



creative schools

**BOYARE
PRIMARY SCHOOL**

CASE STUDY — TERM 2 & 3

TERM 2

creative schools

Musician

Felicity Groom

Teacher

Fiona Hunt

School

**Boyare Primary
School**

Year group

Year 2



In 2019, with support from the Department of Education and DLGSC, FORM partnered with 16 metropolitan and regional schools to deliver its Creative Schools program. FORM developed Creative Schools in partnership with Creativity, Culture & Education (CCE), an international foundation dedicated to unlocking the creativity of children and young people in and out of formal education, and Hidden Giants, an education consultancy agency supports schools to re-imagine their curriculum by placing 'disruptive', creative, and critical thinking at its heart.

Creative Schools Program aims to improve the learning outcomes of young Western Australians. It does so by activating creative learning strategies through the establishment of meaningful partnerships between teachers, creative (arts) practitioners and young people. The program is a valuable and imaginative addition to class and school strategies for raising attainment, improving well-being and supporting inclusion

Creative Schools engages with the participating school over a full academic year. In Term 1, the creative and teacher participate in an intensive Professional Development on Creative Learning. The program then partners each teacher with a creative practitioner to co-design and co-deliver these learning activities, which focus on a priority area of the curriculum as identified by the school and teacher (e.g. mathematics, HASS or science).

Teachers and Creatives co-facilitate a 90-minutes sessions for students on a weekly basis in Terms 2 and 3. Each class has access to 16 weeks (24 hours) of direct engagement of the creatives with the students. Two classes from each school were selected to participate, a total of 32 classes in 2019. Term 4 is an opportunity to reflect on the program and FORM's independent researcher, evaluates outcomes.

This document describes the activities and outcomes across two terms of delivery: Term 2 and 3 (over 16 weeks). It also includes reflections from school leaders, teachers and students.

ACADEMIC YEAR 2019



TERM 1

PROFESSIONAL DEVELOPMENT FOR ARTISTS AND TEACHERS

Observation and diagnosis of student engagement in the classroom.
Planning time for teachers and artists



TERM 2

PROGRAM DELIVERY IN THE CLASSROOM

Creative Learning workshops per week for eight consecutive weeks



TERM 3

PROGRAM DELIVERY

Learning workshops per week for 8 consecutive weeks



TERM 4

REFLECTION AND EVALUATION OF THE PROGRAM

CREATING THE CONDITIONS FOR LEARNING

Teacher Fiona Hunt had identified that the students in her class needed to focus on cultivating more creativity and to expand their ability to make creative connections.

Predominantly they found it difficult to have the ability or perhaps even the courage to be openly curious about things and therefore sometimes couldn't connect the dots between information.

The terms focus was on explorers so we wanted them to think creatively about what it meant to be an explorer. We talked about how I as the creative practitioner am an explorer of song... I start from somewhere I don't know and I discover and learn along the way. We had talked about covering the curriculum requirements of developing a wider vocabulary and they achieved this through the term by being explorers themselves.

As 'explorers' it was their job to find a 'new' item in the playground. This new item turned out to be anything from a stick to a piece of plastic. They came up with a new name for the item, a bit of creative fun that also served the purpose of de-familiarising oneself with the thing... and creating more curiosity. As a class they generated further questions beginning with the prefix... what would happen if I?

We then tested out these questions... what would happen if I burnt it? What would happen if I stood on it? Each child had an item that they tested and they brought back their findings to the group. The answers generated in this session fulfilled different aspects of the curriculum. Vocabulary –though discussing their findings after the experiments, Physical Sciences –though the experimentation process, Biological Sciences- through their findings and Designing- through drawing on the object, drawing with the objects and understanding the objects from many different perspectives.

We then moved to focus on being explorers of cooking. Without the children being supplied any recipe, they were given ingredients and had to measure out their cakes and cook them in the oven. They wrote down how many spoons of each thing they put in, baked the cakes and then ate them. This process of leaving the measuring up to them generated much discussion whilst eating the cake. Who put too much sugar in? Who put too many eggs in? The process of discovering for themselves opened up a great opportunity for discussion about measurement and how one needs to be accurate when measuring and how we need a standardized way of measuring.

