

# Enquiry Schools

## Case Study Slides

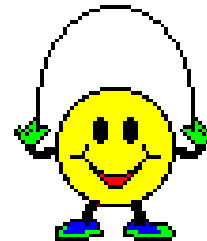
Project Name: Creative Drama in the Curriculum

School(s): Manor Farm Community Infant School



Partner(s) TroubleMaker Theatre Company

Local Authority: Buckinghamshire



Start Date: 2<sup>nd</sup> May 2008

End Date: September 2008

Enquiry Question	Context	The Story	Young People's Creativity	Other impacts on young people	Adult Learning	Whole School Change	Learning from the work	Revisiting the Enquiry Question	Next steps
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What styles and dramatic techniques will best support practitioners' enhancement of creative teaching and learning across the curriculum?



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We first identified Creativity as a school initiative in 2004 following our concern at the lack of breadth and balance in the curriculum offered to children, as a consequence of the enormous pressures thrust on schools over recent years.

Creativity has featured since 2004 in our School Improvement Plan. It has been an exciting and successful project. It was recognised in 2007 that the development, although very successful, had lost momentum.

To this end we wished to revisit creativity and use drama in particular to raise the attainment of all our children across the curriculum. Improvement in teachers' skills in teaching of drama was seen as a valuable tool to enrich children's learning across many areas of the curriculum. This would have a long term impact on the quality of teaching and learning at this school.

Target setting:

Are we in danger of over-valuing what is easily measurable?

Can we always measure what we most value?



**hmm**  
Creative Partnerships



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Vicky Hope-Walker, our Creative Agent gave us excellent support throughout the project. We engaged Troublemaker Theatre Company as our Creativity Partners to work with the whole school, Foundation Stage and Key Stage 1.

There were two key elements :

1. staff development training
2. working with staff and children

At the initial training session Foundation Stage and Key Stage 1 staff identified their and project focus within the context of the focus question.



### Foundation Stage Agreed Objectives

- to develop new ways of working
- improve children's thinking skills
- integration of creativity into curriculum planning
- use drama creatively to make learning more fun for the children
- CPD training for staff at the beginning of the partnership in theatrical skills to trial with the children.
- How to use/apply our new skills more effectively in the curricular areas
- help us adapt/alter/change drama techniques to match children's needs.

### Year 1 Agreed Objectives

- to develop new ways of working creatively
- improve children's thinking skills
- integrate creative and drama techniques into our teaching and learning
- warm up activities, phonics teaching
- take the curriculum out of the classroom
- doing activities – kinaesthetic techniques
- lesson beginnings and endings
- can the children contribute to the process?

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Staff evaluation of the outcomes of the project indicates:

- successful raising of profile of creativity across the school
- greatly improved use of creative and drama teaching techniques of staff
- improved willingness of staff to work outside their 'comfort zones' (risk takers!)
- greater use of new teaching styles and techniques in classes especially in Foundation Stage
- greater use of creative drama across the curriculum
- improved self-esteem and creative thinking of children
- improved ability of children to reflect on their personal development



6 + ? = 8

Year 2 children were surveyed at outset and completion of project on question 'Being creative is...?' Results were categorised by staff into 'secure concept', 'less secure concept' and 'poor concept'. The results are tabulated below showing value-added.

### Responses to 'Being creative is...?' by concept category

	Secure	Less Secure	Poor
May	23%	42%	35%
July	50%	29%	22%

The above data shows significant value-added in children's understanding of the concept of 'being creative'.

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The children very much enjoyed taking part in the many activities. This was evidenced by:

- direct observation
- feedback from staff
- feedback from children
- feedback from parents
- photographic evidence
- feedback from Creativity Partners
- level of engagement by all pupils including hard to reach



# Partnership working with Reception children - butterfly life-cycle



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The project provided a very valuable opportunity for all teaching and learning staff, teachers and Learning Support Assistants to engage in whole-school professional development.

There were many benefits including:

- collaborative and peer learning in teams
- curriculum development in teams
- matching to staff development needs
- mutual support for learning
- acquisition of new attitudes and skills e.g. problem solving, risk taking, confidence building
- Whole school team collaboration to support impact and sustainability of project outcomes



# Being creative is .....

Kai



using your own ideas.

