



**YSGOL
CEFNLLYS**

Lead Creative Schools

Y2 Class

Spring 2021

"Can using a creative approach to literacy with a focus on Oracy have an impact on the attainment of Year 2 Pupils?"

Class Teachers

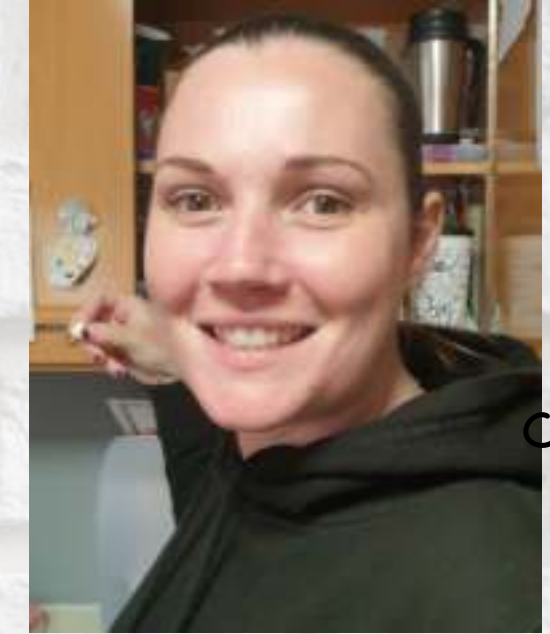


School Coordinator/Deputy Head



Mrs. Cadwallader-Jones

Class Assistant



Miss Burton

Ysgol Cefnlllys chose their Year 2 class to be part of the LCS programme due to particularly low attainment in Oracy.
Year 2 is a class of 28 pupils: 11 girls and 17 boys

Year 2!!!



CREATIVE AGENTS

The class were part of choosing the Creative Agents
They wanted them to be:

Friendly

Good at making things

Kind

Creative

Funny

The Creative Practitioners made videos which were shared with the class via Google Classroom and together with the teachers they chose:



Heidi

Storyteller & movement

I liked Heidi because...

Outside snow

She was very happy

I liked that song because it was fun

She is nice

Made me laugh

She is silly

Warm Up

&

I liked Geraint because...

He can make good things

Creative

Fun

His giant ball

Making things

He made so many sculptures

He used so many boxes

I would like to make a giant ball



Geraint

Sculptor

Planning

Once the Creative Practitioners were recruited we all decided to split our planning time into 2 sessions. This was mainly due to Covid as we wanted to try and deliver the project in person if at all possible and it meant we could revisit the delivery of the project just before it would take place and make the final detailed plan with the most up to date information.

The 1st planning session allowed us to establish the main shared goals and vision for the project:

- To work intensively to keep the class interested and engaged and see real progress
- To work as much as possible outdoors
- To partner language with movement, making for kinesthetic/ tactile learning
- The Creative Practitioners to visit the class and spend some time with them before the 2nd planning session
- To create a permanent sculpture as an ongoing tool for creative exploration at the school

We agreed on the dates for the delivery and then went away and prayed for positive developments.....

The 2nd planning session was all about the detail & the format for the sessions:

- Starting points for the creative process to begin
- The class would be split into 2 groups with each group working with one CP and then swapping. one group was the louder more confident children and the other the quieter ones.
- Day to day logistics of scheduling, locations, materials, wet weather contingency etc
- Documentation process for the project to include photography and film including peer to peer interviews
- Initial ideas around sharing the project at the end
- Evaluation process to include 10 minute teacher and CP evaluation sessions each day and a longer midpoint evaluation session with the CA



The 2nd planning session went into more creative discussions and everyone was very excited about a starting point idea around a 'portal to imaginary worlds'