We moved onto some coding towards the end of the term. They created their own special treasure for their classmates to find in the form of a decorated rock and then planned their treasure hunt. We went through this process throughout a couple of warm up exercises. I pretended I was a robot and the children had to direct me to a particular spot. They started to familiarize themselves with the idea that they couldn't just say 'go straight'; they had to give specific instructions. When it came to the application of the treasure hunt, they got the idea of having to be accurate, but the execution on their maps was hard for their partners to follow. We decided to carry this learning into Term 3 and we'll do a similar thing only this time, they'll do a step and measure 'exploration' of a planet as our focus this term is on space exploration.

By the end of Term 2 the main focus... on developing those skills of cultivating creative thought and cultivation curiosity was evident in how much their warm up exercises had improved and how much more animated and engaged they were with the process of learning. We began Term 3 with a song. The student had to work out the narrative of the song. They then shared their thoughts around about the narrative, what it did and didn't tell them. The students were quick to come up with imaginative answers and ideas on how they imagined the characters and settings of the song.



THE CURRICULUM

We focussed on explorers and also coding. However most of our activities were cross curricular.

Our warm ups encompassed a lot of drama through use of dramatic action to sequence events. The warm ups focused on the creative habits. Each group had to do a frieze of one creative habit and explain what it was they were doing and why it represented that creative habit. We changed it up after doing it a few times whereby the kids could choose which creative habit they were representing and then the other kids had to guess what they were doing. It was a great way of developing the language of what it took to be a good learner and to cultivate their creativity and collaboration. In the warm ups students worked independently, or collaboratively when required, organized information and ideas to safely create and share sequenced steps for solutions. By working out what frieze to do and how to represent it they were problem solving and organizing.

Design and technologies were incorporated into our experiments. Forces create movement in objects by placing them in water or under a stomping foot. We covered visual arts in the curriculum in our experiments by exploring language around, the visual art elements

of shape, line, colour, space and texture and how these are used in the environment. Our objects were from the environment and we really got to know their capabilities and limitations through our investigations.

Vocabulary was a focus and the students developed greater language skills around the items they were investigating. When the students had the opportunity to ask questions about the items they had found, they were then curious in knowing the answers. In finding out the answers, they'd have to explain their findings to the class and often that explanation would involve new concepts which allowed the students to use more descriptive words. They started to understand the use of vocabulary about familiar and new topics, and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose.

We started to use data to solve similar tasks/problems via their findings from their treasure hunt and this will be carried into Term 3 investigations.



THE ROLE THE CREATIVE HABITS PLAYED

Disciplined – this was applied throughout and was most evident in the cooking activity. The students focused on getting their measurements correct. If they were too sloppy, they added more flour, if they were too dry, they added more egg. They continued the process of crafting and improving through getting their cake mixture just right before the bake. Then further discussions after they ate them on how they could improve the recipe next time which allowed for further crafting and improving.

Persistent- creating new names for objects was a creative warm-up. But initially it was challenging for the students and they found it difficult to step outside of already established and familiar ideas. There are more than 100 language groups represented at this school. Some students just picked out the name for the object in a different language. It took a while for the students to really get comfortable with 'daring to be different' in this activity.

Collaborative- almost every activity was collaborative. We use a sorting sticks that system to create groups of students. Groups were readily changed to give the students a broad experience of working with other people who they may not usually work with.

Imaginative- the children's imaginations were constantly being pushed and challenged from thinking up new names of objects to thinking up questions for their objects. They applied their imaginations in the warm ups where they had to create their friezes.

Inquisitive- this was central to the workshops. Students were exploring and investigating their found objects and what happens when you add too much cocoa to a cake. They were wondering and questioning when they wondered 'what would happen if' and they challenged their own assumptions by their findings on their objects.



EVIDENCE OF LEARNING

Our warm up focussed on each of the creative habits and we constantly used that language while participating in our activities... and then in our reflection, we talked about the creative habits and asked the children to talk about what they think they used and why. That constant reflection helped the students develop that language around the creative habits and their vocabulary in general. We saw a greater development in students being able to reflect on what they had applied in their lessons and recognising their own learning in their reflection time. This process showed both the teacher and I evidence of their learning. Words and processes that were unfamiliar have become familiar and when they started to recognise that they had used multiple creative habits and explain why, then it was evident that their ability to make creative connections had developed.

