institute, Kilmarnock
North Ayrshire Council: Cultural Co-ordinators, WASPS (artists’ studios) at the Harbour, the Vennel Gallery, Irvine

Cost

Scottish Arts Council, Children and Young People £100,000
East Ayrshire Council, Arts and Museums £20,000
East Ayrshire Council, Education £27,000
North Ayrshire Council, Education £24,000
Argyll and the Islands Enterprise £9,000
European Regional Development Fund £20,000

There was no cost to schools.
Develop Craft Ayrshire was established to support the craft sector across Ayrshire. Key aims included the support of makers to enable the development of new work, support business acumen and scope, and raise the profile of contemporary craft with local and national audiences. This was done through a number of high-quality dovetailed approaches to promotion, networking, development and learning.

Successful learners
With openness to new thinking and ideas

Confident Individuals
Able to achieve success in different areas of activity

Effective contributors
Able to create and develop

Above: necklace by a pupil at Shiskine Primary. Photo: Shannon Tofts
Eden Court Arts Education is the department within Eden Court Theatre that provides theatre and arts activities for young people in the Highlands. They develop the Out of Eden projects which cover all educational projects, classes, workshops and tours that take place in venues and schools outside of Eden Court Theatre.

**Successful learners**
With determination to reach high standards of achievement

**Confident individuals**
With ambition

**Responsible citizens**
With commitment to participate responsibly in political, economic, social and cultural life

**Effective contributors**
With an enterprising attitude

Above: A Good Night Out.
Photo: Eden Court
A Good Night Out

Eden Courts project A Good Night Out (GNO) supports groups of between three and thirty young people in the Highlands to run performing arts promotion companies through their schools or local venues. The young people source and present a range of professional productions, learning such skills as promoting, booking and marketing. Each GNO group is given training and support to promote these events and make sure that performance companies and potential audience members are offered the highest standard of arts experience. GNO productions have included a high-energy dance show with pupil involvement, a World War Two drama for local primary school pupils, and a play about bullying with a post-performance discussion.

Curriculum links

As well as enterprise the project fulfilled the following areas of the curriculum:

- English – all aspects of stagecraft and communication skills, varying from telephone communication and email to preparing technical brochures
- Art – poster and ticket design
- Business Studies – management, keeping track of ticket sales, banking and hosting an audience
- Technology – sound and lighting for the productions.

Impact

In taking an enterprising attitude the various groups involved in the GNO project are offering their peers and local communities an invaluable arts experience. A full project evaluation will be available in 2007.

Continuing Professional Development

Teachers have different degrees of involvement in the project. Some teachers take a supervising role; however, all groups have their own pupil committee and chair. Other teachers and the Eden Court drama worker allocated to the project provide a supportive role and contribute when necessary.

Teacher’s comment

‘The Good Night Out project has allowed groups of pupils to get involved in the organisation of major performances “right on their doorstep”. The travelling involved in going to watch productions, never mind attract them to our area, has always been a problem. We’re now getting our next group of pupils interested in putting on shows. Hopefully the older students will pass on the skills that they have learned and we will continue to attract interesting performers and performances to the school. The project has been successful in promoting the arts in both our school and our community. We all hope that it continues.’

Iain Mackintosh, Head of English, Kingussie High School, Highland

Partners

Highland Council from the Determined to Succeed Initiative
Promoters Arts Network (PAN) in Highland

Cost

Determined to Succeed – £42,500 split into £32,500 project costs and £10,000 DVD production
glasgow print studio – best turkey red

‘It was a brilliant experience. I liked the opportunity to try something completely different. It was great to experiment with techniques from another country’
Secondary 5 pupil, West Dunbartonshire

Best Turkey Red

Best Turkey Red celebrated the Vale of Leven’s Industrial heritage through cultural activity. West Dunbartonshire Council invited Glasgow Print Studio to deliver school projects, bringing to life the history of the textile industry through the arts. ‘Turkey red’ is a rich ruby dye, vital in the vibrant printed fabrics exported worldwide from Leven. Printmaking artists worked with 170 pupils and teachers linking their arts practice to past traditions. Pupils explored the journeys fabrics made through papermaking, dyeing and printmaking to create vibrant artworks and hand-printed books.