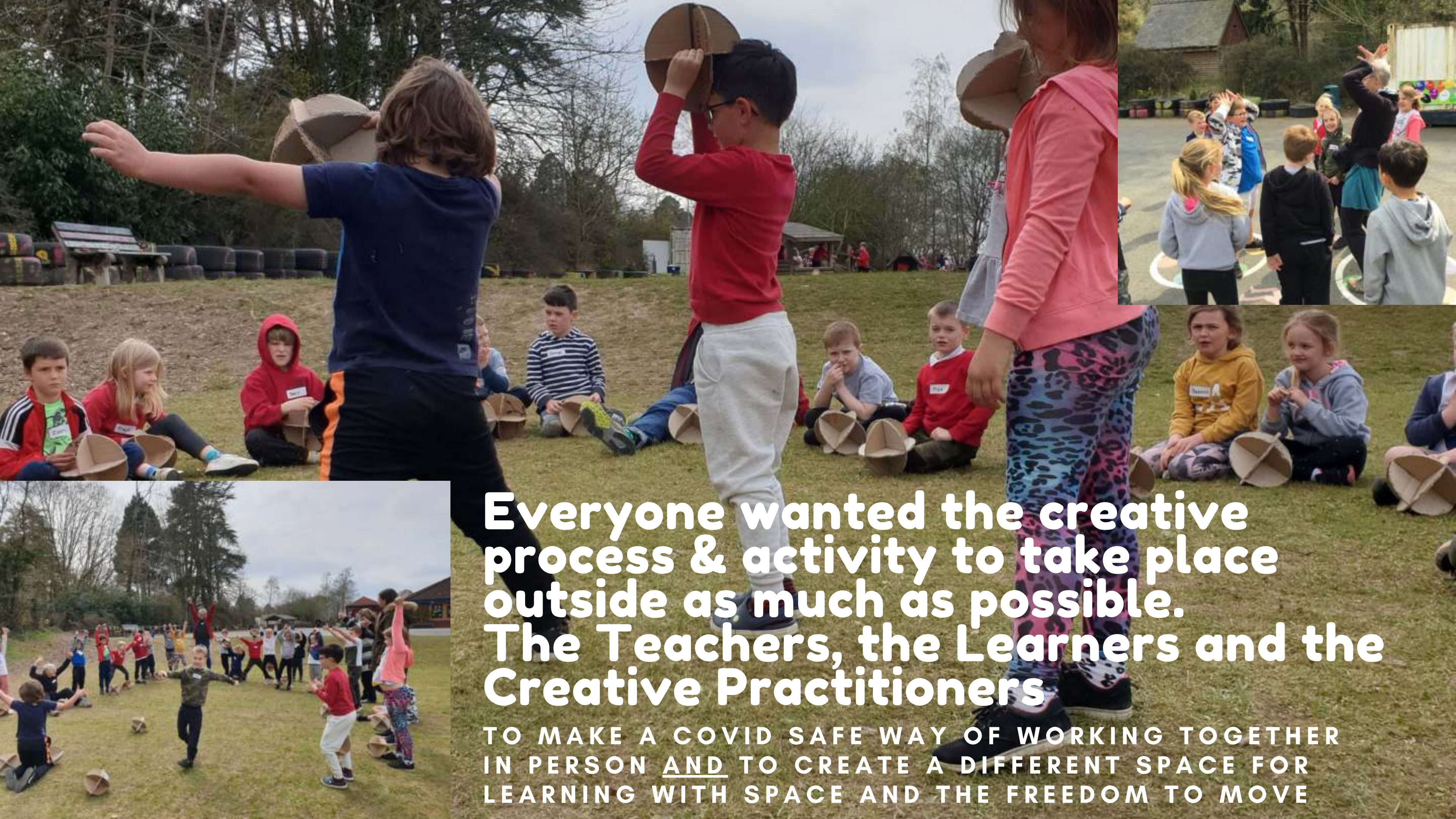


The Creative Practitioners spent some time getting to know Year 2

The class were asked to tell Geraint and Heidi what they had been doing recently in class and what they liked about it. They were also asked to show them around the outdoor spaces at the school. By playing outdoors together & exploring the outdoor spaces at the school.

This set up a fun and playful relationship as well as providing the Creative Practitioners with an opportunity to see the spaces available to them and see what the children were interested in and excited by. Gaining an understanding of what they were interested in influenced the starting points for the project and seeing how they interact as a group & how confident they are enabled them to pitch their sessions at the right level and with the right content for the class.





Everyone wanted the creative process & activity to take place outside as much as possible. The Teachers, the Learners and the Creative Practitioners

TO MAKE A COVID SAFE WAY OF WORKING TOGETHER IN PERSON AND TO CREATE A DIFFERENT SPACE FOR LEARNING WITH SPACE AND THE FREEDOM TO MOVE

And then we began.....

Explorations into Cardboard Creations



Wezley Bird



Georges Stag Beetle



Greater bearded Jack



Maysie Garland



Spencers Hephallump-Mouse



"Cutting because I was scared of it at the beginning, but not at the end. We cut cardboard - we made circles, lines, we made totem poles." Freya

Joining, linking, fitting together, stacking, using templates



Exploring New worlds through portals....

What can you see, hear, smell.....



"My favourite thing was when we went through the portal. I saw lots of candy floss trees and the grass was made out of sweets. The animals were a leopard crossed with a lion and I was a bird that has 5 eyes and a unicorn horn." Annaliese



"I enjoyed making imaginary animals - a cheetah with wings that flies like an aeroplane lifting off." Ula



"Heidi is good at moving. I was proud of the movement - swooping, diving and circling" Seren

"We created our own animals. We did lots of different bird movements - hand birds - and we listened to bird sounds and the bird sounds were nice." Seb



"Heidi was amazing at movement and great at listening to our ideas and doing nice stuff" Yasmin



Personal Journals to work in during the project

A place to write, draw & experiment with ideas

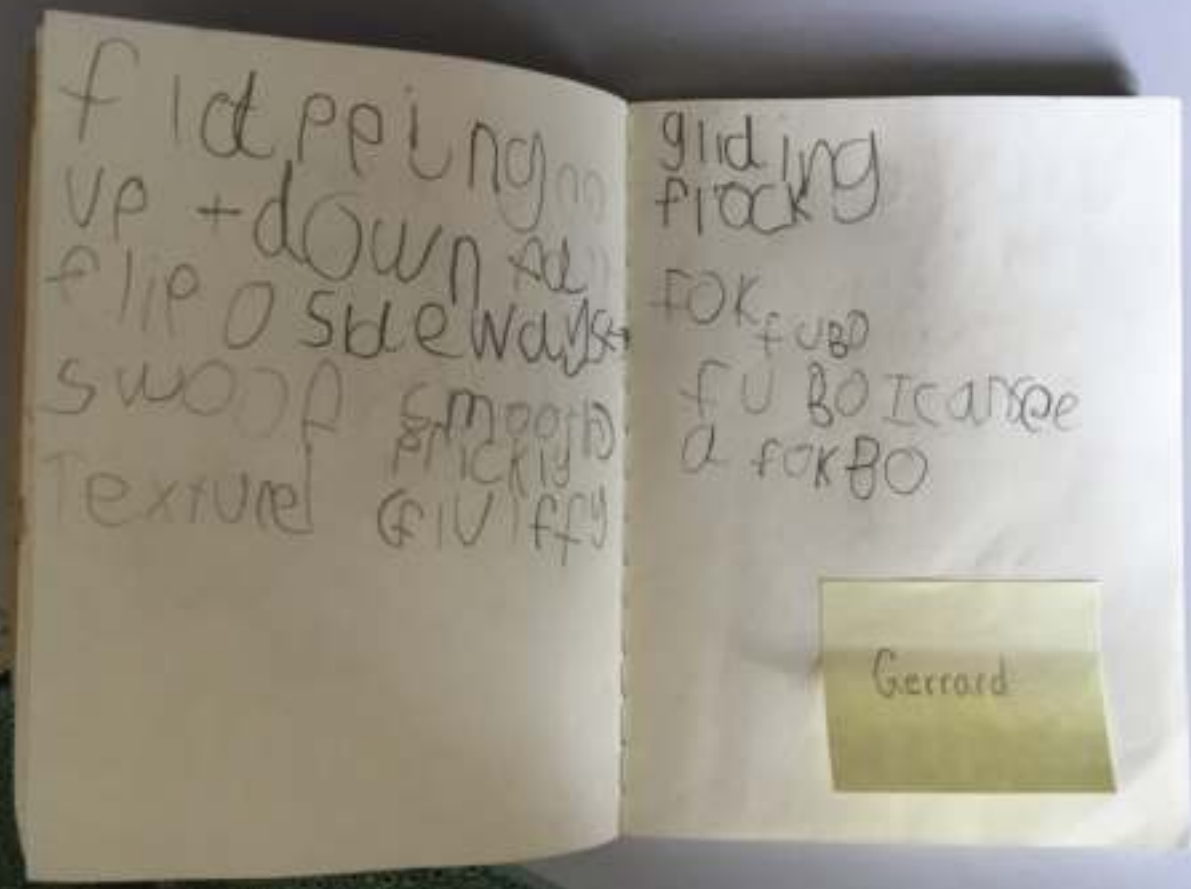
Geraint introduced his journal and how he used it. There was no structure to using their journals, they were for them to use whenever they wanted to. The children used them spontaneously throughout the project to draw, write, design and explore ideas





The Dragon

Harry



flapping up + down
flip sideways
swirl smooth
Texture & fluffy

gliding
picking
fok fub
FU BO I can see
a fok BO

Gerrard



I am happy

Lilly



Flapping like a dragon

gliding flapping

sweeping

Toby



My favourite was monk the Thunderbird



Yasmin



My favourite was the bird things with



imaginary animals

scottos

Finlay



Unicorn head
Cotencandy Wings
Rainbow Body
Tweet Negr

Annaliese

This is The dragon. That, I
looked like.



