



**creative  
schools**

**NORTH FREMANTLE  
PRIMARY**

CASE STUDY — TERM 2 & 3

## TERM 2

# creative schools

Creative:  
**Charissa Delima**

Teacher  
**Roberta Slattery**

School  
**North Fremantle  
Primary School**

Year group  
**Pre-Primary**



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 of the first term of delivery: Term 2 (over 8 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

## EVIDENCE OF LEARNING

### Questioning the Creative Habits of Mind: Which habit am I?

#### Curriculum: Biological Science

##### Session Two

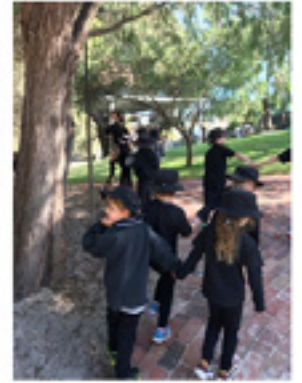
Today's Creative Program started with an exercise of re-introducing and simplifying the 'big words' of The Creative Habits of Mind: Inquisitive - Thinker, Persistent - Doer, Imaginative- Creative, Disciplined - Following the rules, and Collaborative - Working together. Next, Charissa, the creative asked the pre-primaries to close their eyes and think what type of habits they think they are. When they opened their eyes, they were encouraged to point to one habit or call out its group colour where Charissa attached their portraits to The Creative of Habits (of learning) poster. Majority of the children choose Collaborative; "I like working together with my friend" pointed Luca. Then the children were allocated into groups that consists 3-4 different habits.

We then moved to the main task; voting and choosing one book as provocation. The class voted for The Most Magnificent Thing by Ashley Spires. There were also 'big words' in the book, such as Thinker, Maker, and Persistent, that inspired us to make and create. But first we must find some materials, which our friend Van, swiftly pointed that we can find them on a nature walk. What a great idea! In their groups, the children used their senses

(sight, smell and feel), to find and choose two – there natural objects during their walk. After the walk, Charissa gave a team challenge: Collaboratively make and create something from the found objects, then share the description to their peers. The rules were: working together, brainstorm ideas, sharing materials (may also exchange with other groups with kind manners) and importantly have fun.

During the process of creation, it was visible to observe children who are struggling with the idea of sharing (their objects) within their groups - one girl held her sticks so tightly her knuckles turned white! Some had very strong ideas - persist the group followed his direction, some were not accepting and had a mini meltdown, and some though reluctantly at first eventually gave in and showed good team work. In our reflection time, some children admitted that working collaboratively was hard; "It was really hard" admit Luca. Some enjoyed sharing and some eventually took the materials and worked individually with no care what's happening around them (immersing in the experience). When asked to revisit The Creative Habit poster, if they had a change of mind regarding their habits, three children, including Luca admitted they didn't fit in the group, they were more thinkers. Two children swapped between Doers and Following the rules. It was lovely to watch these pre-primaries admit their strengths and weaknesses. We wonder what next session will bring.













*"I'm everything on there" – Van*  
*And,*  
*"I'm creative" – Amelie*



*"We might make a fairy house under the tree" – Julia*





## EVIDENCE OF LEARNING

### Imagination leads to creative ideas

#### Curriculum: Biological Science

##### Session Three

As planned, we spend the first part of session three revisiting the Five Creative Habits of Learning. While on the mat with, the pre-primaries had a think of their own habits, whether or not it has changed from last week. One by one, the children came up to the habit chart, took their picture and stuck it to the habits they believed they were. What was interesting, some children based on their weekly experiences and supported by their educators, believed they were a combination of two habits even more. As we never said one could only have one habit, the children confidently stuck their image between two habits or in the middle.

Settled and happy with their choices, we then asked the children to close their eyes, and think of ways to change their outside play area. We encouraged them to imagine – to get creative with their ideas. When they opened their eyes, they were made into five groups. Their task is to use their imaginative thoughts – their creative thinking to brainstorm for some magnificent ideas that relates to the question, What would you like to change or add in your playground? Each group spent ten minutes

gathering ideas in five different areas; the (mini) garden, the sand pit (with the pump), the rope swing, the two cubby houses and the mud kitchen. Every time the group rotated areas, their ideas became bolder and bolder; imagining underground tunnels from the sand pit to the cubby houses straight under Thompson road towards Swan River then eventually Fremantle port (the ocean)!

When all the groups had finished the rotation, we regrouped as a class sitting under the undercover area and shared our findings; more plants (flowers and vegetables), more colours, birds house, tree house, a pool, creating submarine, moving the boat from the sandpit close to the cubby houses, water tanks for the mud kitchen, a pool or grass patches under the swing, and one very popular idea is creating a fairy garden, which came from the mainly quiet children. This in its self is such a wonder moment; the quiet – soft – individual children showed how very much engaged they were in expressing and sharing their creative thoughts.

Next week, we will vote on which area to work on first. What are the possibilities, what wonderful imaginations that can be made into reality and how to work and create on a plan. Exciting times ahead!









## EVIDENCE OF LEARNING

### Disposition: Creativity – How might we be creative?

#### Curriculum: Biological Science

##### Session Four

John Dewey once said, “Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results.” And this is exactly what we have done with the pre-primaries for session 4 of the Creative Program. The children seemed restless for adventures, making-creating, and playing. They joy was apparent when Charissa teased them about another session outside.

We started the session with revisiting the Creative Habits chart. Inspired by exercise book the children are working on in literacy, Charissa asked them to create a sentence using ‘I am a ..’ and if they feel confident, give a reason why. One boy put his hand up and shared, “I am creative, because I like to build stuff.” Another girl added her opinion about her habit; “I am a thinker and creative, I like making stuff, but I need to think first.” After the warm-up, Charissa read *The Extraordinary Gardener* by Sam Boughton to inspire their creative thinking especially when it comes to the process of gardening. Continuing from last session, we divided the class into five groups, where they will rotate activities at five areas around their outdoor space. First, the grass area in front of the class, where supported with Roberta (PP teacher) planting seeds; learning the art of germination. Second space is at the undercover area; two easels were set up with four pieces of paper. Miss G (student teacher) supported this activity where each group will add their representational drawings inspired from *The Extraordinary Book*.