Curriculum links

Best Turkey Red stimulated activity across the curriculum, and pupils developed related class work outside project time, inventing their own dyes, making their own paper and printing their artwork. Former factory employees were invited into the classroom to enhance the project. Pupils fostered an enthusiasm for learning by exploring a local heritage topic and setting it within a global context. They were encouraged to self-direct their research by interviewing family members. Creativity was developed by exploring their own ideas for dyes and materials for papermaking.

Impact

The project had special meaning for the pupils because of the local relevance of the topic. It helped pupils to use creativity and develop ideas as well as developing teamwork skills. The project was evaluated through a teacher survey measuring levels of knowledge and confidence in using cultural resources and discussing art with pupils.

Continuing Professional Development

Best Turkey Red was launched with a training event to introduce teachers to the project and explore printing techniques. A resource pack equipped teachers with information to use in the classroom before the artists’ projects started. An online resource pack is available to all schools in West Dunbartonshire.

Teacher’s comment

‘The most valuable part of the project was the children’s genuine enjoyment and enthusiasm for the subject. They particularly enjoyed working with a visiting artist who had obvious expertise and specialised knowledge. The pupils learned many new skills and used a variety of resources and techniques which the school would have otherwise been unable to provide. I used Turkey Red as a basis for many lessons across the curriculum, including ICT, language and science, and a major environmental studies project on local history. The children have developed artistic, creative and social skills as a result of the project and have been provided with a context for effective learning.’

Julia Strang, Teacher, Camstradden Primary, West Dunbartonshire

Partners

West Dunbartonshire Council’s Arts Link Programme, Glasgow Print Studio and participating schools.

Cost

£6,000. The project was commissioned by West Dunbartonshire Council Arts Links Programme with funding from the Scottish Arts Council and West Dunbartonshire Council, Cultural Section.

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Glasgow Print Studio promotes excellence and innovation in fine art printmaking through artistic practice, education, exhibitions and sales. Their education programme offers opportunities for all ages and abilities to participate in fine art printmaking activity.

**Successful learners**
With enthusiasm and motivation for learning

**Responsible citizens**
Able to develop knowledge and understanding of the world and Scotland’s place in it

**Effective contributors**
Able to apply critical thinking in new contexts
Scottish Opera is Scotland’s national opera company and the largest performing arts organisation in Scotland, committed to presenting the widest range of opera performed to the highest standards. It is also committed to delivering socially inclusive outreach and education work that will benefit communities throughout Scotland

Successful learners
With determination to reach high standards of achievement

Confident Individuals
Able to develop and communicate their own beliefs and view of the world

Responsible citizens
Able to evaluate environmental, scientific and technological issues

Effective contributors
Able to communicate in different ways and in different settings

Above: Create An Opera.
Photo: Kevin Low
Create An Opera

Some 480 Primary 3 and 4 pupils from 19 schools in North Ayrshire Council are developing and harnessing their creative potential through Scottish Opera’s Create An Opera project. Working with classroom teachers and a team of nine highly skilled creative artists and animateurs from the fields of visual arts, film making, music, dance and drama, the pupils will create and perform an original opera, developed from their own ideas.

Pupils are exploring the positive and negative impact that concepts such as conservation, ecology, pollution and recycling could have in the future on their own communities. The ideas will then be shaped into a new opera. Following on, pupils take part in performance skill building workshops and a rigorous schedule of rehearsals, culminating in the presentation of this new, challenging piece of work.

Curriculum links

Create An Opera has an impact in many areas of the curriculum:

- Personal and Social Development – theme-based learning, community awareness, environmental issues
- English – storytelling skills, constructing a narrative, character development and plot devices
- Drama – directing, prop-making, vocal studies, stage make-up, performance skills

Impact

The project overall is designed to enhance each child’s self-confidence in their own creative abilities, thoughts and beliefs. In addition it will foster an interest in high-quality arts experiences that can be developed later on. A video diary featuring each stage of the project will be completed in December 2006.