Lucas



Far below
I took 500
rocks Fr

7-54
Feb
500
m

Freddie

Pyramid



^u Coo~~koo~~ bird
down at Shacky
Bride

Annaliese

FAR BLOW FABLOW

I can ~~see~~ see
unicorns and fairies.

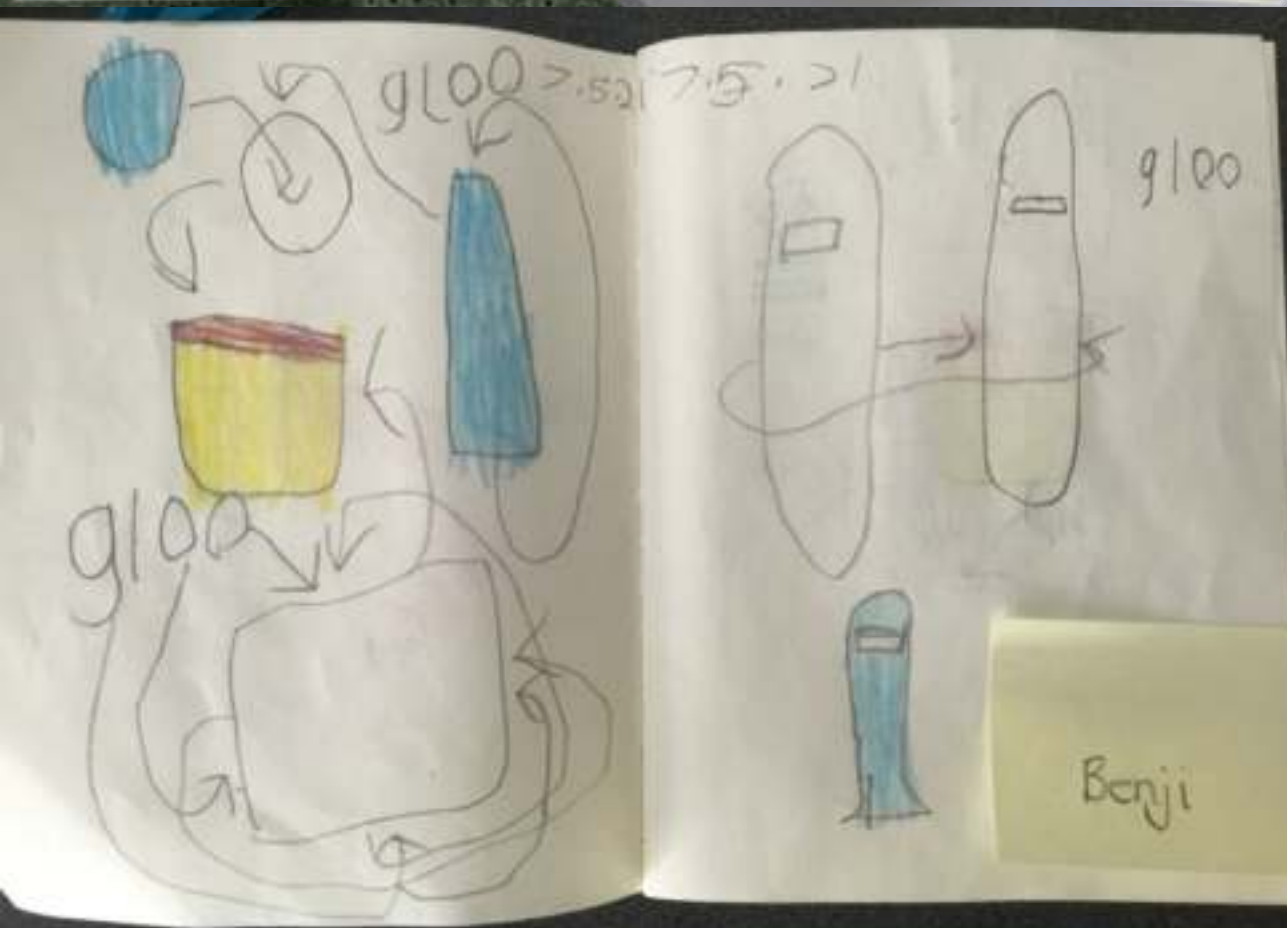