Every line, dot, image and colour added, will create a new layer of narrative of the piece of work. Here we invite the children to open their mind for accepting others contribution. The third space is where the two round vegetables planters are. After putting on their gloves, they followed Charissa’s instruction uprooting the plants, turning the soil, and raking the plot. When asked if they could pull a giant root, a girl answered, “Yes, but first we going to collaborate.” “Trying to cut it (the root)”, her groupmate added. And so, they did! The fourth are the two cubby houses, which the children insist on cleaning (taken from their idea of what they want to change or add in their playground). They also collected non-organic rubbish they found around the area. The last group went for a little nature walk around the premises, collecting then sorting natural materials for loose materials that will be used for their creating and making time. During reflection, the children shared their excitement of getting their hands dirty, working in groups, being outside, learning the process of creating a garden and the ability to learn that everyone has their own ideas and that is okay not to like or agree with them. Charissa shared that what they were actually doing is the art of being creative that relates to their habits. The one activity that stood out was the drawing and paintings experience. Not everyone liked the idea of their representation/s changed either by another mark or colour. Did they accept the reality? Not really. But they did take an offer for the chance to re-create their own representational next week. A lovely reflection came also from the teachers, how they enjoyed the activities and just like Charissa, learned something new too.



"I am creative, because I like art" – Amber

"I am thinker." – Felix "Because Felix does a lot of problem-solving" - Teacher

"I am everything, because I like to have a go at everything" - Tristan





## EVIDENCE OF LEARNING

### Imagination leads to creative ideas

#### Curriculum: Biological Science

#### Session Five

We were blessed by the weather fairies as the sun came out after a morning of pouring rain! Deciding to skip the warm-up activity, Mrs. Slattery and Charissa decided to head straight into the activities; three activities to enhance creative and artistic ideas, which were creating fairy gardens with objects from nature, weaving inspired by the indigenous story How the Birds Got Their Colours, and playing with their imaginations making stories while doing dramatic play with the puppets. The other two activities were related to the science project the pre-primaries are currently focusing on. First was revisiting the two round planters next to the shed and play area. Last week, we uprooted the plants, and turned the soil. Today, while turning the soil, we also mixed coffee grounds donated by a local café. The coffee grounds act as fertilizer that adds organic materials to the soil (nitrogen), which improves drainage and water retention. Something that Charissa learned from working with an avid





gardener previously. We also added healthy soil a gift from Mrs. Slattery. The pre-primaries showed of their mixing skills and how well they worked together while singing Wombat Stew! The second activity was soaking and washing milk carts in warm soapy water. When the bottles were cleaned, Miss Rikke helped the children to cut a quarter of the top off creating a pot plant. The idea is to hang the pots along the fence with a mixture of herbs and flowers growing in them.

The children also found time to collaborate in designing a fairy tree house (as a side project) - this is part of their grand idea changing / adding things to their outdoor play area. I can say these children impress me every week with amazing questions and statements; There is a possibility we can use tires for more space to plant things and for the fairy garden!" said Tristan.

We spent a while for reflection - discussing spaces, answering questions, and listening to the children's conclusions and wonders. As planned, we also introduced the 'Spider web community circle' while

incorporating the creative habits. Sitting in a circle, Mrs. Slattery handed the end of a yarn to Charissa, who then stated her habit; "I am a .... " while holding the yarn tightly. Then she unrolled the yarn to another educator, who repeated the action, and holding the yarn at the same time. Mrs. Slattery went around the circle passing and making sure the yarn was held tightly, until everyone had a turn in saying their habits, all the while creating a spider-web-like shape. Apparently, this was the first challenge. The second part was to stand up together without dropping the string of yarn and/ or letting it loose. Then she asked all of us to sit down on the mat again, making sure the spider-web was intact. There were wobbly moments but overall it was a success. Mrs. Slattery was delighted – as she shared it was a year one activity that she had tried it many times before but always failed.

What was wonderful to observe was how the Pre-Primary children were attuned to the whole process of the activities! Next week, we will revisit the spider - possibly as a warm up. This is will be interesting...











## EVIDENCE OF LEARNING

### What does persistent look like?

#### Curriculum: Biological Science

##### Session Six

The North Fremantle Pre-Primary children had a Fantastic Fabulous Friday today. They had a special visitor, a talented fibre artist who just finished his extraordinary exhibition of knitted and crochet corals and octopus-like-creatures he calls Mogus (Monster Gurita (=Octopus)) at The Goods Sheds, Claremont. Mulyana, or Mang Moel originally from Indonesia spend an hour of his morning to share and demonstrate a hand - knitting technique to the pre-primaries. This technique is called yubiyami, a Japanese style of finger knitting. Before he started the session, Mrs. Slattery brilliantly connected Mulyana's works to the current science project the

children were exploring; the living and the non-living. Using images taken from his exhibition, Mrs. Slattery showed the life-cycle of the corals in the sea; the vibrant 'living' colourful corals and what happens when they die – how the colours change into black, fades into grey then eventually white. She also emphasised on caring for nature. Mulyana, sitting down on the mat amongst the curious children then introduced himself and immediately demonstrated the finger knitting. "You can make anything from this technique" he said to the children who were watching intently and in awe on how fast he knitted. As if sensing their scepticism, he paused his work, opened his bag and pulled out three monster octopuses. The children jumped with excitement and started planning on what to create, "I'm going to make an owl" said Van, "I just want a fish" added Amelie. After a slower demonstration, the children choose their yarn and with the support from the adults (artist, teacher and EAs) started to explore. Their nervousness was apparent yet tried their best to be follow Mulyana's instructions and keep the pace. They showed great persistence and concentration. It also helped that there was no pressure, just a calm, fun, warm environment where mistakes happen and



are okay. After an hour, with a massive thank you, Mulyana said his farewell. The children reflected on how great the experience was, it also made them feel special since they were the only class in the whole school to have an artist share his skills with them. As a thank you, they drew Mulyana's Mogus and wrote a thank you letter that will be sent to his address in Jogjakarta, Indonesia.