Daniel

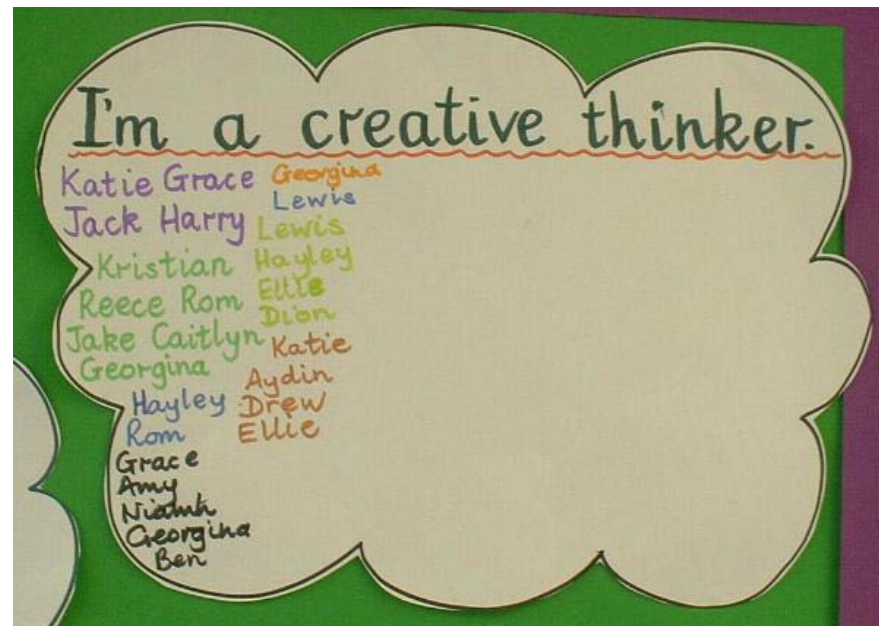


I think creativity is.....  
**THINKING BIG**

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We have learned that the most important resources for creativity are of the human kind:

- adult attitudes and perceptions
- ability and willingness to take risks
- knowing that we can't be creative all the time but.....?
- ability to think outside the box
- having energy, commitment, enthusiasm, and being a good role model
- ability to let children fly
- ability and willingness to hear children's voice
- having high expectations and to celebrate of success
- having a sense of humour



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Have a clearer focus

Consider using a variety of partners

Run the project over a longer time for more effective impact, implementation and sustainability

### Website references showing example materials of our project:

Creativity in Reception: <http://www.manorfarm-inf.bucks.sch.uk/Mainpages/CreativityFoundationStage.htm>

Creativity in PE: <http://www.manorfarm-inf.bucks.sch.uk/Mainpages/CreativityPE.htm>

Children's responses to 'Being creative is...?':

<http://www.manorfarm-inf.bucks.sch.uk/images/Creativity/PupilVoicePic2.jpg>

Spooky Story – Reception: <http://www.manorfarm-inf.bucks.sch.uk/songs/CreativityStory1.mp3>

All Aboard Story – Reception: <http://www.manorfarm-inf.bucks.sch.uk/songs/CreativityStoryAllAboard.mp3>

Target Setting in Creativity: <http://www.manorfarm-inf.bucks.sch.uk/Mainpages/targetSettinginCreativity>.

Creativity in Maths: <http://www.manorfarm-inf.bucks.sch.uk/Mainpages/CreativityNumberRecognition.htm>