Continuing Professional Development

A continuing professional development programme runs concurrently with the pupils’ workshops as a key element of the project. This has 38 teachers from 19 schools participating in over 20 hours of practical workshops, involving directing, prop-making, vocal studies and stage make-up. The teachers themselves have also created a teaching resource inspired by themes from the opera: ‘Creative Play in the Classroom’ – with lesson plans under three category headings, Seashore, Toys and Games, and the Egyptians.

Teacher’s comment

‘The children are having the opportunity to work closely with Scottish Opera and all that they can provide in the way of expertise, from creativity to skills building and delivering outstanding final performances in music, dance, drama and art. They are developing confidence in working with adults and peers outside their school environment.’

Mae Murray, Principal Teacher of Music, Garnock Academy

Partners

North Ayrshire Council and participating schools.

Cost

£58,000 – 100% funding from North Ayrshire Council Cultural Services department.

There was no cost to the schools.

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The Scottish Poetry Library's Poetry and Architecture Competition took the form of three annual competitions for Primary 3 to Secondary 4 pupils from schools across Scotland. The project, inspired by the Royal Incorporation of Architects in Scotland, aimed to encourage young people to explore and rediscover their built environment through fresh observation and experimentation with language.

Teachers were sent a resource pack containing newly commissioned poems about buildings, lesson plans and display materials tailored to support pupils and teachers through the poetry process. The winning poems were distributed to all schools on display posters, and winners’ classes received free poetry workshops.

**Curriculum links**

The project helped nurture an enthusiasm for learning and had an impact in cross-curricular subjects such as History and Design. The original poems and visual elements provided helped to motivate creativity, while the poetry writing process itself involved the development of self-awareness and the use of creativity. Pupils embarked on in-depth explorations of their built environment and in the process developed citizenship skills as they uncovered aspects of their built environment important to their own understanding of place, identity and belonging.

**Impact**

The style and content of the materials was adapted each year in line with teachers’ comments. A range of winning and commended poems from the competitions will be published in the Scottish Poetry Library’s next ‘Poet Makar Bard’ anthology. The competition has attracted widespread interest, and a Poetry Library representative will discuss the project at the Lighthouse (Scotland’s national centre for architecture), promoting the success and use of this project as a learning medium in the field of architecture education.

**Continuing Professional Development**

The resource materials were written to retain relevance; they included original contemporary poems by leading Scottish poets and lesson materials designed in response to specific teaching and learning needs, enabling participating teachers to develop specialised skills in the use of poetry as a tool for effective and creative learning, exploration, experimentation, interpretation, reflection and response.

**Teacher’s comment**

‘The competition perfectly complemented a poetry unit I was teaching my S2 pupils. In preparation for writing about historic buildings, we visited two in our town; learning about their history contributed to citizenship skills. Andrew winning the competition provided a real boost for pupils and staff, the prize day at Edinburgh Castle was great fun and the poster from the SPL with Andrew’s poem is proudly displayed around the school and the local community.’

**Louise Marr, Preston Lodge High School, East Lothian**

**Partners**

The project was supported by the Robertson group, Historic Scotland, Edinburgh World Heritage, the Architectural Heritage society for Scotland, Royal Commission for the Ancient and Historic Monuments of Scotland, Royal Incorporation of Architects in Scotland and the Scottish Arts Council.

**Cost**

The project was free to schools, and cost the Scottish Poetry Library £15,000 per year. It was funded for the first two years by the Scottish Arts Council Lottery Fund; additional funding in year 2 was provided by the Robertson group. Funding in year 3 was obtained from the Heritage partners named above.
The Scottish Poetry Library is a unique national resource and advocate for the enriching art of poetry. Its education programme aims to give young people of all ages opportunities to discover the rewards of reading and writing poetry as a means of engaging the creative imagination, of developing confident use of language, of self-expression, and as a source of lifelong pleasure.