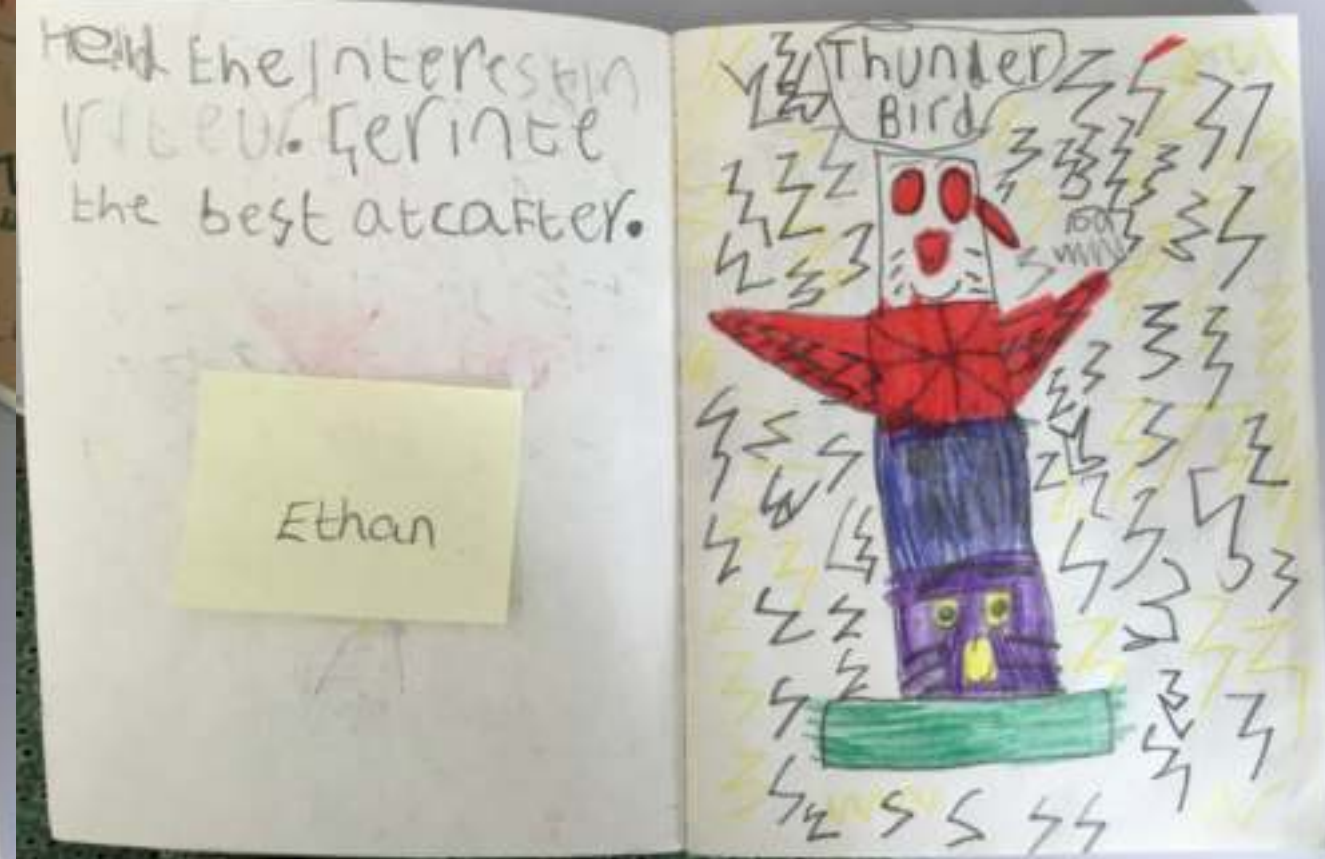
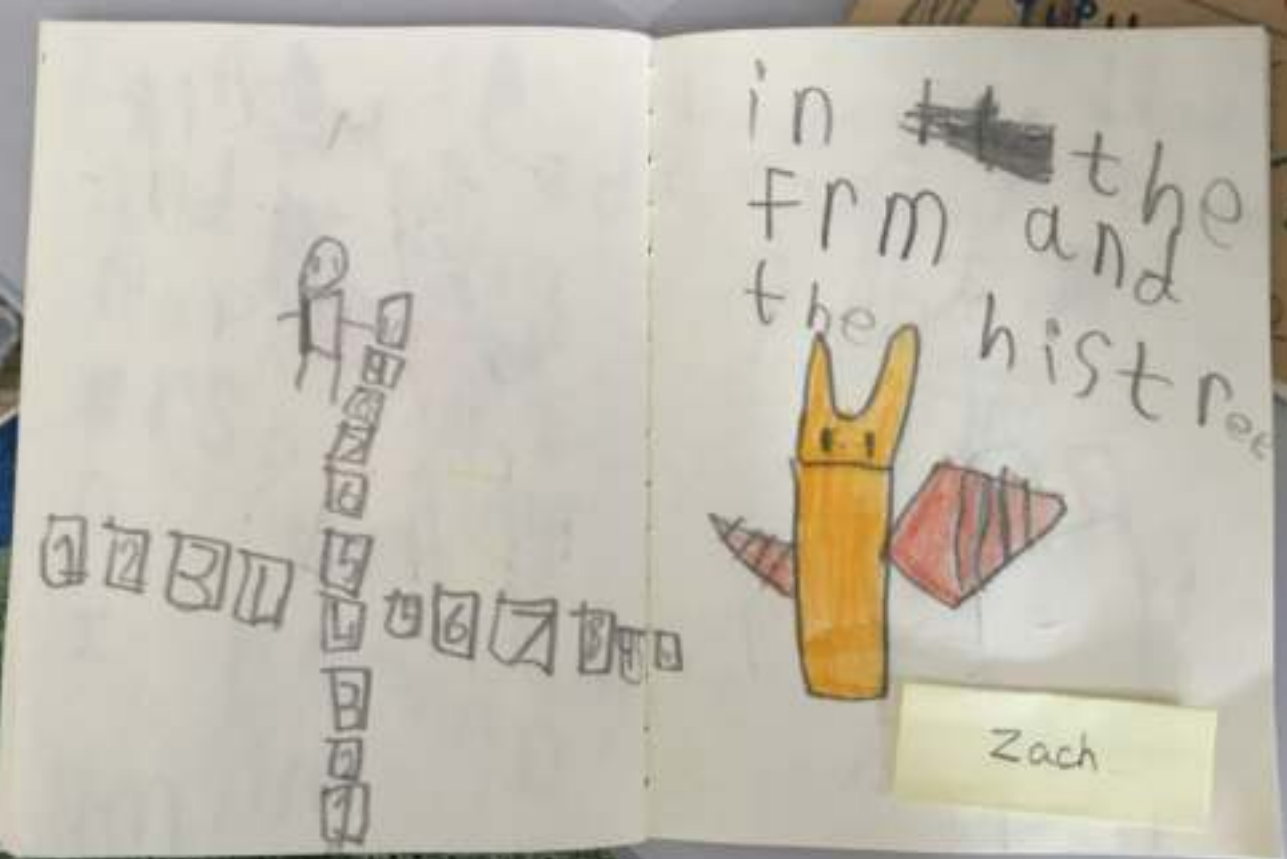


Callie

We ra in eerins
proof we cut
wings floor ra
thundboos

Amber





Group Beji (camouflage)

transform.
flock.



Fly. flap.
dine swoop.

