INSPIRATION
ASPIRATION
PARTNERSHIP

Arts, Cultural Organisations & Schools
Working Together

www.daisi.org.uk
Inspiration Aspiration Partnership, a pilot project in support of the Devon Children’s Trust, is about arts, cultural organisations and schools working together to inspire creativity and to increase aspiration by developing young people’s pride in their local surroundings and resources. The process has involved bringing the young people into contact with inspirational, professional writers, artists and local cultural amenities - and of course vice versa.

The project model, initially inspired by the Young Cultural Creators idea, is a customised design developed locally by the project partners. This design incorporates the ‘wish list’ for the work for each participating organisation, within the overarching rationale posed by the project’s initiator, Arts Council England, South West (ACE), and partners Museums Libraries and Archives, South West (MLA SW), Devon County Council (DCC) and DAISI: How can artists and arts organisations, cultural organisations and schools work together to respond to and engage with the government’s Change for Children agenda: Every Child Matters?

Overall in the two pilot locations over 500 young people, 12 artists and 70 school, museum, library and archive staff and parent helpers have been involved in collaborative planning and delivery of the project with project co-ordinator DAISI. The focus has been on the process of growing the relationship between the project partners, but as the celebration events proved some wonderful, moving and illuminating work has been made along the way.

In 2000 DAISI produced The Impact of Artists in Schools, a report which identified the unique learning outcomes for young people involved in interactions with professional artists. This was followed in 2003 by Strengthening School Communities, a participatory arts project evaluation which observed impact on the wider school community and school ethos. Inspiration Aspiration Partnership takes this research one step further as it works beyond the school environment and in partnership with other cultural organisations, to develop a new model for inspiring learning across the shared needs of Devon’s education and cultural organisations.

Liz Hill
Director, DAISI (Devon Arts in Schools Initiative)
“I learnt that I am a poet.”
“I wish this day would last forever.”

Embarking on a new pilot project, you can never be sure what to expect. But quotes like these clearly show the excitement and sense of discovery that young people have found in this project. Under the leadership of DAISI, the project has uncovered new opportunities for young people to express their creativity. It has also reminded us of the wealth of opportunity that can be found within the archives, museums and libraries across Devon.

The County Council is committed to celebrating Devon’s culture. It sees young people’s involvement in the cultural life of our communities as lying at the heart of this commitment.

We are very grateful to DAISI for taking the pilot project forward to its successful conclusion. We all now look forward to seeing the concept offered to more young people in Devon through the Extended Schools scheme and other programmes in the future.

Simon Timms

Simon Timms
Head of Culture, Devon County Council

A Meditation on a piece of knotted rope from the tideline

I was disowned
I was tied up, washed up
I was lost
I am trying to break free
Owning the Thunder and the rain.

Billy, Age 11,
Pilton Community College
THE IDEA
This pilot project, Inspiration Aspiration Partnership, aimed to test how partnership between arts, cultural organisations and schools can engage with the government’s Change for Children: Every Child Matters agenda.

WITH WHOM?
DAISI organised an Awareness Day for potential project partners in January 2006. ACE, MLA South West and DCC worked with DAISI and staff from schools, libraries, museums and archives to explore shared and unique needs and aspirations for the work and broker new relationships. The day included contributions from a writer and an archivist who had worked with several Young Cultural Creators programmes. Learning communities in Mid-Devon (Tiverton schools) and North Devon (Pilton Association of Schools in Barnstaple) were chosen as pilot locations for the project.

AIMS
Working parties made up of staff from the Pilton and Tiverton learning communities, including the school clusters and museum, library and archive services, identified their desired local outcomes for the project within the overarching project rationale. They then collaboratively designed project activity to meet these outcomes.

WHAT HAPPENED?
500 children and young people, 12 artists and 70 school, museum, library and archive staff and parent helpers were involved in workshops and visits with artists and writers between June and September 2006. These took place in a range of locations: museums, libraries, archives, schools and in inspiring locations in the local environment.

CELEBRATION!
Young people celebrated their achievements and shared their work with an audience of their peers, families and the wider school community.

EVALUATION
An independent evaluator examined the project’s impact with reference to the government’s Change for Children agenda: Every Child Matters, and against the desired local outcomes for the Tiverton and Pilton partnerships using the Inspiring Learning for All framework devised by MLA.
The title given to the partnership with the Children’s Trust, artists and the cultural organisations in Devon captures the spirit of the work in three words: Inspiration Aspiration Partnership. The genesis for this programme of activity came from discussions between DCC, the Children’s Trust, ACE, DAISI and MLA South West in summer 2005. The desire was to see how a pathfinder Children’s Trust and a Local Area Agreement pilot area could develop cultural activity and evaluate this against the policy aims of the then new Children Act.

DAISI’s experience of working across art form practice, the school system and with a range of cultural partners made it a natural organisation for the management of the programme. The emphasis was on the partners - including young people - designing and shaping the activity, rather than funders setting criteria for partners to squeeze projects into.

The idea was that in two groups of schools in two local learning communities, the partners would come together to create inspirational learning projects, explore how they responded to and engaged with Every Child Matters and evaluate this using Inspiring Learning for All. The activity in the two localities showed how new partnerships could be forged, existing ones strengthened and how artistic interventions brought new perspectives into the learning process.

This publication captures some of the enthusiasm and energy from the projects and how this approach may inform policy in the future.

As a regional development agency MLA South West was approached by ACE South West to consider working up a project that would answer the requirements and learning possibilities of Every Child Matters and Youth Matters.