The day continued with more hands-on experience outdoor – carried on the pre-primaries garden project. Rain did not hinder their enthusiasm turning the soil, mixing extra fertilizer then planting vegetable seedlings in their round planters and planting 'fairy garden flowers' in the milk carts-pots they made last week. The children demonstrated their learning by narrating to Charissa that plants (and people) need sun, water, air and soil to grow.

During reflection time, Mrs. Slattery repeated the spider-web community circle. This time, when the children received the yarn, they reflected on their experience with Mulyana. "I felt nervous, but I kept going" said Van, "It was hard, but I kept trying" shared

Emily showing how persistent she was during the exploration. "I like it, but I needed a lot of help" pointed Tristan who acknowledge the importance of collaboration. Some highlights that Mrs. Slattery and Charissa noted and were really impressed with was how none of the children felt disappointed they did not create whatever they had in mind. The pre-primaries took ownership of what they done, what they achieve through perseverance. It also shows them that 'art' is not just the conventional drawing and painting, it is much more. Today's experience helped ease some apprehension towards the word art. Another remarkable moment is how Felix bonded with Mulyana, "Mister Man" he calls him. "I want help from Mister Man" he stated. Just before Mulyana left, Felix gave him a massive hug! It was reported, when he showed his amazing monster octopus drawing to the principle, Felix said, "Mister Man had a cuggely (cuddly) smile and cuggely laugh. He feels my heart." Now this is SPECIAL!

## EVIDENCE OF LEARNING

### The case of being Persistent, Discipline and Imaginative

#### Curriculum: Biological Science

##### Session Seven

Session seven started where we left it last week; planting the vegetables seedlings and the fairy flowers. We also created two additional activities representational drawings of the intricate root system of a *Monstera Deliciosa* – a Monster plant and tinkering activity to support the children's ideas for their fairy house design.

"Look, we are working together crushing the coffee grinds!" said Amelie with her hands deep in the coffee bucket. When asked what they think the coffee does for the soil, the children connected the fragrance of the grinds to their mums and dads' habit of drinking coffee every morning! Knowing they were joking, Charissa mentioned the possibility of the plants 'drinking' coffee too. Their expression was hilarious! Charissa then shared that coffee grounds acts like fertilizer and produces nitrogen, which is really healthy for the soil and plants. Through our gardening the children are learning the needs of living things as well as the difference and similarities between the needs of humans, animals and plants. They had hands on multisensory experiences which reinforced our discussions. In Mrs. Slattery's gardening session, we potted the milk cartons with flowers and herbs developing the children's understanding of reusing objects to make them into something else we need.

The representational drawing of the Monster plant took time and patience which the children respected and demonstrated amazing representational drawings. The last group were learning to nail wood so that they could nail windows and doors to create their fairy tree house. Rikke, our talented EA was explicit in her expectation and boundaries in hammering the wood giving each of the children a hoop to sit in to designate their space. The modelling and expectation gave them the understanding of success in this learning.

This week's reflection was a bit different from the previous two sessions. Today the children were asked to sit in pairs; face-to-face and share what kind of habit they think they were during the creative experience. Then they had to share their peers' habit to the class. This activity relies on attention focus and attentive listening. Throughout this experience, few of the children showed pretend listening, some tried their best but could not seem to understand what their peers were saying, yet majority showed great concentration in listening and able to state the habit of mind their peers believe they connected most with today. They are now seeing these habits translate into other areas of their learning and can actually use other words to describe them as they take ownership of their learning.











## EVIDENCE OF LEARNING

### Implementing the Creative Habits outside of School

#### Curriculum: Biological Science

##### Session Eight

We reprised the community circle for our warm-up activity this morning. As each child held the piece of yarn to create a spider web, they shared the habit of minds they thought they are on this particular day. The challenge was to use, implement and possibly visualise these habits when we go for a walk to the riverside where we have in plans to do a scavenger hunt. What was interesting, majority of the pre-primaries choose imaginative-creative as their habits today. Has taking them out of their class made them have this change? Would be interesting to found out...

After the warm-up, still sitting in their circle, Mrs. Slattery started a discussion about the agreement when walking to the riverside, which is across from the school on the foreshore of Gilbert Fraser Reserve. The children then walked in pairs and followed their educators to the park, walking across the grass field towards the riverside. There, we sat under one ginormous pine tree to have a talk about the main task; the scavenger hunt. But first we revisited the agreement and the risk of wondering close to the water. We divided the class into five groups, each with an educator and the children will work in pairs sharing a worksheet between them. The challenge was to use their four senses; sight, smell, hearing and touch. They are to look for something tall, something long, something red, something from a plant, something hidden, something rough, something man-made, something from nature and something that they can smell and hear. They also need to scribe the object and draw the representation.

Off they went, venturing along the river, crawling on the grass field, walking on the sand bank, and feeling nature between their palms. The children were immersing themselves with their surroundings. As pairs, they worked collaboratively but also showing care within their groups, such as waiting when one is still exploring or writing and/or drawing their findings. They combined curiosity, persistency and creative thinking; looking closely at every object they encounter, even to the point they flip / pull / turn over leaves, barks and stones to see what lays inside or underneath. They would also stop and share their findings with other creating open-ended discussions while still on task and when they merged again as a whole class: "I found ants and eggs. I found their nest in the trunk of the tree" shared Know excitedly. "I saw a swan with one leg" Simon also shared to his peers. These children delivered and the team of educators were very much impressed by their efforts.

What was really amazing was how the children were disciplined. They showed great listening, took great care and responsibility following the agreement they agreed on previously; "We didn't get our shoes wet. We didn't get in the water" said Gabriella proudly.

Such a great way to conclude the last Creative session of term two. Hopefully there will be more creative adventures and in-depth learning happening in term three. Until then...





## TERM 3

# creative schools

Creative:  
**Charissa Delima**

Teacher  
**Roberta Slattery**

School  
**North Fremantle  
Primary School**

Year group  
**Pre-Primary**





## CURRICULUM:

### Integrated Science and Design Technology:

What creates movement?