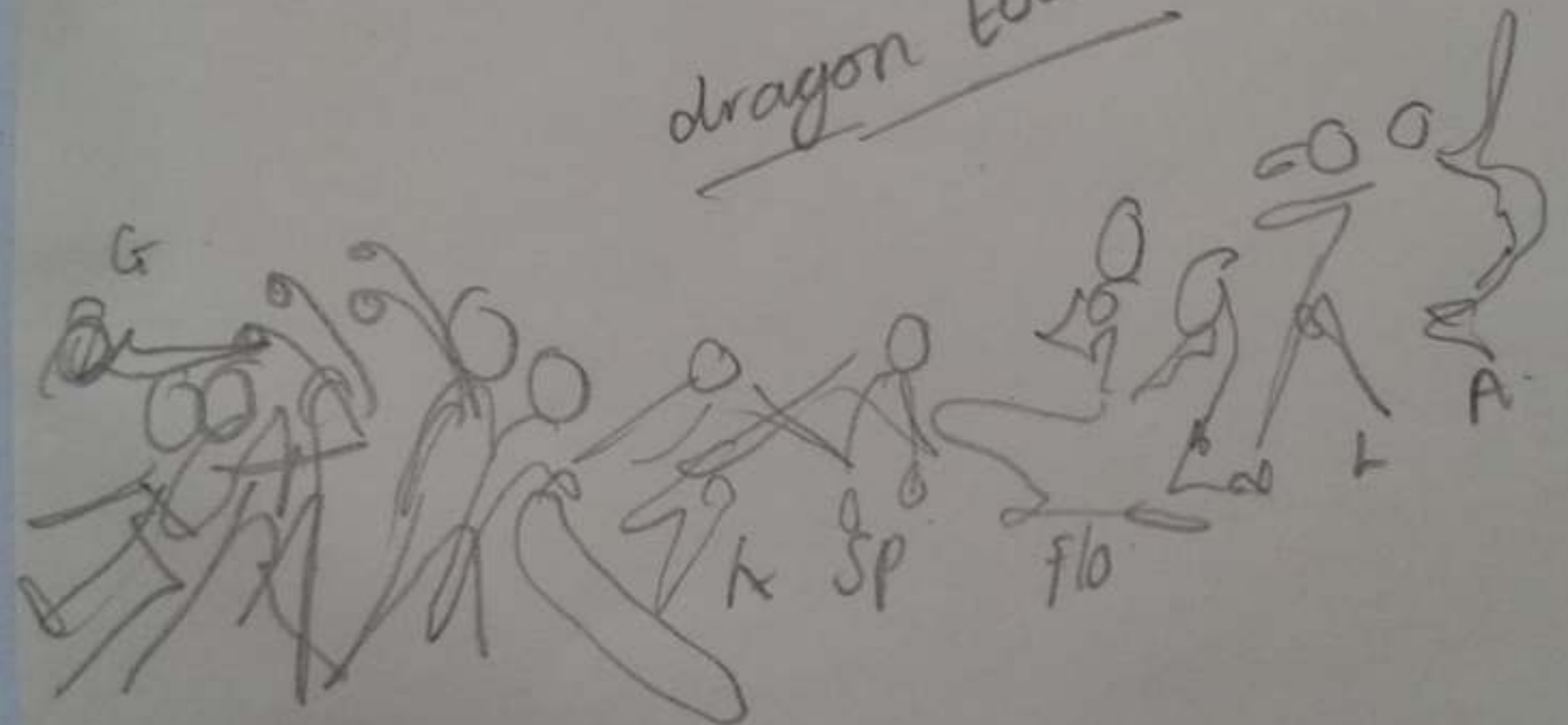
Everyone kept a Creative Journal,
including the teachers

These are sketches from Ms. Burdens journal

sheets. - lights

Flatworld - SAC.
paper dolls.

dragon totem.



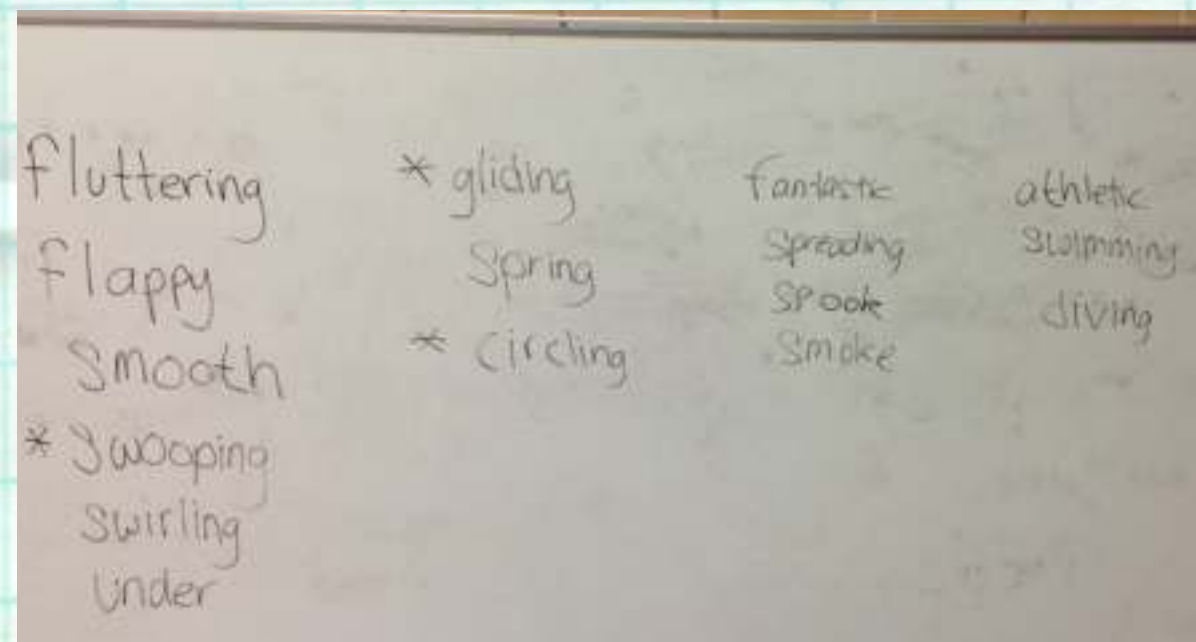
A lot of work was done to explore and discover new words

Heidi used physical movement to explore new worlds by travelling through a portal to a magic world to tease out language which extended vocabulary. This journey became the starting ritual for each session to help the children get into their creative headspace.

Creative devising took place to discover imaginary animals, birds and their movements



The class learnt technical language associated with the tools and techniques they were learning and experiencing with Geraint



In both instances, the physical and practical actions helped the class understand and remember the new words. Daily reflection in the afternoons with Mrs. Drew, Ms. Burden & Miss. Burton reinforced the learning through conversations and getting the class to interview one another about what they had been doing.





Falling

Flock

Gliding
Circling



Swooped



Perched



Flapping



**FOLDING
SCORING
BLADE
SCREWING
SERRATED
EDGE**

"They listened and enthused about their birds and their patterns, helping each other, cutting more confidently, showing and sharing their progress.."