**Successful learners**
Able to use literacy, communication and numeracy skills.

**Responsible citizens**
Able to develop knowledge and understanding of the world and Scotland's place in it.

**Effective contributors**
Able to communicate in different ways and in different settings.
Scottish Sculpture Workshop (SSW) was established in Aberdeenshire in 1979 to provide residency, training and exhibition opportunities for visual artists to research ideas, experiment with new techniques or develop existing skills. SSW’s schools residency programme supports artists to develop new work in collaboration with school groups.

Successful learners
Able to use technology for learning

Confident individuals
Able to achieve success in different areas of activity

Effective contributors
Able to work in partnership and in teams

Above: New Moon – 14 Portable Projections at Alford Academy.
Photo: Janet McEwan
SSW is developing and strengthening links with schools across Aberdeenshire. In 2005/06, working in collaboration with the local authority Cultural Coordinators they ran a residency programme, with four artists each working in a school to create new artworks with pupils as well as developing their own practice. The residencies culminated in four public events in the area in May 2006.

New Moon Outdoor Projections was a night of large-scale outdoor projections of films and animations made by Secondary 3 Art and Design pupils from Alford Academy, in collaboration with artist Will Foster. Will pioneered a portable digital projection unit, allowing high-definition images to be projected onto the school buildings. Fifteen short films were produced by the pupils using digital animation and editing techniques, and the event was attended by around 90 pupils and parents.

Curriculum links
The project supported the exploration of conceptual art and new media and developed students’ sketch book ideas. The pupils considered site-specific work including elements such as location and audience and presented their work in striking ways. Group work was encouraged with an emphasis on experimentation.

Impact
Students involved gained skills in new media and working with animation. They developed more insight into the creative journey, were left with a greater understanding of portfolio presentation and experienced presenting their work to an audience.

Continuing Professional Development
The Principal Teacher of Art and Design’s understanding of the value of new media in the classroom was deepened through working with an artist in this field.

Teacher’s comment
‘Despite limited resources pupils contributed effectively and gained an understanding of narrative and abstraction. Some chose a time-based route while others explored visual elements such as colour and pattern. The project culminated in an evening event, bathing the exterior walls of Alford Academy in a sequence of short videos. The transformation of the spaces was remarkable.’

Alistair Thomson, Principal Teacher of Art and Design, Alford Academy, Aberdeenshire

Partners
Scottish Sculpture Workshop, Aberdeen Council, Alford Academy, Gordon Forum for the Arts

Cost
Funding for four schools residencies
Gordon Forum for the Arts £ 1,000
Aberdeen Council £ 1,500
Scottish Arts Council £ 25,760
School contributions £ 1,000
Total funds £ 29,260
The artists fee, travel and materials for the New Moon residency was £5,705.

‘A working artist in a school energises creative thinking. It’s not just the fresh face, and it’s not only the pupils who benefit’
Alistair Thomson, Principal Teacher of Art and Design, Alford Academy, Aberdeenshire
The Visit

TAG Theatre Company engaged in a ground-breaking collaboration with Dalbeattie High School and a local amateur theatre group, Birchvale Players, as part of a project set up by the Dumfries and Galloway Creative Arts Education Team (CREATE).

The project focused on the school development plan themes of values, ethos and citizenship and had three phases: Global Citizenship, drama as a context for learning in the English department, and a production of *The Visit* by Friedrich Dürrenmatt.

In Phase 3, Guy Hollands, Artistic Director of TAG, rehearsed a large cast of both school students and community actors from the Birchvale Players, over seven weeks, culminating in three public performances of *The Visit*.

Curriculum links

- Awards Scheme Development and Accreditation Network (ASDAN) and Social and Vocational Training (SVS) – *The Visit* became a class project for Secondary 3 classes. Topics included marketing, front of house skills and information technology.
- English – pupils performing were involved in exploring the language of the play and the complex issues covered.
- Art – senior pupils learned set painting and design, production and lighting.
- Music – pupils worked with TAG to devise a score for the production, and performed live in all three shows.
- Personal and Social Development (PSD) – key themes explored were greed, revenge and ambition.

Impact

There were 150 pupils involved from a school of 370. Several students are now interested in pursuing careers in drama. TAG staff discussed possible options and provided advice and references.