### Creative Habits of Mind:

Inquisitive / Imaginative / Persistence

#### Session One

"Hello Charissa!" said the Pre-Primaries when Charissa stepped into their room. What a lovely feeling to be remembered. As planned, we started by revisiting the five habits of learning to see whether the pre-primaries were able to recall which habit/s they connect with best; *"I am persistent. I keep trying"* – Knox / *"I am creative and persistent"* – Ned / *"Well, I am creative"* added Nate / *"I follow the rules"* – Willow / *"I like to think"* – Felix.

We continued with discussion about movement by throwing the two questions, What creates movement? How does movement look like?

*"Our hands"* – Van / *"Our legs"* – Dane / *"A giant squid in the water"* – Nate / *"Our heads and hands"* – Emerson / *"Leaves. Oh the wind!"* – Amelie

*"Like when we push something it moves"* – Hunter / *"Looks like something pressed on it"* – Tristan

Movement created from parts of the body was exactly what we did while exploring clay at the undercover area outside the classroom. First, we follow the steps of working with clay that Charissa showed us; using a wet sponge we wiped the surface of the clay board. While some followed a pattern of either circular or linear (up and down) motions, others wiped the board sporadically. Next, we were given a ball of clay each that we had to press with our palm then roll with the wooden roller

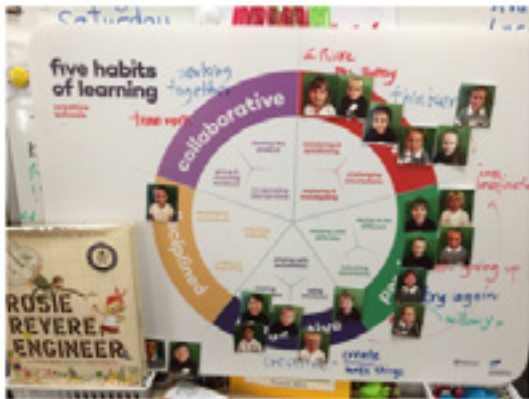
making a slab (pancake shape). Satisfied with our work, shaped the slab with various cutters, star or clover shaped. The intention was to make our name tags using clay and letter stamps. From the box of stamps, we had to search for the letters of our name, then find a simple way to arrange our name to fit in our clay piece. Our clay tags will be glazed when they dry, then Mrs. Campbell will fire them in the special clay oven called a kiln.

Continuing with our movement theme, we also designed mobiles from natural materials; shells, sticks, and branches. Working collaboratively, we assembled, arranged, and tied knots around the shells before securing them to a piece of branch that acts as a post. There was a lot of activities happening that put an emphasised on imagination and persistency, including creating our treasure boxes and working on our props of our assembly.

#### Reflection:

Overall the pre-primary children showed amazing enthusiasm through the making-creating process. The thought that anything is possible and having the time to work outdoors reflected on the outcomes of the projects. What is also worth noting, whether or not they realise it, the children have actually showed great solidarity; supporting each other through words and actions. I feel today's program has strengthen the children's tolerance towards each other, especially in relations to building friendships.





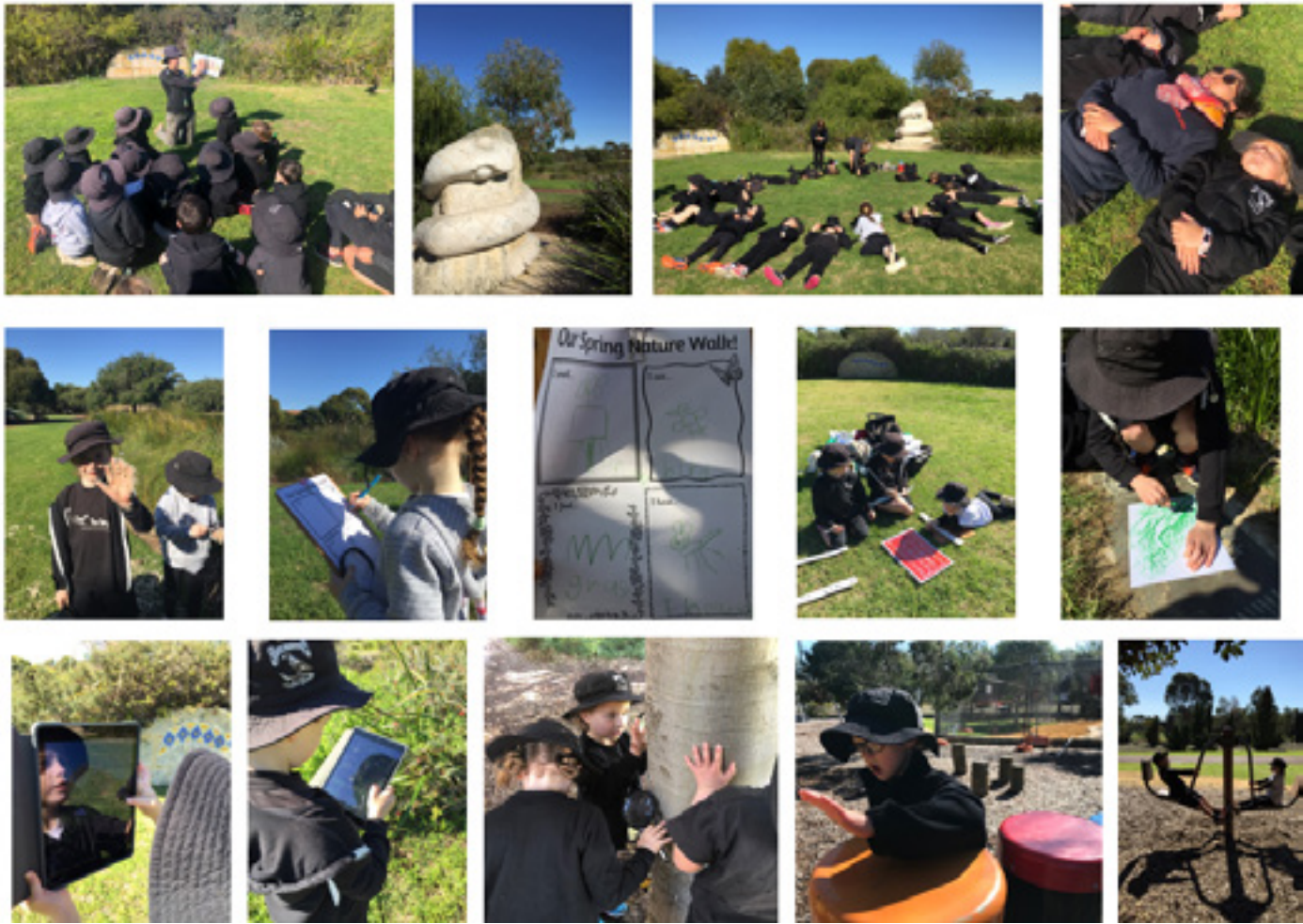












## CURRICULUM:

### Integrated Science and Design Technology:

What does movement look like in nature?