Geraint

What do the figures represent?



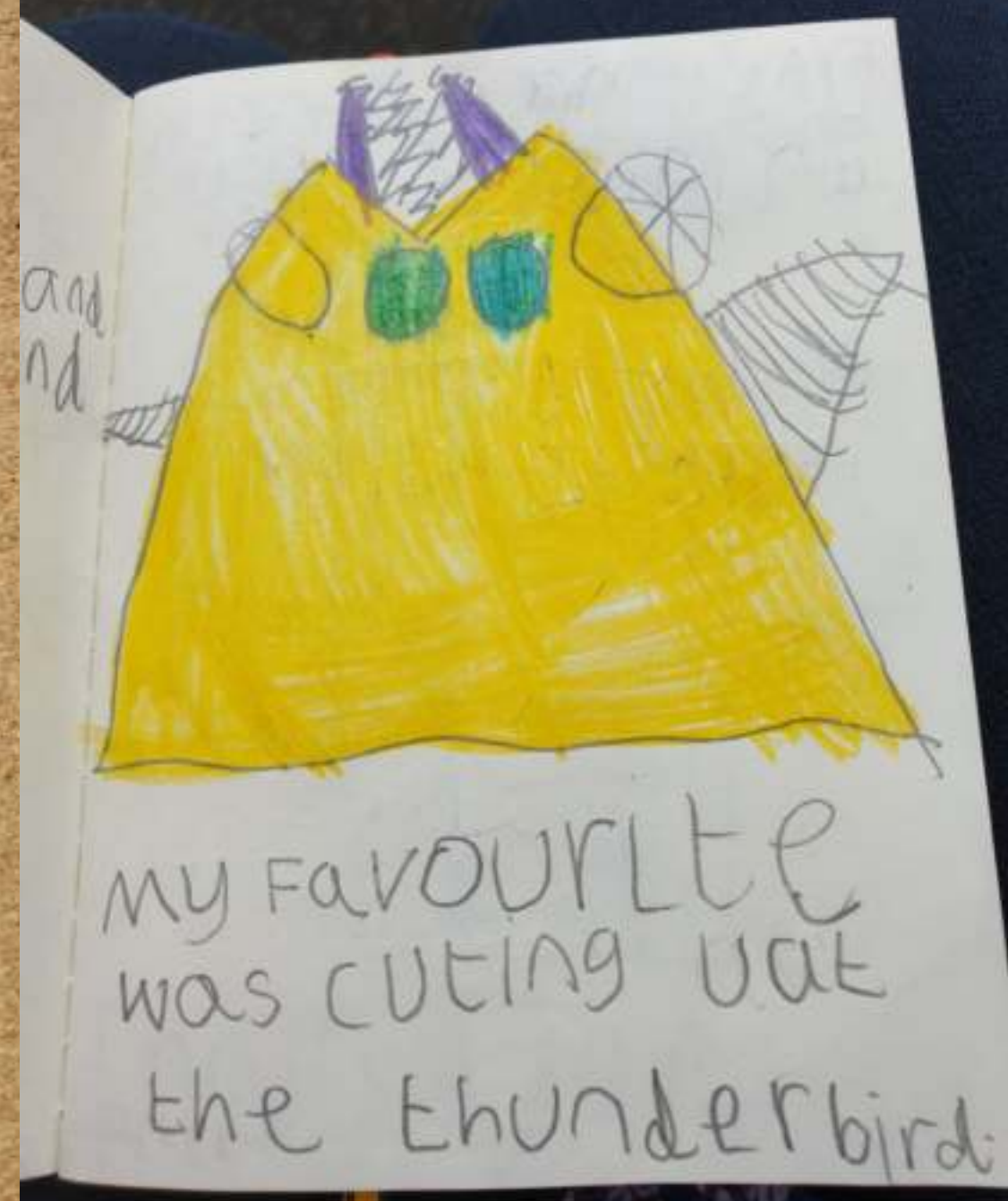
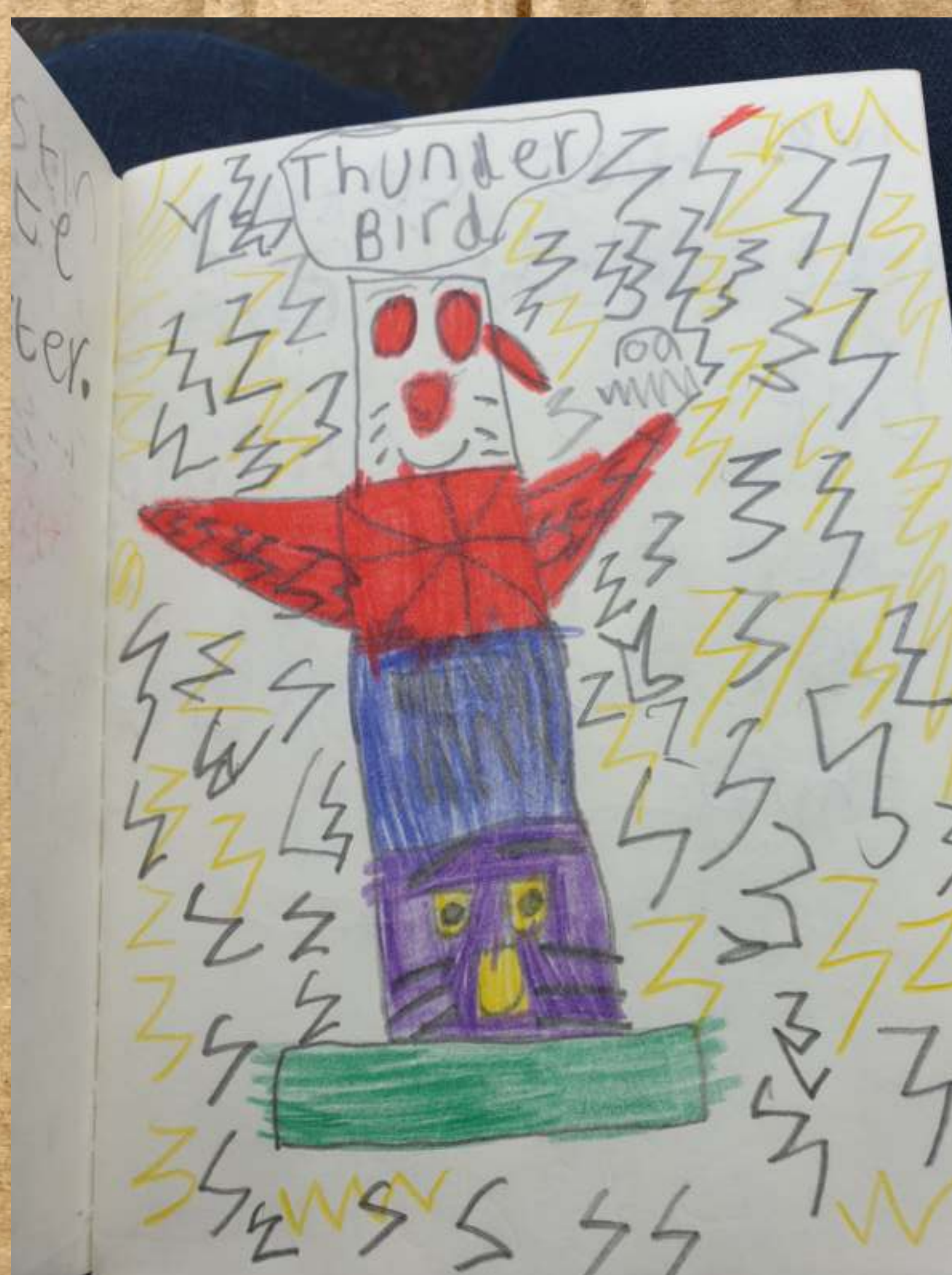
Totems