The evidence of student agency driving learning was so amazing with this class. By them driving the questions, they then had further interest in the outcome.





TERM 3

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CREATING THE CONDITIONS FOR LEARNING

Our class went on a space exploration mission working at NASA.

We created a space within the classroom where they would come to attend work. Each day the kids turned up to 'work' for NASA and completed a series of activities that were all about developing their language and understanding about space exploration enough to write a story about their own space 'mission'.

We trained like astronauts, gathering 'data' in the form of found sounds that we captured.

Built our own planets to encourage understanding about what one might find in space. We read stories about the planets and did some map navigating.

We talked about some of the problems they might encounter in their space journey to open up the opportunity for further story development and even lay some 'traps' in their activities that they had to navigate around, like gaseous storms and craters. After all the training we did, each kid wrote a story about a space mission to the planets they had constructed. We then recorded these stories and the kids used some of their found sounds as sound effects throughout their narration.

Creating a work environment was a great one for creating agency within the classroom and a desire to learn as all the kids wanted to become better astronauts and all the information they were being given was relevant to the task of becoming better space explorers.

THE CREATIVE HABITS

Disciplined—this concept of turning up for work was a really fun and interesting one and it harnessed the disciplined nature of applying oneself to a task and the task was to become better astronauts

Persistent—developing language and understanding about planets is persistence in itself as all these things we talk about around space are sometimes hard to wrap one's head around. The kids really expanded their ability to explain what a planet in space might look like by the end of the term.

Collaborative—Our warm ups were always collaborative, where they'd work together to try and give directions around a planet. The warm up was about programming and giving clear directions and in the game we pretended that someone was on a planet and the group had to help them navigate around it.

Imaginative— This term they each made a planet and then wrote a story about that planet and their imaginary adventure to this place. In addition to this, they recorded their stories and used sound effects gathered from field recordings to play in between their narration. The field recording session was a great way of exploring imagination through investigating their environment

Inquisitive— again the sound exploration was incredibly inquisitive. What happens when I bang this stick here? Or kick this sand? What happens when I scrunch this leaf? The field recording session was one of the best days for outdoor learning and discovery.

EVIDENCE OF LEARNING

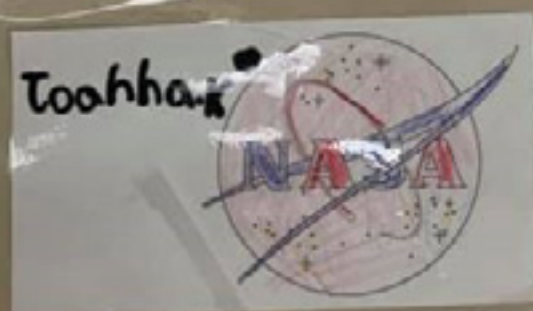
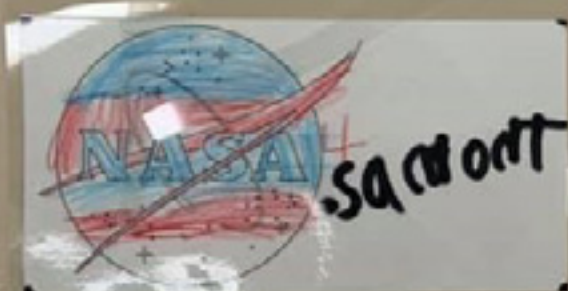
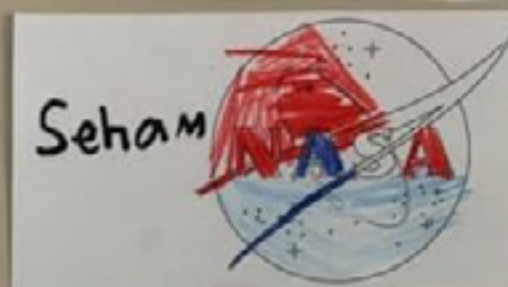
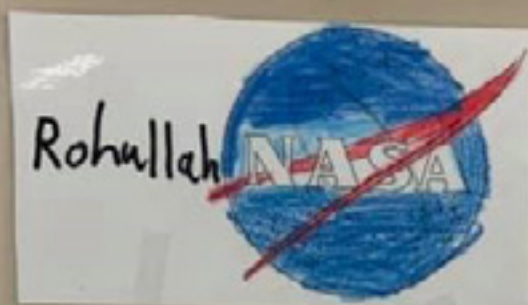
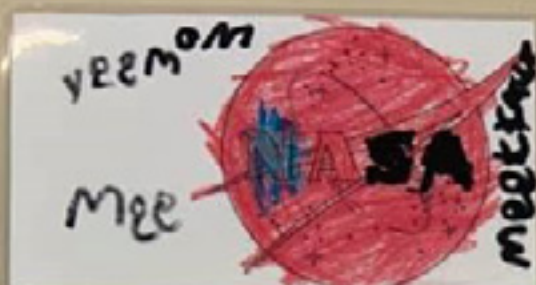
The choice of activities lead our kids to be able make a planet and describe an imaginary trip to this planet. The evidence of learning was visible in their language development and their conceptual development of the planets and what they might find out there in space over the course of the term. In their adventures they described cold and rocky planets or gaseous planets and were able to talk bout some of the difficulties that they might encounter on their journeys to outer space. They were able to pull all the concepts that we had explored together and write their narrative.