### Creative Habits of Mind:

Inquisitive / Imaginative / Persistence /  
Collaboration / Discipline

### Session Two

"We would like to acknowledge this land that we meet on today is the traditional lands of the Whadjuk people and that we respect their spiritual relationship with their country.

We also acknowledge the Whadjuk people as the Traditional Owners of the greater Walyalup area and that their cultural and heritage beliefs are still important to the living Whadjuk people today."

(<https://www.fremantle.wa.gov.au>)

As we entered the tranquil lush greenery of Booyembara Park in Fremantle, in his own unique way, Simon one of the pre-primary boys, reminded us the importance of acknowledging where we were on this beautiful morning. We acknowledge the traditional lands of the first people, past, present and future. After some crunch and sips, Mrs. Slattery read Ernie Dances the Didgeridoo by Alison Lester – a wonderful story full of fun adventures and also introduced the Six Seasons. Although the story is located outside Western Australia, the common knowledge is that the Indigenous people celebrate six seasons throughout the year. The intention from the reading is for the Pre-Primary children to connect and respect nature. Then Ms. Rikke lead a mindfulness exercise where everyone lies in a circle – head towards the centre, body in a resting pose. The aim is to tune our body with our surroundings; listen to the gentle wind blowing, take in the blue sky, smell the freshness of the wet grass, and feel the softness of the earth.





The children were divided into five groups with five tasks to complete. First was a nature walk. While walking, as much as possible the children needed to take in their surroundings in order to answer their worksheet; draw and write something they smelt (I smell), saw (I see), felt (I feel), and heard (I hear). They also had to capture and record movement using the iPad. Next drawing representational of the Indigenous symbols based on what the children saw, such as symbols of water, gathering and people. Third, rubbing activity – transferring Indigenous iconograph onto paper using crayons. Forth, observing water movement and finding out what lives in the lake. And lastly, enjoy some playtime at the playground and exercise space. Through allocating 20 minutes per activity, each group managed to experience all five explorations. As for the creative program, we are working towards an integration of science and design technology. The idea so far is capturing movement through the lenses of the iPad. The five groups took photos and videos of various movement they saw in nature. In the following creative session, we will brainstorm on how to visually express all their wonderful recording in a creative way.

We had a fantastic morning, exploring and taking in all what the park can offer. Through their learning process, the children have shown how attuned they were with the five creative habits of mind. Showing collaboration in groups, taking turns and working together capturing movement with the iPads, staying in their groups while also taking care no-one was left behind. They were inquisitive; engaged, observant and working diligently around the park. They also showed great discipline as the temptation to jump into the lake was strong! They persisted in experiencing all activates, and above all shared vivid imaginations through their exchanging narratives during their nature walks. One highlight was the sight of a ginormous orange fish in the lake. Mrs. Slattery thinks it is a codfish. How did it get there? Is it alone? Can we have a closer look? The children couldn't stop talking about it;

Maybe someone put it there – Nate / It was a baby fish like we saw then it grow – Amelie / I can talk fish. Like this; open and shutting your mouth. I know what he is saying – Emerson / It's ginormous! – Luca / I saw a giant orange fish! It was swimming very close to us when we were at the lake – Van / It looks like a mermaid – Gabriella / Where is its family? – Willow Y / I saw a fish like that with daddy – Willow P / I wish we could take it with us – Jack

Back at the school, the children reflected in their excursion, what were their highlights and possibly things they did not enjoy:

The park – Hunter / The orange fish – Van and Luca / I like the playground – Dane / I like the walk – Sasha / We get to be outside – Ned / The birds – Gabriella / We can run around – Amelie / I like going on the bus and the lake – Knox / I got to touch fluffy things - Emerson

I didn't like grass, lots of bugs – Martin

Observing the changes of behaviour, especially the children's curiosity being in nature has been such a joy. They seemed less restless, more caring and attuned towards learning. Nature has been for me, for as long as I remember, a source of solace, inspiration, venture, and delight; a home, a teacher, a companion. – Lorraine Andersen.







## CURRICULUM:

### Integrated Science and Design Technology:

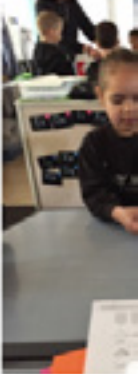
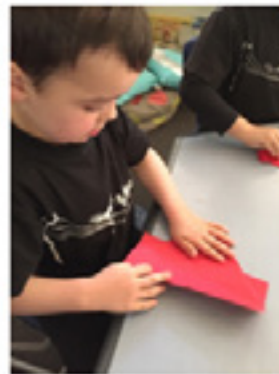
What does movement look like in nature?

