

LISTENING TO CHILDREN



ACA JMB Awards 2015



Ignite Futures - Lab_13 Gillespie Primary School



courtesy of the Big Draw

CASE STUDIES

1) Ignite! – LAB_13

ABOUT – We have developed a family of laboratories based within primary and secondary schools, in both rural and urban environments, across the UK, London, America and Africa. Every Lab_13 runs externally from curriculum pressures, and is managed entirely by the students of the school.

Lab_13 is inspired by the [Room 13](#) international network of art studios, set up in schools to allow children to explore their creativity by following their own rules.

HOW DOES IT WORK? – A small group of students are selected to become the Management Team of their Lab_13 and have the responsibility to manage the lab. From recruitment, experiments to resources, every aspect of Lab_13 is decided on by the Management Team.

Each Lab_13 Management Team recruits a ‘person-in-residence’, with either a scientific, engineering or inventing background. This dedicated adult is hired by the students and school to assist with investigations, ensure the children are conducting experiments safely, and lend a hand where needed.

LAB_13 IN YOUR SCHOOL – Interested in launching a Lab_13 for the children in your school? Ignite! can support you to set up a successful Lab_13 by offering staff training, room design and advice on the recruitment of a Scientist in Residence.

Contact Rick Hall: rick@ignitefutures.org.uk or visit <http://www.ignitefutures.org.uk>

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2) Room 13 International

ABOUT - Room 13 International represents a growing network of student-run arts studios in schools and community settings worldwide. The story of Room 13 began in 1994, when a group of students established their own art studio in Room 13, Caol Primary School near Fort William, Scotland. They ran the studio as a business, raising funds to buy art materials and employ a professional Artist in Residence to work with them.

Room 13 has gone on to establish a network of studios and a thriving community of young artists and entrepreneurial thinkers that stretches around the globe.

CREATIVE FREEDOM – Each room 13 studio facilitates the work of young artists alongside a professional adult Artist in Residence, providing an exchange of ideas, skills and experience across the ages. In Room 13, students are encouraged to take the lead, be creative, and to think for themselves. This very simple idea has been embraced by people all over the world, giving rise to a movement that places art and creativity at the heart of learning. It has become clear that this approach can be adapted to a wide variety of educational environments.

ENTERPRISE – The Room 13 studio network represents a growing international culture of creativity and social enterprise, which becomes absorbed into the schools and communities wherever a Room 13 studio is established. It is accessible to individuals of all ages who choose to get involved, and generates ripples of influence into the wider community.

AN INTERNATIONAL NETWORK – The Room 13 network offers a forum through which artists and young people can engage with different sectors of society, gain experience that enhances their curriculum learning and benefit from international relationships and cultural exchange. Room 13 is empowering a generation of active, creative citizens, who are motivated, resourceful and engaged in the development of their communities.

Room 13 encourages ambition and aspiration at every level by providing a continuing motivation to learn and fulfill potential. Worldwide, studios have a proven record of keeping young people engaged in education and are recognised as a means of addressing some of the most compelling problems facing young people, schools and society.

Visit room13international.org



3) The Big Draw

ABOUT – Founded in 2000, The Big Draw (formally The Campaign for Drawing) is an arts education charity that promotes visual literacy and the universal language of drawing as a tool for learning, expression and invention. The charity leads a diversified programme encompassing advocacy, empowerment and engagement, and is the driving force behind the The Big Draw Festival – the world’s biggest celebration of drawing.



The charity supports professional and emerging artists through The John Ruskin Prize and exhibition, and regular events, awards and competitions create platforms for each and everyone who wants to draw.

Throughout the year, The Big Draw manages collaborative research projects, campaigns and educational conferences on visual literacy, digital technology and STEAM. Working with cultural and educational organisations, policymakers and businesses The Big Draw demonstrates the social, economic and health benefits that drawing can bring and provides opportunities for everyone to access them.

"The Big Draw is a superb focus for any school- allowing all subjects areas to appreciate the value of drawing and visual literacy and to support the use of transferable skills and knowledge. Drawing is a language that resonates with all subject areas. Drawing is communication that breaks through barriers. And, it helps us speak when words are not enough".