Continuing Professional Development

TAG facilitated two Continuing Professional Development sessions open to teachers both within and outside the school. Teachers felt that they were given new ideas, practical examples which they could use, and confidence to take drama forward in the classroom.

Teacher’s comment

‘The quality of the production was generally regarded as outstanding. The principle of bringing TAG in to “raise the bar” in terms of what could be achieved has definitely worked. Participation levels within the school were well above expectations. Given that drama had not been offered in the school for over 10 years, we were delighted by the involvement of so many students.’

Simon Mein, Curriculum Principal Teacher (Art, Music and Physical Education), Dalbeattie High School, Dumfries and Galloway

Partners

The project was initiated by CREATE and developed in partnership with TAG, Dalbeattie High School and the Birchvale Players.

Cost

Funding for the three-phase project:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards for All</td>
<td>£5,000</td>
</tr>
<tr>
<td>Determined to Succeed (Education Department, Dumfries &amp; Galloway Council (DGC))</td>
<td>£12,000</td>
</tr>
<tr>
<td>Stewartry Area Committee (DGC)</td>
<td>£3,000</td>
</tr>
<tr>
<td>CREATE core budget (DGC)</td>
<td>£14,614</td>
</tr>
<tr>
<td>Total</td>
<td>£34,614</td>
</tr>
</tbody>
</table>

Angela Campbell
Education Officer
TAG Theatre Company
Citizens Theatre
119 Gorbals Street
Glasgow G5 9DS
Tel 0141 429 5561
Email info@tag-theatre.co.uk
Website www.tag-theatre.co.uk
TAG Theatre Company tours high-quality professional theatre and educational activities to venues and schools across Scotland for an audience of children and young people. The TAG team and teaching staff provided pupils with tuition and mentoring in stage management, lighting, music, set design and construction, prop-making, filming, marketing and front of house skills.

Successful learners
With determination to reach high standards of achievement

Confident Individuals
Able to develop and communicate their own beliefs and view of the world

Responsible citizens
Able to develop informed, ethical views of complex issues

Effective contributors
Able to work in partnership and in teams

Above: students from Dalbeattie High School rehearse for The Visit. Photo: Nic Wistreich
Successful learners
With enthusiasm and motivation for learning

Confident individuals
Able to develop and communicate their own beliefs and view of the world

Responsible citizens
Able to develop informed, ethical views of complex issues

Effective contributors
Able to create and develop

The Travelling Gallery is a unique, self-contained, custom-built mobile art gallery, which brings contemporary art exhibitions into communities throughout Scotland. The Gallery tours two exhibitions per year – visiting many schools as well as high streets, community centres, shopping centres, arts centres, hospitals and colleges.
Out of the Ordinary

Out of the Ordinary was an exhibition examining how a group of contemporary artists explore the traditional genre of still life. Showing painting, sculpture, photography and installation, the exhibition was planned in order to broaden visitors’ perceptions of the subject.

The exhibition travelled to wide-ranging communities right across Scotland, including the islands, enabling people who might not otherwise have had the opportunity to experience innovative contemporary artworks.

The education programme included exhibition talks, education work-packs and artist-led workshops. The workshops encouraged creative development and critical thinking through understanding and producing contemporary visual art, exploring the materials and techniques and challenging the concepts of the exhibiting artists.

Curriculum links

Traditional still life associations, including consumption, excess, decay, mortality and symbolism, were explored in the exhibition in sometimes unexpected ways.

A cluster of enterprising schools in South Lanarkshire extended the project by developing their own exhibition, including innovative installation work. The pupils learned how to think in new ways and talk critically about their own ideas and those of the artists.

Impact

Out of the Ordinary had 9,051 exhibition visitors, including 7,265 from schools, the majority of whom were primary pupils. 170 people also took part in artist-led workshops.

Continuing Professional Development

In some areas in-service training was provided by the gallery. Staff from many schools attended the exhibition talks and workshops and made use of the comprehensive education packs.