### Creative Habits of Mind:

Inquisitive / Imaginative / Persistence /  
Collaboration / Discipline

### Session 3

Today was one of those Friday's where the children seemed restless, eager for adventures. And so, the team of educators; Mrs. Slattery, Ms. Rikke and Mrs. Bruno together with their creative, Charissa decided to entertain the children with some exciting activities that integrates the idea of movement and the five habits of learning. As warm-ups, the children repeated a performance they had done at their school assembly, the song Wombat Wobble. This energetic song was a mix of sound and movement that the children really enjoyed. As one of the activities is to record movement in slow motion, Mrs. Slattery thought it would be fun for the children to copy a dance in slow motion! It was hilarious and worked its magic to attune the children into the zone of fun creative mode. Four areas were created; first a slime table, second the technology table where the task was to revisit their short videos and photos from the excursion last week. The idea is to collate the images into a video (integration of science and design). The third area was outside with Ms. Rikke, building ramps from wood blocks then rolling three various sizes of balls down the slopes to observe the 'push' from the force and motion from the theory of movement. The last table was with Charissa, making paper boats using the origami method, which Tristan eloquently pointed out. In many ways the act of folding not only develops eye hand co-ordination and fine motor skills, but also math reasoning including sequencing, spatial skills, patience and attention skills. Through origami, the children also learn to collaborate, share and teach each other, They really took pride in their work; Felix and Simon, for example, were both delighted when they unfolded the final fold and created a paper boat. After making the boat, the children and Charissa went out to the water play area, where they were asked to think where the best position is to put their boats so



when the water flows, they will move. They had a thought, decided, and started to pump water with the pump leaver. They watched what happened... My boat moved! / My boat was the fastest but now its broken / Look the water is moving pushing the boats / It's like a waterfall / The boat got moved by water and wind. What was really great is the fact, none of the children got upset with the fact their paper boats were soaked and ripped by the water. As the water rushed pushing the boats, Charissa and some children recorded the action with her phone using the slow-motion application that will be furthered explored next week. How did the children incorporate the five habits of learning today? Just like Ned said, "We were everything!" How appropriate :)



*"We pump the water then it pushes the boat!" - Amelie*

*"The boat got moved by water and wind" - Felix*



*"Children will listen to you after they feel listened too" – Jane Nelsen*









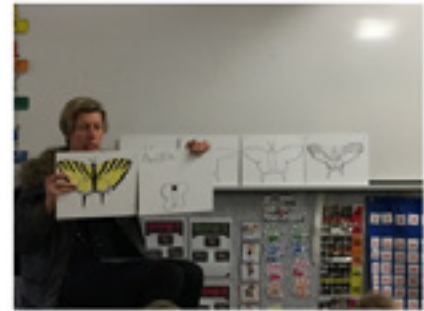
## CURRICULUM:

### Integrated Science and Design Technology:

What does movement look like? How can we capture movement?

### Creative Habits of Mind:

Inquisitive / Imaginative / Persistence /  
Collaboration / Discipline



They're trusti

### Session Four

Through a brainstorm with Mrs. Slattery, we decided to work on a project that consisted of recorded experiments that the pre-primary children experienced. What kind of experiments? Experiments relating to questions of movement; What does movement look like? How can we create movement? How can we capture movement? and What is the sound of movement? To provoke the children's thinking, Mrs. Slattery started the session with sharing Austin's Butterfly, which she re-created herself! The children were amazed and very engaged with curious questions, feedbacks and their own opinions. It was a great idea to focus on the importance of perseverance, taking in feedback, and how everything needs to go through a journey – a creative process in order to gain more knowledge and understanding on something. Feeling that the children were fully charged with positive energy, Mrs. Slattery continued with sharing what we had

planned for the day; five intentional areas were set up for the children to visualise questions and explore ways of making object/s move. One area was called 'How can we move the mouse', where the children had to rely on their inner perseverance making objects with wheels to transport the mouse from one point to the other. There was a lot of problem-solving involved in this particular area. In the middle of the classroom, an area was set up with the intention for some dramatic play. Here the children were encouraged to work collaboratively since one had to re-enact an animal moving, whilst others captured the movement using the slow-motion app from the iPad. This was such a fun activity to watch! The third area was a marble run; constructing various slides/paths/runs to roll marbles. The emphasis from this provocation was persistency and collaboration. Ms. Rikke oversaw the creative-imaginative area of making kites, a





"Only children believe they're capable of everything. They are curious and fearless; they believe in their own power and get exactly what they want." – Paulo Coelho

notorious object used a lot to showcase movement through the force of nature. "No wind, no flying kite" said one of the pre-primary boys. And finally, the last table with four iPads prepared for capturing /recording movement around the outdoor space (nature) and indoor area (provocation spaces). Together with Charissa, the children turned into explorers; questioning each other whenever they recorded a moment or captured an image, encouraged each other finding fun – creative ways to use the iPads, and experiment with perspectives and angles. All the videos and images from today will be used for the following week's session, where we intend to create a short movie on movement. Not only would this be a challenge for the children but also for Charissa as video making is something foreign for her! It looks like we will be learning together!

## CURRICULUM:

### Integrated Science and Design Technology:

How can we work collaboratively creating a video with iMovie program?

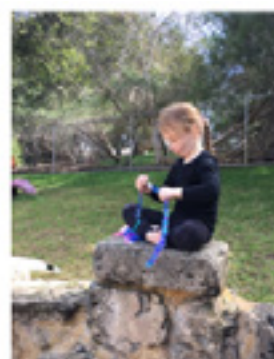
What will it look like? What is the purpose?

### Creative Habits of Mind:

Inquisitive / Imaginative / Persistence /  
Collaboration / Discipline

### Session Five

It was mentioned in the previous week's reflection how Charissa and the Pre-Primary children would learn and work together to create a video about movement. Making and editing video is a 'foreign language' not only for Charissa but also the pre-primaries. Together, we discussed what is a video, what does it involve, how do we make a video (the process) and what program would be use. First, we watched and discussed a video from the Booyembara excursion in week two. This was Charissa's first attempt in video making, understandably she was feeling a bit nervous showing the children the result; That's me! / That's the time we did exercise / I like the rubbing activity / I talked fish / We saw



