



**creative
schools**

**HILLCREST
PRIMARY SCHOOL**

CASE STUDY — TERM 2 & 3

TERM 2

creative schools

Visual Artist

Elizabeth Marruffo

Teachers

**Siobhan Duggan and
Linda Glendinning**

School

**Hillcrest
Primary School**

Year group

Year 3

The Creative Practitioner worked with two teachers in two Year 3 classes. The curriculum focus was the same for both classes.



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 and 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

CURRICULUM FOCUS

DESIGN AND TECHNOLOGIES

Food and Fibre production - Types of food and fibre produced in different environments, cultures or time periods, including the equipment used to produce or prepare them.

Technologies –Designing Develop and communicate ideas using labelled drawings and appropriate technical terms.

Technologies - Evaluating - Use criteria to evaluate design processes and solutions developed.

Technologies – collaborating and managing - Work independently, or collaboratively when required, to plan, safely create and communicate sequenced steps.

CROSS-CURRICULUM LINKS

ENGLISH

Literature - Language devices - Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose.

Literature - Experimentation & adaptation - Create texts that adapt language features and patterns encountered in literary texts, for example characterization, rhyme, rhythm, mood, music, sound effects and dialogue.

Health and physical education - Communicating and interacting for health and wellbeing - Behaviours that show empathy and respect for others. Circumstances that can influence the level of emotional response to situations.

CREATIVE HABITS:

Disciplined, Imaginative, Persistent, Collaborative and Inquisitive.



LEARNING GOALS

How can the students have a deeper understanding of where food comes from, activate the Bush Tucker garden and develop a sense of agency and ownership of the space? How can the students hang on to and develop their drawing communication skills at this critical age (it is around 8 years of age that children decide if they can or cannot draw). How can we get better at sharing evidence of student learning?

Learning about where food and fibres come from, developing the 5 creative habits of mind and improving visual literacy and observational drawing will take place at, and revolve around the beautiful bush tucker garden the school has recently planted.



THE LEARNING PROCESS

We established a foundation of comics making as our primary method of communicating new learnings and processing information. This foundation was established through a series of comics and collaborative drawing exercises that everyone in the class participated in. Comics are a child centered medium that can clearly show evidence of learning as well as adapt to cover any chosen curriculum links, it was wonderful to see the groups clearly identify and help spell onomatopoeia when it came up in the 'how to use words in comics' part of the session and also clearly identify perspective changes and what this means, express different moods in the way text is written and convey complex emotions through deliberate and careful placement of features.

As a philosophical underpinning to help better respond to the 5 creative habits, we looked at wise and unwise responses to problems. These were demonstrated and elicited from the group for example; 'You have been asked to tidy your room', a wise response was 'put music on to make it fun', an unwise response was 'pretend you are asleep so you don't have to do it'. This was really fun and the children especially loved describing the unwise responses. It was good to have an awareness of how hesitant some of the kids were towards drawing images at this point.

We looked closely at the creative habits of mind poster and the children were asked to develop their own posters to communicate the habits using wise and unwise examples. They were split into 5 groups and each was assigned a habit. This was a useful way to establish what they are able to articulate about the habits at this stage, to access their visual communication skills and to see how they collaborate. Through this activity we were able to get to know most of the students and their particular personalities in order to make better decisions on how to move forward as a group in our aim of becoming self-managing learners. These posters were really useful to refer back to over the term – especially the colour linked to each habit. For example if they couldn't remember the word 'Inquisitive' they could say 'the red one' instead.

In our first session down in the garden we worked on developing imaginative drawing skills as well as 'crafting and improving' skills. Each group was assigned a picture and information about a bush tucker plant that they had to go and identify. Once their food was located they were asked to design a comic character inspired by the plant. The students worked on their comic character development and they loved using paint pens and coloured paper for this. The groups brainstormed ideas together and then worked individually but with lots of chatter about ideas, possibilities, recommendations and physical play in response to the outdoor environment. They used their comic making skills and many were adding emotions and features to develop some incredibly charming characters. We were pleasantly surprised to see a few kids who were very distracted in our initial sessions allow themselves to be in the moment a lot more with their painting and drawing and were starting to become proud of what they had created. In the midst of the kids settling in and becoming engaged in their activity the class in the music room nearby came out with all their glockenspiels and percussion instruments and started making beautiful music on the lawn next to us. It was delightful – we had some beautiful music to accompany our drawing!

In one of the sessions we also looked at the book *Summer Bird :The Butterflies of Maria Merian* by author Margarita Engle; which is about the 13 year old scientist and artist Maria Merian who lived over 350 years ago and was one of the first to document life cycles of butterflies and other insects. We pursued the question 'what is knowledge?' Maybe it grows like a tree and how other people and grown-ups are not always right – the kids identified that it was Maria Merian's habit of inquisitiveness and constant questioning that led to her being able to prove everyone in her world wrong about where insects come from. After this they were extremely motivated to get down to the garden to take some clippings of their Bush Tucker foods and use their 'scientific eyes' to draw carefully.