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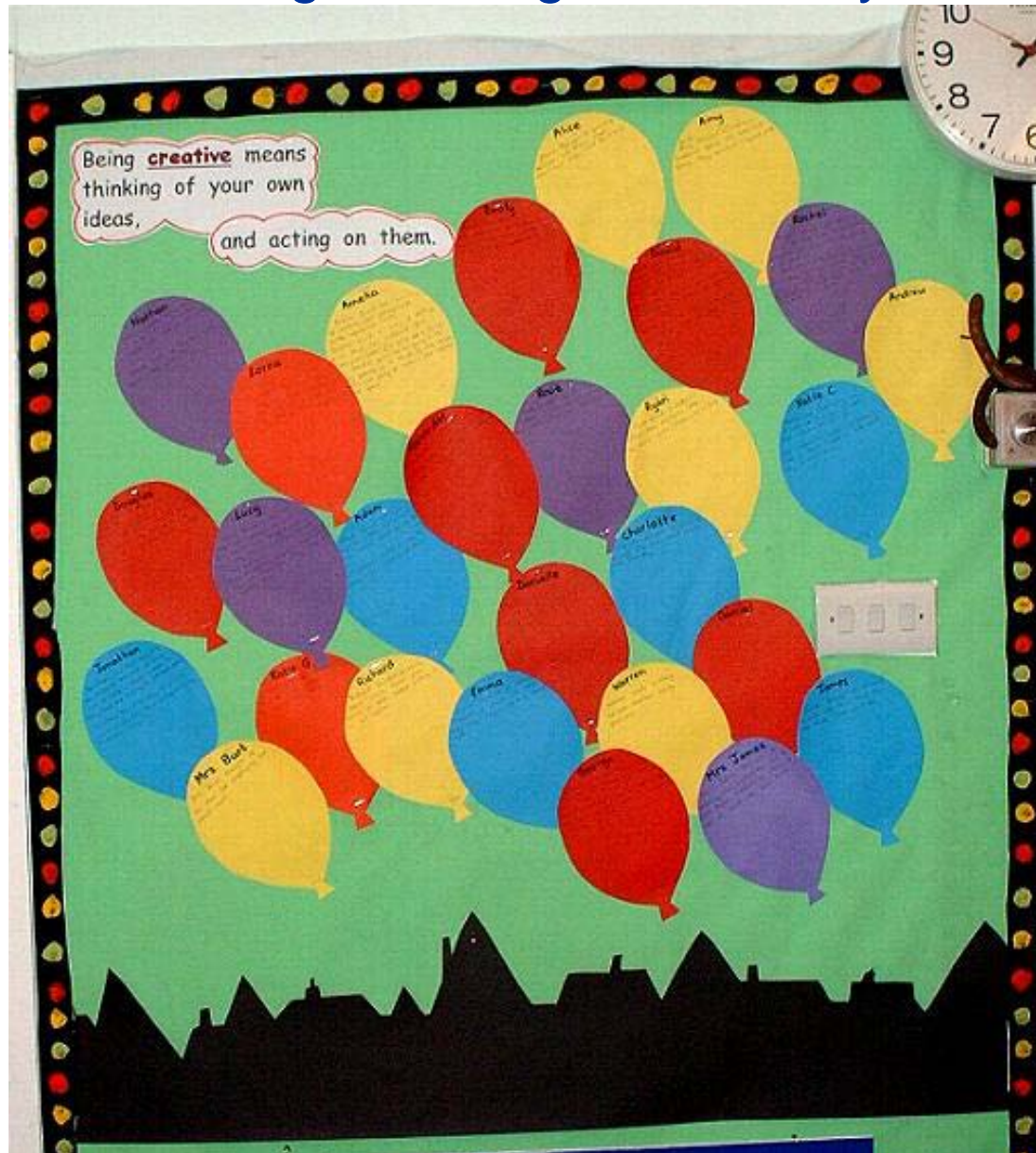
## Enquiry Question:

*What styles and dramatic techniques will best support practitioners' enhancement of creative teaching and learning across the curriculum?*

The question proved to be both reassuring and challenging for several reasons including:

- It put in perspective the progress the school had previously made on the creativity learning journey
- Flagged up the need to build further on this strength
- Taking the whole school forward together was a challenge
- Raised the profile and value of creative 'non-teaching' staff
- Many further questions arose including:
  - 🦋 How to sustain creativity in the curriculum to ensure breadth and balance?
  - 🦋 Implications for planning?
  - 🦋 How to continue to engage all fellow travellers?
  - 🦋 How to encourage adults to work outside their comfort zones
  - 🦋 How to encourage adults to take risks

# Target setting in creativity



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- Build creativity into curriculum planning
- Has impacted on our choice of new schemes for numeracy and literacy with major creativity content
- Has made a significant contribution to thinking skills across the school
- Maintain momentum for creativity throughout the school