"Learn  
oppo  
inste  
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recip  
learn



the ginormous fish! How did you do that? Were some of the statements after watching the video. They loved it! And became more excited when it was announced one of the activities of the day is making a video using the footage of movements the children recorded the previous week with the iMovie application from Charissa's MacBook. As The children were divided into four groups then did a rotation of activities that involved the idea of movement; making and developing a video about movement, constructing vehicles that could move, strengthening hand-eye coordination with paper plane origami and flying them outside, and a mindfulness activity to centre themselves by wrapping wool/yarn around sticks. The children managed to showcase amazing outcomes; we

now had a video draft that included sounds the group choose and 'dragged' into the video. We also made our own paper planes from folded paper, and we had an idea to construct the wrapped sticks into a moving object to decorate the fairy tree house. Just before we ended the session, we watched the draft, which Charissa emphasised as working in progress (WIP) – meaning, it is not yet finished – we still needed to put a lot of thought and work into it, such as adding more footage, deleting and/or changing footage or sounds or backgrounds, and adding the title and much more. Having the opportunity to observe and listen to their thoughts was fascinating and somewhat rewarding. They were in awe with their own work; excited, attentive and supportive towards the project.



arning and teaching should not stand on site banks and just watch the river flow by; ad, they should embark together on a ey down the water. Through an active, rocal exchange, teaching can strengthen ing and how to learn." – Loris Malaguzzi







## CURRICULUM:

### Integrated Science and Design Technology:

What does Working-In-Progress looks like?

How can we integrate the elements of movement into one comprehensive body of work?

### Creative Habits of Mind:

Inquisitive / Imaginative / Persistence /  
Collaboration / Discipline

### Session Six

We watched the video draft we made together with Charissa in session five. As it is a working-in-progress project, Charissa mentioned we could add more images/videos/sounds and language. We could also take out the parts we didn't actually like. So just like the previous sessions, we worked in group rotations. We worked alongside Charissa on our video. We had lots of fun exploring the iMovie app, re-watching videos, listening and voting which

sounds to add into our project; I want a horror sound (horror), Jack requested as his peers listened attentively to the various sounds the app offered. To Charissa's amazement, choosing sounds for the video project took the majority of time since everyone had different preferences in sounds and music. Even though we would vote for the sound we liked, whenever we heard a new sound, we would often change our minds! Sometimes we got overwhelmed by the sounds, then Charissa would turn the volume down. We really learned to tolerate each other and willing to accept other's preferences in this process. I want pictures from Booyembara / Can we add the slow-motion videos? / How about the

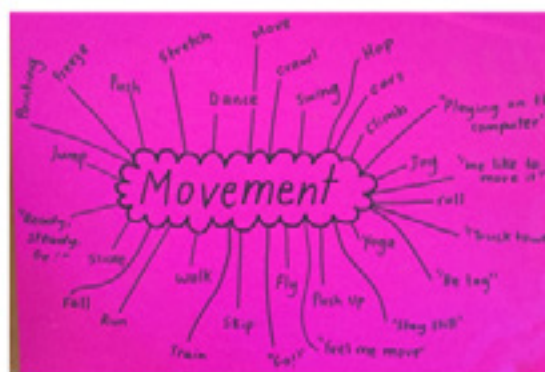




ones we made last time (in session 4) / were some of the rich discussions during editing. Another group demonstrated the meaning of whole-body movement through physical activities; swinging on flying fox, climbing monkey bars, and rolling inside tubes. At the end this activity, we were exhausted! With Ms Rikke, we revisited Austin's Butterfly – the year one boy who went through an amazing process in order to draw a scientific drawing of a tiger butterfly. Inspired from his experience, we explored detail drawing of a praying mantis that was gifted by Mrs Slattery's friend. It wasn't easy / It was tricky / Mine looks funny / Mine is cool / were

some of the comments about the experience. The last group was with our student-teacher. We brainstormed what movement looked like and some examples. She helped us by creating a brain map as a guide for our project.

Reflection: Today's session was an absolute joy with having four groups; two inside the classroom, whilst the others were outdoors. It gave the pre-primaries time to centre themselves before each activity. The children were also able to experience various ways to express themselves. More importantly these activities gave them a voice, and we their educators listened!









## CURRICULUM:

### Integrated Science and Design Technology:

What does movement look like in the classroom, around our school and outside our school environment?

### Creative Habits of Mind:

Inquisitive / Imaginative / Persistence /  
Collaboration / Discipline

### Session Seven

We revisited the video draft we worked on in week six (session fourteen); Hey that's me talking. I'm talking about movement! / We did lots of slow motion / We made this?! / I wanted horror (horror) music! / We had fun! / It was difficult dragging the videos, but I kept trying / We made a video! / were some enthusiastic comments coming from the pre-primaries. We then centred ourselves with some breathing techniques then listened to Mrs. Slattery's next instructions. We then revisited, looked at and brainstormed what moves in three spaces - inside our classroom, around our school, and outside the school (the park and foreshore). We started where we were inside the classroom;. Some of the things that move were the Hermit crab / chair with wheels / people / the fan / the clock / the trolley / our eyes / the wobble chair / pages of a book / water drips from the tap / air / handles and mouse on the computer / were some ideas. As we said our observations, Mrs. Slattery wrote the words on the whiteboard. Next we went into pairs and walked outside. We observed our surroundings and again shared our ideas - trees / kids / leaves / elevator / bin lids / worms / grass / ants / gate / shutter / shadows / chickens / water in the fountain / barrels / plants in the veggie garden / dizzy wizzy / flying fox / swing / sand. We continued to walk to the reserve across from the school - people / birds / leaves / dogs / airplane / grass / the ball / wind / bridge / tractor / helicopter / clouds / boats / sand in the water / jelly fish / crab / sea slug / air vent / waves / water / skateboard / cats and the moon. We took a closer look at the rivers, studied the water movement and found some sea slugs that we rarely seen in North Fremantle. We found out they were called Sea

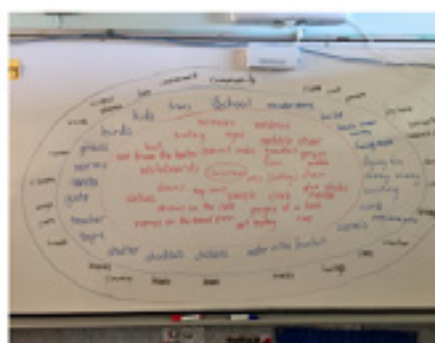
Hares and when they feel threatened, they produce purple ink, which is not poisonous but does give a scare. Mrs. Slattery found a dead crab that piqued out curiosity on its gender; male or female. We tried to copy a crab's movement – walking sideways! It was hilarious.