As well as their scientific observations, in this session we focused on the challenging but important life skill of giving and receiving feedback. We had a lot of dramatic developments with this – there were even some tears

at the end. These emotions are very, very real and we were happy there was time to reflect on this at the end and address that these emotions are valid and helpful in establishing a high functioning classroom. Validating these emotions and addressing them in an open and mature way meant that a lot of trust could be established in the group and trust will help us in our future collaborations. In our goal of developing self-managing learners, getting into the habit of asking peers for feedback can alleviate a lot of the demands on a teacher and means students are able to use the rich resource of their peers in productive ways.

In an activity to further develop inquisitiveness, curiosity and collaborative skills the students were asked to find 3 treasures in the garden and then work together as a group to build a comic character out of the treasures. We had a lot to discuss regarding the 5 creative habits after this activity as they were in large groups and really had to work hard to work together. It has been good to practice having tricky and uncomfortable conversations with these groups and quite amazing that the kids take on honest observations and feedback really well as this is a really important life skill.

A group of students, who had previously been incredibly rowdy and inattentive in a previous session, were working well this time around and their pride and confidence in their efforts was clearly expressed by them. Seeing the hilarious and fun results of the other groups who listened to each other and took turns was very motivating for this easily distracted group to engage more and work so much better together as a team. The second time we did this activity the kids were looking forward to working together again and there was a huge improvement in groups that had really struggled previously.



IMPACT OF LEARNING

We paused our work together for this term with a brainstorming session. The children were asked to use their imagination and curiosity to brainstorm ideas for an end of Term 3 exhibition and activation of the bush tucker garden. We were able to collect a lot of clear (both written and image based) details from the students of their visions, materials and skills they want to use so that over the break we can establish the best strategy, timeline and source appropriate materials for the exhibition which will be an opportunity to really make their learning visible and continue the journey of feeling ownership of the garden.

"It has been wonderful to hear my students using the language of the 5 creative habits appropriately, with increasing confidence and outside of the Creative School Project sessions. My students recently applied some of the comic making skills they have learned from Liz when making the 'fruit and vegetable superhero' props for our assembly" – Siobhan, Teacher.

"Creative Schools is awesome because it helps me get better at drawing. Liz is a great teacher. When I first started Creative Schools I thought we would just be drawing; but we are going out to look at things. It's kind of drawing and science mixed together. I don't really like science because sometimes it boring. But this kind of science is interesting." Student

"It's different because Liz teaches us strategies. Liz teaches us about being collaborative and being imaginative and persistent. Since I've been in Year 3 Creative School's has been very helpful for me." Student

"We get to come out in the garden and we get to be independent. We don't have teachers watching over us and staring over our shoulder ever second. I wish we could do learning in different spots. Find a comfy spot and sit down and do your work." Student

I'm learning teamwork we are working in groups and helping each other. How to interact with each other." Student

"Creative Schools is exciting because you don't know what you are going to do next. It's a good opportunity if you are into art but you don't get to

do it at home because you have to do so much sport. It's not teaching you something over and over again. Sometimes they teach you something three times and you already know it. Creative School isn't like that." Student

"In other lessons they tell you a specific things to do. In Creative Schools you don't get told simple things to do, you have to use your imagination. In other lessons you don't get to go outside. In Creative schools we go outside heaps. When you go outside it reboots you. It calms you down because you get to breathe fresh air. In art classes if you make a mistake you have to rip the page out and start again. But in Creative Schools if you make a mistake they encourage you to turn it into something else." Student

"I'm learning that if you make a mistake you don't have to think oh drat I need to start again. You can change it into something else. I've learnt you can use your imagination, like if I'm building LEGO I can also do a drawing about it." Student

"In Creative Schools all the kids get to learn different stuff. Kids who think they can't draw get to realise they are good at it and they realise they shouldn't be so hard on themselves. It's just really good it calms us all down. Drawing is calming. You don't think too much about what you have to draw there is a lot of looking in this kind of drawing." Student

"It's excellent because you get to do different things. You get to go outside and look at nature. Creative Schools is teaching us to work with different people. It's good." Student

"I'm learning to make nature into characters. I never

knew this before. I'm doing this at home I'm making stick characters." Student

"I enjoy creative schools I think it's about team work and being respectful to people around you. It's about being imaginative and inquisitive. You have to be disciplined so that you have more fun. I'd like to make a comic. We've learnt about them but I want to make a real comic. I give it 9.5 out of ten. I would give it ten if we did different groups and go into a different area in the school. I want to go to the oval where it has apple trees and in the junior oval." Student