Geraint introduced the class to Native American Totem Poles and the class were really excited by them. They loved the bird image on the top as Kites are a symbol of the local area. Also, Heidi had been working with them on the movement of birds.

Totems are used to tell stories in Native American culture which links to both the work of the project in developing Oracy of the class through exploring imaginary worlds and also with the final sculpture being a long lasting addition to the school as a starting point for creative storingtelling and other activity.

Totem – as ‘story repository’

“I felt excited and proud because Geraint taught us everything about the Thunderbird and he took all our thunderbirds home so he can make a giant Thunderbird to bring here.” Ethan





Every child created their own Thunderbird.

There was both spontaneous & CP led collaboration between the sculptor/making sessions with Geraint & the language & movement sessions with Heidi which led to an ongoing exchange of ideas and creative expression.

The Totems influenced the bird movement and the creation of horizontal Totems with Heidi. Heidi's word harvesting made its way in to the decoration of the Totems with the children writing their favourite new words as part of the design



Every Childs Totem was completley unique.

Something highlighted by the teachers at the start was the common practice for the children copying one another with answers and ideas. However during the project every child began to contribute individually in both their use of words & in developing stories and ideas. This also happened in their creative expression of movement and their creative design of their Thunderbirds

Each group developed expressive work together based on birds in flight with Heidi. They created static 'Horizontal Totem Lines' and movement as flocks and as flock formations

They took it in turns to lead and be the one to direct the creative journey. Many found their confidence through the process and you could noticeably follow their development in physical movement, their confidence and their language when talking and discussing the activity.



"I remember being a bird and being an imaginary animal on the land and jumping out from the portal. I liked being a bird because I was swooping, gliding and swooshing around all over the place."

Benji

"You put your arms out and run around. We did a red kite bird, flapping and running about." Jamie Leigh

"As happy as my whole life because it was like we were in a real world of imagination and magic." Lucas

“Heidi is good at moving. I was proud of the movement – swooping, diving and circling” Seren



‘Remembering, re visiting, exploring lands and creatures, consolidation, transformation, show and tell’ Heidi

“How to open the magic portal. You had to do a movement – over, under and through. I mimed like a big lump in front of me. I put one leg over then the other. That was over.”

Lucas

The children worked in pairs and imagined what they could see
whilst flying over the earth.

They developed the idea for sharing by turning it into a poem.

Far below Far Below I can see.....