During our break, we shared our opinions about movement and how it was hard to actually capture movement; "Well it's easy if I'm doing it, like running" said Luca. Hence the idea of making a video was appropriate. As the children learned to capture images, record footages and explore ways to visualise their ideas, Charissa and the other educators went on the journey with them. We all sat side-by-side, discussed, explored, experimented, sighted out frustrations and danced a happy dance when we found the answer. Together we experienced the creative habits of learning and the outcomes continues to encourage us to learn. As Malaguzzi shared, **"Creativity seems to emerge from multiple experiences, coupled with a well-supported development of personal resources, including a sense of freedom to venture beyond the known"** (1993, ch.3).

**Reflection:** When we looked back to the first few weeks of term two when this program started, the pre-primary children were already showing tremendous enthusiasm for learning. Over the weeks, their confidence had grown, their willingness to explore had been genuine and their shared language became clearer. It's as if through this program the children felt heard. Is it possible that the Creative Schools Program spoke their language? I would love to assume Yes!

Reference: Edwards, C. (1993). The Hundred Languages of Children: The Reggio Emilia Experience in Transformation (3rd Ed.). USA: Santa Barbara













## CURRICULUM:

### **Integrated Science and Design Technology:**

What does revisiting look like? How can we show evidence of learning through revisiting?

### **Creative Habits of Mind:**

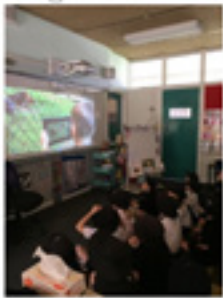
Inquisitive / Imaginative / Persistence /  
Collaboration / Discipline

### **Session Eight**

And so here we are, the last day of the Creative School Program. Just before we explored our final activities, we watched the final edit of our movie project that we titled Feel Me Move – such a fitted name for an amazing movement experimentation. Proud and happy are just two emotions amongst others that we felt while watching the outcomes of our hard-hands-on experiment we collaborated with Charissa. After giving ourselves two pats on our back, we discussed our next step, revisiting four favourite activities that we have explored in previous sessions; gardening with Charissa, observational drawing (science) with Ms Rikke, origami boats with Mrs. Bruno, and loose material exploration with Mrs. Slattery and Ms F, our teacher student. In gardening we showed collaboration also knowledge and care (discipline) of plants, weeds, and other tiny living organism that live in our planters. *We promised Charissa we would look after the plants and not just eat the snow peas!* Through origami and scientific drawing, we had to be really observant, following instructions and persist. We shared our creativity and playful side with exploring the loose materials in trays of sand. When we finally gathered on

the mat, we watched a slide show that Mrs. Slattery prepared for us; Gardening! / We went to the river / Mister man! / Booyembara! / Making the movie! / were some of the exited comments we shared. We were reminded how much we had experienced, explored, experimented, shared and learned since Charissa came to provoke our ways of learning and thinking. To conclude our final session, we did the Spider Web Community Circle; when we receive the end of the yarn, we must share their thoughts about what activity they liked the most during the creative schools; I like working with clay / I like making the movie / I like making the movie with the sounds / I like Booyembara / I like Mister Man! / Everyone loves Mister Man and his bubbly warm self he shared with the children. |REFLECTION: Throughout this intense fun adventurous journey, I have worked with and alongside the children and the educators. It brought a common understanding that all of us are learners and its okay to be afraid. I believe this program has given the children some insight that being creative does not mean '*just doing art*' and art is not just about drawing with straight lines and painting inside the lines, it is much more than that. I have seen the shifts of thinking, the grow in confidence and the development of language in the pre-primary children. Now let's hope it will keep on growing!





*"I like working with  
clay best" – Sasha,  
Quinn and Dane*


*"I like Mister Man!  
He thought us  
finger knitting" -  
Luca*



*"So be sure when you step, step with care and great tact.  
And remember that life's A Great Balancing Act. And will you  
succeed? Yes! You will, indeed! (98 and  $\frac{3}{4}$  percent guaranteed)  
Kid, you'll move mountains."- Dr Seuss*





A photograph of a person crouching on a sandy beach, looking out at the ocean. The person is wearing a dark jacket and a backpack. The ocean is in the background, with gentle waves. The text is overlaid on the image.

Thank you, Pre-Primary children and the amazing team of educators. Thank you, North Fremantle Primary School. Thank you for being open to the idea of provoking creative thinking and tolerating the uncertainties. It has been an amazing journey.

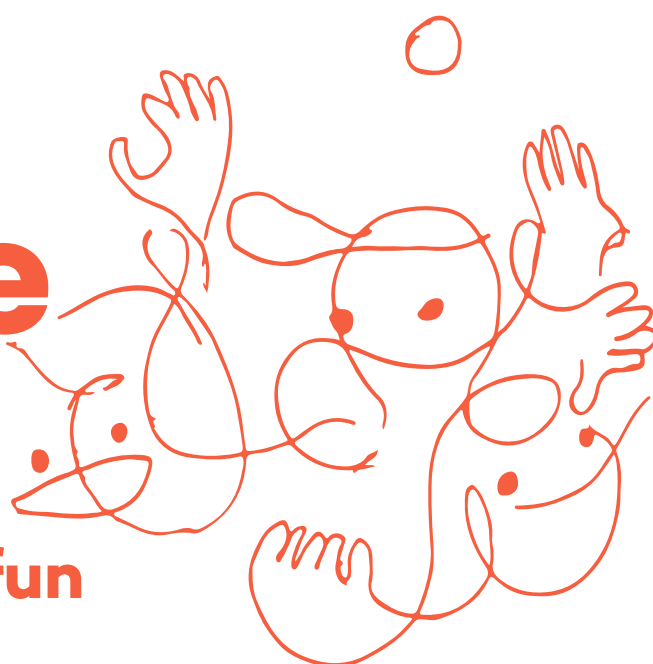
Kind regards,

Charissa

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deep learning, hard fun



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