Susan Coles (Cultural Educational Consultant, Artist, school governor, former President of NSEAD).

Visit <http://www.thebigdraw.org>



4) Polka Theatre

ABOUT – Polka is one of the few theatres in the UK dedicated exclusively to children. Based in Wimbledon since 1979, Polka creates world-class theatre to entertain and inspire young audiences. Over 90,000 children visit Polka every year to experience engaging, fun and exciting theatre, often for the first time. We strive to spark the imagination, stir the emotions and fuel a sense of discovery in all children.

There's always space at Polka to play, laugh, discover and create. Our welcoming theatre is home to a friendly café, playground, garden and a fun-filled foyer with toys, books, dressing up and colouring in. It's a unique, magical place where you can share a special moment with your child.

Creative programming keeps Polka's work fresh and relevant. Over two spaces, the Adventure Theatre and Main Stage, young audiences can expect new plays, dynamic performers, resonant subjects and inventive adaptations of popular stories.

Creative learning and participation is at the heart of Polka. We create experiences for all children and families, regardless of age, ability, culture or background, to engage in the arts through our accessible and extensive learning programme. Representing children, providing them with opportunities to learn about theatre and involving them in the creation of Polka's professional theatre is central to our ethos.

PARTICIPATION – young people are engaged both through a range of workshops and activities for 3-14 year olds and the Young Voices Panel, which is a group of 8-14 year olds who consult with Polka about the running of the theatre. The Young Voices Panel also participates in the creation of some artistic work.

Visit polkatheatre.com

5) Royal Court Theatre

ABOUT – Royal Court's extensive education programme allows us to work with young people across the country aged 7 – 21. Through Primetime, touring productions, study days and workshops, theatre tours, discounted tickets and teachers' resources we are able to invite students to discover, explore and access all areas of The Royal Court.

PRIME TIME – A series of new short plays written by primary school children aged 8 – 11.

Visit royalcourttheatre.com

6) In search of creativity: children and young people's summit

ABOUT – *In search of creativity* was a one-day festival to connect schools and arts organisations across Leicester City. It invited children to be creative agents and provided an opportunity for consultation with young people on their view and understanding of cultural education. The goal of the participatory day was to find out what creativity means to young people. This was explored by embedding arts award and delivering an inspiring programme of artist lead activity, which had a central theme of *Being, Becoming and Belonging* in Leicester.

The event was held at Attenborough Arts Centre on Friday 8 July. 75 children took part, from 8 city primary and SEN schools with the support of 17 teachers and a team of 14 local artists and creatives.

OUTCOME – The event was a great success, the level of engagement, commitment and creativity from all involved was key to this. Here is an overview of the successes, challenges and opportunities:

- The programmed artists, of various genres, added the high quality experience which was desired. With an inspirational key note performance and five unique City Classroom workshops their input was hugely valuable. It prompted themes around imagination, investment, collaboration and problem solving.
- There was an appropriate number of schools for the event, they were all engaged, happy to share opinions and thoughts. The range of children and schools was good too and it really enabled us to get to know children in the city, as well as enabling them to get to know each other.
- The summit was a good advert for involving cultural activity in education; it was especially in-line with the health and wellbeing agenda.
- There was also added value in giving the children the chance to obtain their Arts Award, it will be something that they can keep forever and progress if they want to.
- An unexpected outcome of the day was the impact on teachers. It developed confidence in teachers of their own creativity. This raised questions around how we can develop this further and who are the people we need to work with. There was a feeling that TAs are becoming more responsible for creativity in classrooms so it may be them who need to learn by doing, and they could be target participants for future events.
- It is clear that the young people are creative and creativity is important to them, and indeed that schools are creative places, however it is felt that the static curriculum is preventing a broader cultural education, and this in turn impacts on many teachers creative delivery processes. Young people of Leicester should expect from their cultural education a high quality cross curriculum delivery influenced by local artists and creatives.

Full report attached as a separate PDF