"Liz is always kind to everyone and she enjoys helping everyone. She's a really good artist. I've seen how good she is at drawing at characters. I think she's got her own way of doing things and it's a very fun way. I like that her voice is soft so that she doesn't hurt our ears." Student

"It's creative because we do pictures and look at the plants. We read the cards about the plants to find out about the plants personality so that we can draw a cartoon." Student

"I have used the Habits of Learning in other lessons too, e.g. our HASS Cocoa production lessons." (Siobhan, Teacher)

"We've been making characters and learnt to be imaginative and make your own things." Student

"I'm struggling with the teacher-artist role balance myself. As art teacher I believe this is the future of education, but the transition from where we are now will be interesting." (Siobhan, Teacher)





TERM 3

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Visual Artist
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Teachers
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School
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Year group
Year 3



CURRICULUM FOCUS

Design and Technology:

- Food and Fibre production, types of food and fibre produced in different environments, cultures or time periods, including the equipment used to produce or prepare them.

Cross Curricular Priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Sustainability

Cross Curriculum links

Literacy:

Text Cohesion – understand that paragraphs are a key organizational feature of written texts.

Creating Texts – Plan draft and publish informative texts demonstrating increasing control over text structures and language features, and selecting print and multimodal elements appropriate to the audience and purpose.

Technologies:

Collaborating and managing. Work independently or collaboratively when required to plan, safely create and communicate sequenced steps.

Creating the conditions for learning

(the big question for the term)

How can we collaborate to create an end of term exhibition that shared the knowledge we have learned about our five Bush Tucker foods? How can we make sure this is engaging for our audience?

Creative Habits that you focused on

Main habits

Disciplined, Persistent, Collaborative

Developing habits

Inquisitive, Imaginative

Key Texts Used

- *Big ideas for Curious Minds*
by The School of Life
- *Young Dark Emu* by Bruce Pascoe
- *Eric* by Shaun Tan



WHAT WE DID

We finished Term 2 with a brainstorming session to collect ideas from the group on what they imagined an end of term exhibition and activation of the bush tucker garden would look like. There were some incredible illustrations incorporating ideas from a puppet show to a water slide and food trucks. Based on this information the creative practitioner and the teachers worked together to discern which things would be appropriate to pursue given the time frame, the existing infrastructure and activities we had pursued so far. We decided to work towards sharing our knowledge in the following ways:

- **A miniature sculpture walk that would have tiny characters and informative text and recipes hidden amongst the plants in the garden. This built upon their character design we had looked at together during Term 2.**
- **A puppet show with their puppets displayed in frames in the garden.**
- **An immersive Dark Emu installation of suspended small handcrafted emus.**
- **A table of comics about the plants in the garden. This built upon their comic making we had looked at together in the first eight weeks.**

As a philosophical underpinning for Term 3 we looked at the chapter Art is Advertising for What We Really Need in the book Big Ideas for Curious Minds. This was a thoughtful way to describe the purpose of an exhibition and the non-commercial motivations there might be for making art. This was something the students intuitively knew.

“Why should we have an exhibition of art?”

“...maybe to show the best bits that have come from inside ourselves.” (Student)

The exhibition would also be an interesting way to observe how well the children could become masters of what they had learned and see if they would be able to teach this information to others such as their peers, Year One buddies, and visitors to the exhibition.

We wanted the students to create multiple moments of surprise and discovery in the garden for their audience, which included the wider community. This was inspired by a part in the book *Eric* by Shaun Tan where the pantry is opened and all the little treasures made out of small discarded things are illuminated.

In many of our lessons we made sure that we created this experience of discovery for them to remind them of this. For example, the students had to discover the mini sculpture examples that they had made and also they had to hunt for their informative text paragraph in the Dark Emu lesson.



The students had to really focus to research their informative texts as researching on the ipads was distracting. They were encouraged to craft and improve upon their texts as well as their comics and mini sculptures. They made sure their work made sense and was able to be ‘read’ by others. This meant having to think a lot about other people’s perspectives and see their work from a distance as we continuously practiced giving and receiving feedback.

For the puppet shows the students were split into groups of four. Each group was given a mystery bag that contained random gloves from op shops, buttons, beads and a reminder about the five different bush tuckers they were looking at. They had to work collaboratively to share the materials and

imaginatively to develop characters for their show. We could have spent a lot longer on this as it was a really rich resource for developing many of the creative habits. The groups could have done with a lot more time to get to know the equipment (iPads) and to script their shows. The evidence of their collaborations were the puppets we exhibited in ornate gold frames. These frames were made from discarded



pieces by framing businesses and assembled by the school's handyperson/gardener, who then installed them in the school's Bush Tucker communal garden. The puppets were attached with Velcro for the exhibition, which meant the frames could be used again by other classes who may want to activate the garden and be inspired by this rich botanical resource on the school grounds.