Big Ben ticking

Trees and
buildings

Earth and Africa

A Polar bear growling

A blurry, stripy zebra

A spotty, rectangular shaped mat

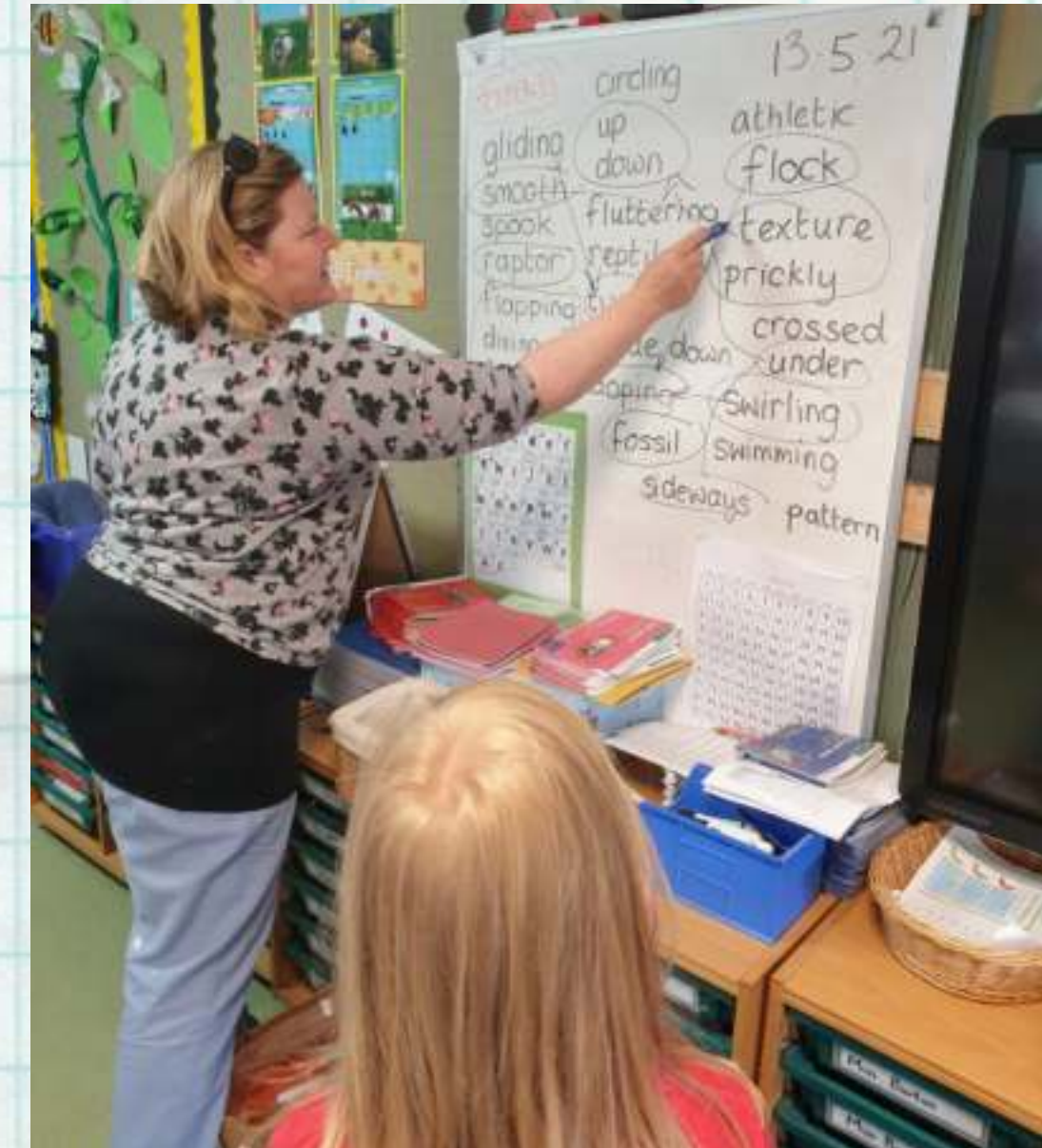
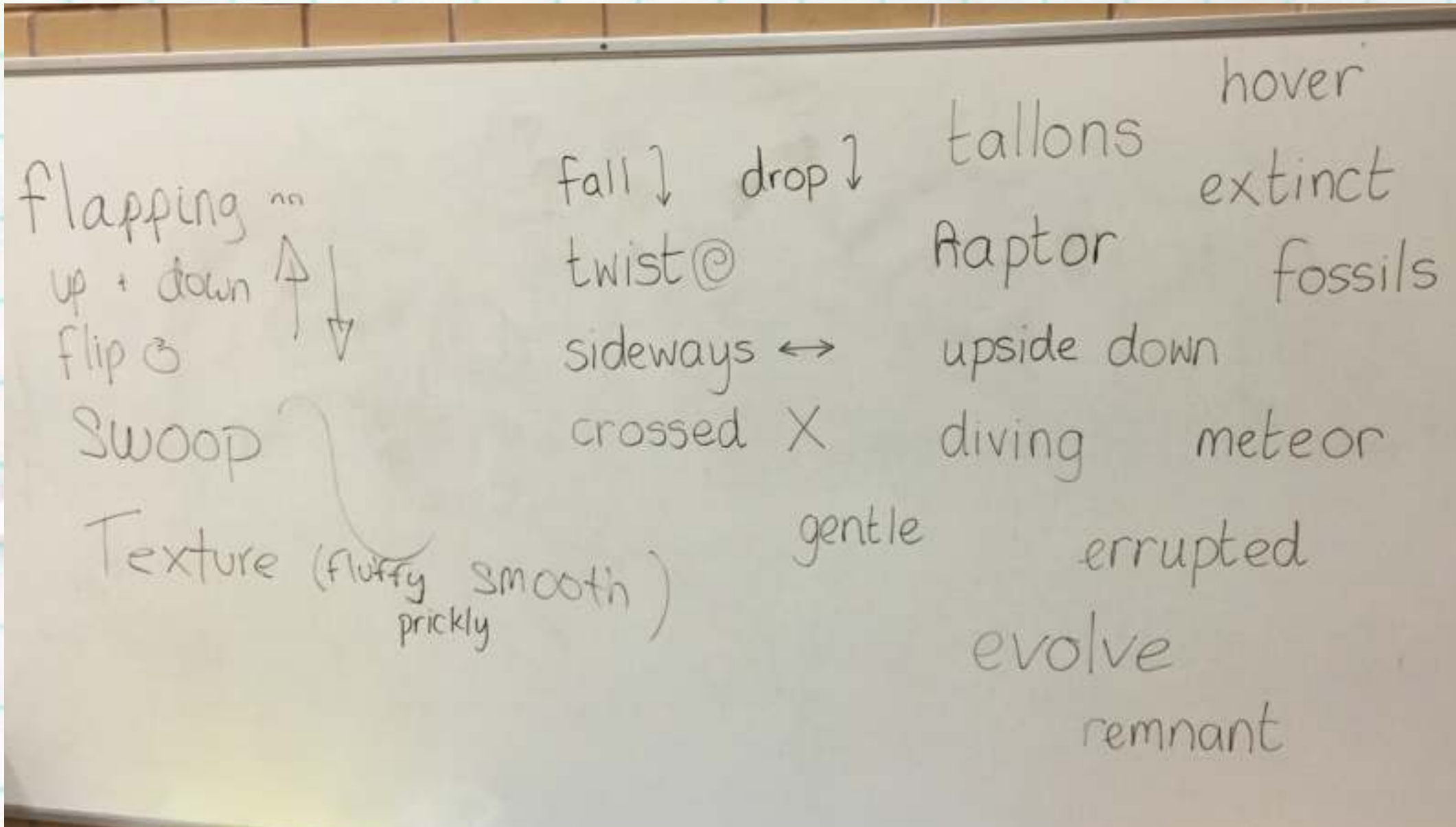
A heatwave fossil

A dotty snake, which is colourful

Red ligaments

.....**Far below Far Below.**

Words were Harvested with Heidi



Then associations and groupings were made between the words

Sentences and phrase were created out of the words



And it was all recorded on a word River to show the journey and be an ongoing resource within the classroom

End of project Sharing with 2 classes from the school

This was the 1st time since before Covid that there had been any classes coming together. It was a very special moment for the school, the year 2 class and for the classes who came to watch.



Year 2 shared both their Thunderbird Totems they had created with Geraint and the movement work they had been developing with Heidi. It was interesting to see who excelled with an audience to perform to! But it was clear everyone was proud of their achievements and wanted to do their best.



Horizontal Totem lines at the sharing



Flocking performances at the sharing



"We showed the Year 1 and Year 3 what we did. At the end they clapped and cheered very loudly." George

Permanent Sculpture

A permanent sculpture is being created by Geraint which will be installed in the school grounds in a new woodland area they have been gifted.

The sculpture is a giant version of the Thunderbirds Year 2 made. It is being constructed in wood and decorated with photos of the children's Totem work.

It will be used as a resource for the school for creative work. A place for storytelling or to take inspiration to begin a creative process with oracy, writing, music, movement and more.

There is a celebratory sharing being planned with all pupils, teachers and governors of the school with social media and local press coverage.