Teacher’s comment

‘The 13 schools, primary and secondary, of the Biggar area participated in the travelling gallery project. A high-quality gallery exhibition, enthusiastic and knowledgeable gallery staff, and schools prepared to take an innovative approach to education together provided the means to deliver an educational experience of the highest quality. Following a successful in-service event for teachers, the pupils were much better able to critically respond to the artwork on display and to explore the ideas and feelings generated by the exhibition. This is what school, and education, is all about.’

David Flannery, Headteacher, Abington Primary, South Lanarkshire

Partners

The Travelling Gallery, City of Edinburgh Council, the City Art Centre (Edinburgh) and participating local authorities and schools.

Cost

The Travelling Gallery is funded by the Scottish Arts Council and is supported by City of Edinburgh Culture and Leisure Department. The cost of setting up this exhibition was £10,500. The hire charge to local authorities is subsidised. An average hire period is a five-day week at £500; generally there are no charges to the organisations that the gallery visits.

"The children were engrossed. The exhibition was unique and varied. We followed up the visit by writing to the gallery and sending photos of our own interpretation of the exhibits we saw’

Teacher, Pultneytown Academy, Wick, Highland

Jo Arksey
Education Co-ordinator
Travelling Gallery
City Art Centre
2 Market Street
Edinburgh EH1 1DE
T 0131 529 3949
E jo.arksey@edinburgh.gov.uk
W www.travellinggallery.com
Mindgames was a dance project developed by Pilrig Park School, Edinburgh, a secondary school for pupils with moderate to severe learning difficulties, with input from X Factor Dance Company and Edinburgh Festival Theatre. This project introduced external artistic professional input to the school’s Theatre Arts Course for the first time, with the aim of developing the quality of the performance and the choreographic and production skills in the school.

The Arts and Learning Team in City of Edinburgh Council secured the funding and supported the school in linking with Edinburgh Festival Theatre. Dance Base (Scotland’s National Centre for Dance) identified Alan Greig of X Factor to work with Pilrig Park from April to June 2006.

The outcome was the creation of two new works (a duet and a piece for seven boys) performed in Mindgames, the school’s debut at Edinburgh Festival Theatre – to two standing ovations.

Curriculum links

The Theatre Arts Course has an ethos of accessing the curriculum through the arts. For example, during Mindgames pupils who had difficulties with numbers learned about scale and measurement through set building, while language and creative writing skills were developed through the storyboarding of each dance.

Impact

Fifty-six pupils were directly involved in the project and as a result of Mindgames the Theatre Arts provision has doubled in the school. The pupils gained self-esteem, learned to give constructive criticism and grew more confident in speaking out. The performance at the prestigious Festival Theatre drew extensive press coverage.

Continuing Professional Development

Ellen Muir, Depute Head of Pilrig Park, who delivers the Theatre Arts Course at the school, developed her choreography skills, and pupils and five teachers learned new skills in design, set building, lighting and stage management in partnership with staff at the Festival Theatre.

Teacher’s comment

‘Attending the Festival Theatre was enriching for both parents and pupils – a first experience for many. Working with Alan Greig of X Factor and the professionals at the theatre was simply amazing; I learned so much from them. Alan is a skilled teacher and choreographer who positively challenged us in every session. I am sure he learned a lot too! He listened, took on board my views and pupils’ ideas and always respected what we had to offer. Our Theatre Arts approach creates a two-way dialogue between staff and pupils and this project embraced and enhanced that.’

Ellen Muir, Depute Head Teacher, Pilrig Park School, Edinburgh

Partners


Cost

New Opportunities Fund, Active Steps Initiative – £825.

In-kind support from Edinburgh Festival Theatre included venue hire, mentoring support and technical and front of house costs.
X Factor Dance Company was formed in 1990 by Alan Greig. Based in Edinburgh, the company works across Scotland and internationally. The mission of the company is to entertain and communicate by creating emotional and highly visual dance, and by developing experimental and thought-provoking education projects.

