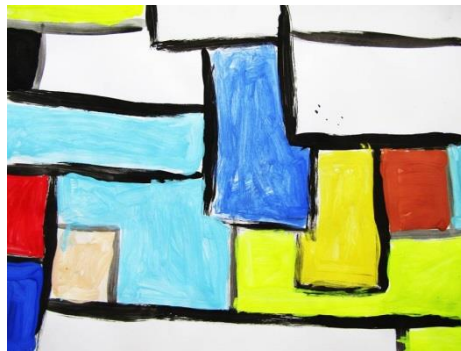


2018

Shapes within Shapes:
Creative Learning Project –
Newton Primary School, Ayr



Gourley, Lorna
South Ayrshire Instrumental Music
Service
6/8/2018

Project title: Shapes within Shapes

Project rationale: To build the creative capacity of learners across a range of indicators through

- Partnership working;
- Collaboration with resident artists;
- Arts visits; and
- Articulation of skills for learning life and work.

Background: This was a collaborative project between

- Newton Primary School
- Seth Gardner – digital artist
- Kathryn Hanna – Sculptor and Environmental Artist
- South Ayrshire Creative Learning Network
- South Ayrshire Instrumental Music Service

Project partners worked together to scope the project. Working within the wider theme of “shape”, the plan was for each class to explore this in a different way. Learners were encouraged to explore shapes within their natural and built environment as well as reflect on pieces of art work by a range of modern artists.

P1/2	A place to live – the shape of home; inspired by our natural environment and that of other cultures
P2/3	Energy – the shape, colour and character of energy
P3/4	Inspired by Damien Hirst spot / circle paintings – uniformity of shape; sequence, colour and composition
P4/5	Inspired by Bridget Riley, Piet Mondrian, Wassily Kandinsky – visit to the Scottish National Gallery of Modern Art (SNGoMA), Edinburgh. Exploring combination of shape, colour and texture
P5/6	Inspired by Bridget Riley etc theme of shape within Magic – visit to the SNGoMA, Edinburgh – abstract art – composition using shape, colour
P7	Inspired by shape in natural environment / everyday objects – digital photography and editing.

Creativity Skills Focus:

We selected a number of specific characteristics and creativity skills which we hoped learners would develop over the course of the project. These were drawn and inspired by a range of documents including:

- How Good is Our School? (4th edition), Quality Indicator 3.3¹;
- Scotland’s Creative Learning Plan²;

¹ HGIOS?4 QI3.3 Creativity and Employability

- Creativity Across Learning 3-18³; and
- 3-18 Creativity Skills: progression Framework⁴.

We designed three surveys. These were broadly related to Early First and Second levels⁵. Surveys asked learners to consider their skills against a series of creative characteristics; copies of are included in Appendix 1.

In January 2018, prior to the beginning of the project, we carried out a baseline survey for learners across the school. The same surveys were repeated by learners in April 2018, after the project was completed.

Data Analysis:

Data gathered from learners' evaluation of their abilities against identified criteria enables us to compare their perceptions pre and post project. Data tables are included in Appendix 2. Particular aspects of strength are outlined below:

Primary 1-3

Looking – prior to the project, 39% of learners indicated they were able to spot patterns most of the time, post project, this figure increased to 76%. Learner capacity to describe patterns also increased

Doing – There was around a 30% increase in learner's capacity to make up new stories and work out how to make their ideas better and a 40% increase in their ability to keep going even when they find things difficult.

Sharing – Learner's capacity to explain and discuss their work has improved with 76% of learners now indicating they can answer questions about their work most of the time.

Primary 3-4

Explore – prior to the project, 13% of learners indicated they *never* recognise and describe patterns, however, post project; no learners gave this assessment of their ability. Overall, there was a 20% increase in the number of learners who indicated they were able to recognise and describe patterns *most of the time* – up from the pre project value of 40% to 60%.

Over the course of the project learners worked with a professional artist. By the end of the project, 80% of learners in this group stated they were able to *talk to artists and understand about their job*.

Action – at the end of the project, 80% of the group recognized they are *good at having new ideas* most of the time. Especially worthy of note is that pre-project, 13% of learners believed they *never* had new ideas, post-project, no learners held that view.

² http://www.creativescotland.com/_data/assets/pdf_file/0019/21394/Scotlands-Creative-Learning-Plan-2013-v-d4.pdf

³ <https://education.gov.scot/improvement/Documents/cre39-impact-report.pdf>

⁴ https://education.gov.scot/improvement/documents/creativity/cre23_planningevaluatingcreativity/cre23-creativity-progressionframework.pdf

⁵ *Curriculum for Excellence – Broad General Education*

Discuss – There was a very modest increase in the percentage of learners who felt they were able to *explain ideas* most of the time. Whilst there was a decrease in the percentage of learners who felt their ability to *explain what I found difficult and how I solved problems* most of the time, the 13% of learners who pre-project indicated this was never the case no longer held the same view.

Primary 5-7

Curiosity – there was a 10% increase in learner's capacity to pose interesting questions to help improve their understanding.

Application – there was a modest 2% increase in capacity to identify and solve problems.

Reflect and share – This was the area which saw the biggest shift in learner confidence. Capacity to explain how to set and achieve goals, answer questions about work and explain how creativity skills relate to the world of work all improved over the course of the project.