We began our Dark Emu lessons by asking each student to hunt for the missing half of their paragraph that we had hidden in the garden.

Back in the classroom they were asked to get in their groups and arrange the paragraphs in

the best order. This meant they were reading each part very closely and discussing the information to work it out together.

After the whole class agreed on the best order of paragraphs they had to think as a class to solve the missing information in the text, which revealed that the shape in the sky is an emu.

“...it lays eggs? It could be a crocodile?”

“no, it says it runs or sits down, I think it's a bird”

“Is it an emu!?” (Students)

Following this their small groups were each given an image of the night sky inside a sheet protector. Then they took turns using a white paint pen to draw how they each see an emu in the dark part of the sky. They came up with a variety of lovely shapes and emu designs.

The 'correct' emu in the book *Young Dark Emu* by Bruce Pascoe was then revealed to them and we began our mini emu sculptures made out of seed pods, pipe cleaners and wool, which were attached to gold pipe cleaner stars. Making a star out of a pipe cleaner was an excellent challenge for this age group and an interesting exercise in geometry and abstract reasoning that could definitely be extended further.

All their hard work and persistence came together on exhibition day where the students spent the morning helping set up and even preparing food with Mrs Roberts, the Sustainability Teacher. They used ingredients grown in the garden and they made recipe cards for the visitors to take home. We had various visitors attend on the day including parents, the Creative Schools team from FORM and the Mayor of Bayswater, Dan Bull.

Quotes

"It's fun because we can learn." (Student)

"We're learning don't give up, even if you're not that good at art." (Student)

"I've learnt I'm more creative than I thought." (Student)

"I'm proud of myself for what we have made." (Student)

"Sometimes it's hard to work in a team." (Student)

"It has helped my mind go creative." (Student)

"Sometimes things don't turn out the way I want it to, but then I just kept going." (Student)

"I'm sad that we can't do Creative Schools anymore. I really like it. It is really creative. I've learnt I can be whatever I want." (Student)

"I've learnt if something isn't the way I want, that's okay, because it can become something even better." (Student)

"I've learnt you can make a mistake, that's okay, since you can always add something to it." (Student)

"I'm really proud of all we have done." (Student)

"From the moment I walked in students were dragging me from art piece to garden bed, excited to tell me the story behind each, sharing both their learning and their personal connection to it. That is pretty real and deep, which has been exceptional." (Dan Bull, Mayor - City of Bayswater)

Interview with parent: "He doesn't really talk about school usually. If I ask him what he did at school he just says 'nothing'. Creative Schools is the only thing he will really talk about. It is really good for him. He can be quiet and deals with anxiety, but he has really engaged with this. He has made things he is proud of and is keen to show me. When it's a Creative Schools day at school I can see the difference in him. He always comes home and tells me what they have made. I used to attend this school. I wish I had this when I went to school. I love it that they are learning all about bush tucker from the Whadjuk land. I am Aboriginal. My son is learning more about it than I know and coming to teach me at home about it. I use all these ingredients in my cooking, but have never planted it myself. Now I will go and plant it at home and do it with my son."

The students were all so proud to share and discuss their work, there was so much to learn, look at and discover. The garden was abundant with greenery, life and food and it was an absolute delight to see just how much both the garden and the children were thriving in this nurturing and attentive environment.

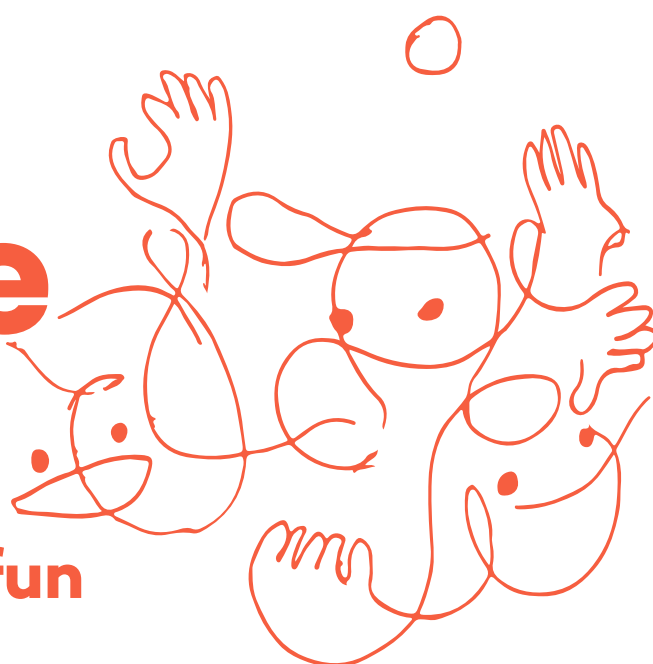




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The Creative Schools Program was initiated and is managed by FORM, provided by the Department of Education and is financially supported by the Western Australian Government.

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