Successful learners
With determination to reach high standards of achievement

Confident individuals
With a sense of physical, mental and emotional wellbeing

Effective contributors
Able to work in partnership and in teams
checklist for working with an arts organisation

This checklist should help you to think about issues you need to cover in working with an arts organisation. It is not a definitive list and your Creative Links Officer or Cultural Co-ordinator may be able to support you with some of these tasks as well as looking at funding for your project.

Checklist for working with an arts organisation – have you:

☐ contacted your Creative Links Officer or Cultural Co-ordinator to discuss setting up a project?

Aims and planning – have you:

☐ clarified the aims and objectives of the project?
☐ integrated the project into your school’s forward plans?
☐ created an agreed project timeline?
☐ accounted for time for planning and evaluation with all those involved?
☐ settled contracts with all partners?
☐ made sure the project resources and financing are in place?

Space, access and timetabling – have you:

☐ planned for access – eg are all the school staff, including canteen staff and caretakers, aware of access needs?
☐ discussed how the space will be used – including issues such as privacy or storing artwork during the project?
☐ discussed timing such as working within the school day or timetable?
☐ accounted for time to set up and clear away equipment?

Safety – have you:

☐ had all the artists disclosure checked and addressed other child protection issues?
☐ discussed the particular needs of children or young people within the school with the artists?
☐ carried out a risk assessment with your partners?
☐ discussed whether there is adequate adult supervision for all elements of the project?
☐ completed parental consent forms for media and excursions?

Roles and communication – have you:

☐ arranged for one key contact for the arts organisation in the school?
☐ agreed the roles and responsibilities of artists and teachers?

Monitoring and evaluation – have you:

☐ arranged for staged progress meetings throughout the project?
☐ discussed and agreed evaluation methods and who is responsible for evaluating the project?
☐ decided how to document the project?

Presenting and developing – have you:

☐ organised a project showcase or event?
☐ discussed project follow-up?
YDance (Scottish Youth Dance) works in schools all over Scotland, leading dance workshops and presenting professional dance performances for children and young people.

In our experience, the crucial element in creating successful partnerships with a school is communication. It is vital that both the school staff involved in the project and the dance staff agree on the aims, structure and practical arrangements for any programme of work, whether it is a one-off dance taster session, a full production or a long-term dance development project.

YDance issues short contracts for both workshops and performances, covering the practical arrangements agreed with a school – these are very straightforward, as we are fully aware that teachers have as little time to spare as arts workers! Our contracts cover our needs in terms of:

- space – size of hall, type of flooring, ventilation
- information on the children who will be taking part – any particular physical needs, learning difficulties etc. This allows us to ensure that the dance workshop is fully inclusive for any integrated class
- requirements for a teacher or class assistant to be present throughout the session – for health and safety and child protection reasons
- what the participants should wear and bring – eg wear loose clothing and suitable shoes and have drinking water available
- the need for changing and toilet facilities for dancers
- access times and parking for any set
- equipment we expect the school to provide.

The contract also specifies what we are providing – number of tutors, dance style, number of children in a class and length of the session. YDance also asks that schools return a completed risk assessment form before the project.

If all this sounds a bit time-consuming and formal, we do try to keep form-filling to a minimum, and it generally saves time when the project is under way if everything is clear beforehand.

The only other element we require from schools is enthusiasm, and a willingness to have fun!

Carolyn Lappin
Executive Director, YDance
Your local authority may also have an arts section or arts education website.