Their language and understanding around the creative habits had also blossomed over the whole two terms and they could easily recognise when they were applying these habits in the classroom.

Overall the kids that were less participatory became more involved and they were all on board with the activities. English was mostly a second language in this class, so to hear the kids who didn't say a word when I stared at the school to hearing them read out their stories into the microphone.

We repeated some activities such as the warm ups. Each time, the kids got better at participating. They also made biscuits at the end of term with the same process that they applied in term 2 where they had to add their own ingredients... and this crafting and improving resulted in better biscuits overall.





QUOTES

"We do something fun when she comes."

"We made chocolate cake. I don't know why we did it; we just tried it."

"We play games."

"She plays guitar and play games with us."

"We enjoy it when we play games."

"We are designing treasure maps for our friends."

"When she comes we play games, we make stuff, we use our imagination."

"It's fun when you use your imagination."

"We learn about the five habits."

"We always do a new lesson with creative schools."

"I love imagination. When I use my imagination, I go to the fun world in my secret mind."



“We do some fun activities when she comes.”

“We used imagination today, because we imagined our robots.”

“It was disciplined, because we were working by ourselves.”

“It is disciplined to check your work.”

“When we were designing our treasure hunts we had to be imaginative.”

“It’s been so much fun!”

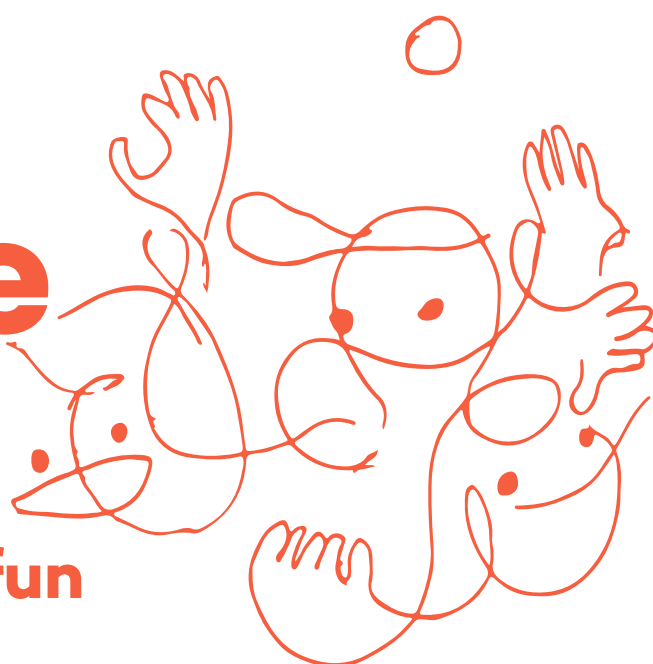
“We are learning to think more outside the box. We are learning problem solving skills.”



FORM. creative
learning

creative schools

deep learning, hard fun



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The Creative Schools Program was initiated and is managed by FORM, provided by the Department of Education and is financially supported by the Western Australian Government.

FORM.
building a state of creativity



Department of
Education