Arts Award

Arts Award⁶ enables young people to achieve progressive national accreditation in the Arts, which recognises learner achievement in

- discover the enjoyment of **creating** and **participating** in any art form
- develop their **creativity and leadership** skills
- learn **new skills** and **share** them with others
- get to work with or experience working with **creative arts professionals**
- gain experience and knowledge to progress into **further education and employment**

In Newton Primary, Arts Award comprised the following components:

- weekly class music sessions with specialist music teacher
- instrumental music tuition – brass, strings, percussion, chanter
- Scottish Poetry
- School choir / School band
- Performances at Ayrshire Music Festival
- School Christmas production – *The Advent Calendar*
- School Summer production – *Charlie and the Chocolate Factory*
- Visit to Scottish Opera Unwrapped Performance – *La Traviatta*
- Visit to Celtic Connections Concert – Lhira and Rhura
- Visit to the National Galleries of Modern Art, Edinburgh
- Visit to the MacLaurin Gallery, Ayr
- Creativity learning project – *Shapes within Shapes*

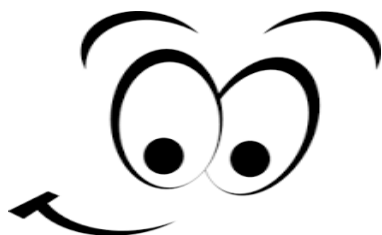
Following moderation, 34 young people in P5/6/7 have been awarded Arts Award at Explore level.

⁶ <http://artsaward.org.uk>

Appendix 1:

Learner Survey – Early Level

Looking



I can	most of the time	sometimes	never
spot patterns			
describe patterns to others			
ask questions about what I see around me			

Doing



I think I am good at	most of the time	sometimes	never
making up new stories and ideas			
working out how to make my ideas better			
keeping going, even when I think it is difficult			

Sharing



I can	most of the time	sometimes	never
explain how I made my work			
explain what I like (or do not like) about my work			
answer questions about my work			

Appendix 1:

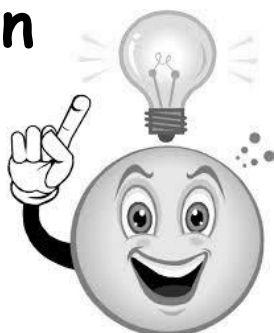
Learner Survey – First Level

Explore



I can	most of the time	sometimes	never
recognise and describe patterns			
explore different ideas and views			
talk to artists and understand about their job			

Action



I think I am good at	most of the time	sometimes	never
having new ideas			
working out how to make my ideas happen			
not being upset when things do not work the first time			

Discuss



I can	most of the time	sometimes	never
explain my ideas			
explain what I found difficult and how I solved problems			
answer questions about my work			

Appendix 1:

Learner Survey – Second Level

Curiosity



I	most of the time	sometimes	never
can pose interesting questions to help improve my understanding			
can make good use of what I already know to come up with new ideas and solutions			
like to try new things and learn new skills			

Application



I believe	most of the time	sometimes	never
I come up with an idea and develop it			
I can identify problems and work out how to solve them			
I have the potential to be creative, enterprising and successful			

Reflect and share



I can	most of the time	sometimes	never
explain how I set and achieve goals			
answer questions about my work and discuss it with others			
explain how creativity skills relate to the world of work			

Appendix 2: Data tables - %

Primary 1-3

P1-3	pre	post	pre	post	pre	post	pre	post
	most	most	some	some	never	never	no answer	no answer
Spot patterns	39	76	43	26	18	4	0	0
describe patterns to others	34	54	48	22	14	24	4	0
ask questions about what I see around me	50	59	23	22	20	11	7	2
making up new stories and ideas	48	72	41	13	11	17	0	0
working out how to make my ideas better	43	72	34	17	18	11	4	0
keeping going even when I think it is difficult	23	63	41	11	34	26	4	0
explain how I made my work	50	67	27	19	20	11	4	0
explain what I like/do not like about my work	43	67	34	17	14	15	7	0
answer questions about my work	32	76	43	17	20	13	2	0

Primary 3-4

P3-4	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	most		some		never		no answer	
recognise and describe patterns	40	60	47	40	13	0	0	0
explore different ideas and views	60	35	40	65	0	0	0	0
talk to artists and understand about their job	40	50	20	30	40	20	0	0
having new ideas	60	80	27	20	13	0	0	0
working out how to make my ideas happen	60	35	33	50	7	10	0	5
not being upset when things do not work the first time	73	35	0	25	27	40	0	0
explain my ideas	67	70	27	25	7	5	0	0
explain what I found difficult and how I solved problems	53	40	33	60	13	0	0	0
answer questions about my work	67	65	27	30	7	5	0	0

Primary 5-7

P5-7	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	most		some		never		no answer	
can pose interesting questions to help improve my understanding	20	30	76	63	4	6	0	
can make good use of what I already know to come up with new ideas and solutions	46	43	46	52	7	6	0	0
like to try new things and learn new skills	81	57	24	39	7	4	2	0
I come up with an idea and develop it	35	35	46	43	16	13	0	0
I can identify problems and work out how to solve them	35	37	59	50	5	13	0	0
I have the potential to be creative, enterprising and successful	57	44	33	44	7	11	0	0
explain how I set and achieve goals	43	48	54	43	4	9	0	0
answer questions about my work and discuss it with others	37	41	57	43	5	17	0	0
explain how creativity skills relate to the world of work	35	52	46	39	16	9	2	0