### Arts and heritage links

| **Scottish Arts Council**<br>www.scottisharts.org.uk | The Scottish Arts Council champions the arts for Scotland. Its three aims are: to increase participation in the arts, to support artists in Scotland to fulfil their creative and business potential, and to place the arts, culture and creativity at the heart of learning. |
| **Scottish Screen**<br>www.scottishscreen.com | Scottish Screen is the national screen agency for Scotland with responsibility for developing all aspects of screen culture and industry across the country. |
| **Scottish Museums Council**<br>www.scottishmuseums.org.uk | The Scottish Museums Council is the member organisation for non-national museums and galleries in Scotland. |
| **Voluntary Arts Scotland**<br>www.voluntaryarts.org | Voluntary Arts Scotland seeks to promote participation in the arts and crafts by supporting the development of the voluntary arts sector. |
| **The Lighthouse**<br>www.thelighthouse.co.uk | The Lighthouse is Scotland’s national Centre for Architecture and Design. |
| **National Museums of Scotland**<br>www.nms.ac.uk | National Museums of Scotland aims to create a world-class museum service that informs, educates and inspires. |
| **National Galleries of Scotland**<br>www.natgalscot.ac.uk | The National Galleries of Scotland comprise five Edinburgh-based galleries, the Weston Link and two partner galleries. |
| **National Trust**<br>www.nts.org.uk | The National Trust for Scotland is the conservation charity that protects and promotes Scotland’s natural and cultural heritage. |
| **National Archives of Scotland**<br>www.nas.gov.uk | The National Archives of Scotland exist to select, preserve and make available archival resources. |
| **Historic Scotland**<br>www.historic-scotland.gov.uk | Historic Scotland safeguards and promotes the understanding and enjoyment of the nation’s historic environment. |
| **Youth Music**<br>www.youthmusic.org.uk | Youth Music works alongside the formal and community-based sectors to support music-making and training. |
| **engage Scotland**<br>www.engage.org | engage is a leading international association for gallery educators, artist educators and other arts and education professionals. |
## Children and young people

<table>
<thead>
<tr>
<th>Children in Scotland</th>
<th>Children in Scotland is the national agency for voluntary, statutory and professional organisations and individuals working with children and their families in Scotland.</th>
</tr>
</thead>
<tbody>
<tr>
<td>YouthLink Scotland</td>
<td>YouthLink Scotland’s ‘Create Scotland’ website offers arts advice and guidance to those working with young people in informal learning.</td>
</tr>
<tr>
<td>Young Scot</td>
<td>Young Scot offers incentives, information and opportunities to people aged 12 to 26 to help them make informed choices, play a part in their community, and make the most of their free time and learning.</td>
</tr>
<tr>
<td>BBC Education Scotland</td>
<td>BBC Education Scotland provides websites and teachers’ resources relevant to the Scottish curriculum.</td>
</tr>
<tr>
<td>BBC Blast</td>
<td>Blast is a BBC initiative encouraging 13- to 19-year-olds throughout the UK to get into dance, film, art, writing and music.</td>
</tr>
<tr>
<td>Channel 4 Ideasfactory</td>
<td>Ideasfactory offers advice and support to young people keen to explore pathways into the Creative Industries.</td>
</tr>
</tbody>
</table>

## Publications

<table>
<thead>
<tr>
<th>The Cultural Co-ordinators Handbook</th>
<th>The Cultural Co-ordinators Handbook provides basic information guidance and advice on planning and managing local authority programmes. It can be downloaded from the Scottish Arts Council website. <a href="http://www.scottisharts.org.uk">www.scottisharts.org.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lasting Impressions</td>
<td>Lasting Impressions is a guide to getting the most out of learning in the heritage sectors. It can be downloaded from the Scottish Museums Council website. <a href="http://www.scottishmuseums.org.uk">www.scottishmuseums.org.uk</a></td>
</tr>
<tr>
<td>A Stage Further</td>
<td>A Stage Further is a guide for teachers and cultural co-ordinators on getting the best from the performing arts in education. It can be downloaded from Imaginate’s website. <a href="http://www.imaginate.org.uk">www.imaginate.org.uk</a></td>
</tr>
</tbody>
</table>
The Scottish Arts Council website provides further information as follows:

- contact details for arts organisations throughout Scotland
- contact details for Cultural Co-ordinators
- contact details for Creative Links Officers.

You can also download the Cultural Co-ordinators handbook from the Scottish Arts Council website, which provides:

- advice about working with the cultural sector
- case studies
- sample contracts
- sample consent forms
- advice about child protection issues
- codes of conduct
- advice about project management
- links and resources
- advice about working with the media.

W www.scottisharts.org.uk

You can also contact the Scottish Arts Council Help Desk on:

**Telephone** 0845 603 6000
**Typetalk** please prefix number with 18001
**Email** help.desk@scottisharts.org.uk
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