As Library & Information Development Officer my impression was of museum, library and archive services challenged beyond their means to effect the change required in attracting a younger audience. Partnership with the developing Extended Schools offer would be an ideal solution. Specifically I observed an opportunity for the development of better standards in customer service across the age range of audiences, if the value of creativity could be implanted for both children and staff.

As a member of the steering group I have been particularly pleased with the management of the programme as I can see real evidence has been derived which can feed our attempts to develop policies for museums, libraries and archives. This project, along with other MLA partnership programmes, will deliver new ways of working which put cultural and creative experience at the heart of learning for young people, vitally involving public libraries, museums and archives as welcoming and valued partners in delivering experiences of community and citizenship to young people. In turn I see the process of consultation and involvement of young people delivering a learning experience for public library staff which will help sustain a continuing and improving service.

Martin Thomas
Head of Learning,
Arts Council England, South West

Angela Haynes
Policy & Projects Manager,
Museums Libraries and Archives, South West
The Every Child Matters agenda impacts on a range of legislative and policy areas. The primary ‘driver’ for this is to improve provision and accountability, ensure greater signposting to services and a desire to maximise opportunities on offer for young people and children. Every Child Matters includes the Children Act (2004) and the Childcare Act (2006); the consultation paper ‘Youth Matters’ and education reform. It is wide ranging and challenging, but it is a great opportunity for culture to develop services and demonstrate its relevance in people’s lives.

The five aims of Every Child Matters are for children to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution to society
- Achieve economic well-being

‘Youth Matters’ (2005) articulated the concept of opportunities for young people and their role in shaping services. It emphasised consultation with children and young people, placing them at the core of organisations’ thinking. The extended services agenda - which is linked to schools’ development, economic progress and parents returning to work - is influential in relation to how school-based learning will change in years to come.

Local authorities are faced with a considerable challenge: implementation of Every Child Matters means they have to closely monitor resources, to ensure the issues around safety and well-being are met. In turn, this means there may be limited resources for the non-statutory elements of a service, which may result in restrictions on cultural services. At the same time all of this provides a clear chance for culture to demonstrate the vast range of opportunities open to young people. In essence, the aspirations of Every Child Matters cannot be met without the arts, sport, culture or heritage.

Martin Thomas,
Head of Learning, Arts Council England, South West

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THE MAGIC BOAT

I will build a magic boat and the body will be made of a million gold coins from the land of treasure island.
The mast will be made out of the giant bean stalk from the fairy tale.
The sail will be made out of the kindest giant’s blanket.

And I shall carry in my boat a talking parrot from the Amazon rain forest, and an invisible harmonica from an impossible planet.
I shall carry the ghostly figure of Jesus.
I shall sail my boat from the swirling ring of Saturn and the glimmering smile of the moon.

Poem by project participant, age 9,
Pilton the Bluecoat Junior School, created during a workshop at Barnstaple Library with poet Kit Wright.
Young people from Tiverton High School during workshops with writer Tim Bowler.
Photo: © Lee Hitchcock

Student from Bolham Primary School reading her story, inspired by visiting Knightshayes Court, to writer Linda Newbery and her class.
Photo: © Lee Hitchcock
WITH WHOM?  
THE PROJECT PARTNERS

BARNSTAPLE

Participating Schools:
Pilton Association of Schools:
  – Pilton Community College
  – Pathfield School
  – Pilton the Bluecoat Junior School
  – Pilton Infant School

The project artists, poets and theatre company:
Peter Margerum
Jane Jobling
Roselle Angwin
Multistory Theatre Company
Kit Wright

The cultural partners & venues:
Barnstaple Library
Museum of Barnstaple & North Devon
North Devon Record Office
Saunton Sands
Instow Beach

TIVERTON

Participating Schools:
Bolham Primary School
The Castle Primary School
Heathcoat Primary School
St John’s Primary School
Wilcombe Primary School
Tiverton High School

The children’s writers:
Nicola Davies
Roselle Angwin
Tim Bowler
Linda Newbery
Bridget Crowley

The cultural partners & venues:
Tiverton Library
Tiverton Museum of Mid-Devon Life
Devon Record Office, Exeter
Knightshayes Court (National Trust)
Tiverton Castle
Great Western Canal

IMAGES
Students from Pilton and Tiverton schools took part in workshops with artists, writers, poets and drama practitioners at a range of inspiring cultural and environmental locations, June to September 2006. Photos [L-R]: © Jane Jobling, Caren Dickinson
AIMS

THE LOCAL ‘WISH LISTS’

The project partners addressed the overarching aim of the project: how can artists and arts organisations, cultural organisations and schools work together to respond to and engage with the government’s Change for Children agenda: Every Child Matters?

In January 2006 a project Awareness Day took place. Strategic managers from the partner organisations met to share their ‘wish lists’ for the project. This initial exploration then cascaded to two working parties, one in Tiverton and one in Barnstaple, each made up of staff from the school clusters alongside those from local museum, library and archive services. Working within the project rationale, these working parties identified detailed objectives for themselves and their young people. The groups then used these objectives to direct their planning of the project activities and their choice of collaborating artists.

Overall, the desired outcomes for the project can be summarised in the following 5 key themes:

- Raising aspiration and broadening horizons
- Inspiring pride in locality and community
- Learning to work together
- Inspiring creativity
- Increasing literacy

In addition, there were desired outcomes for the project specific to each pilot location:

The Tiverton partnership wanted to work across the transition phase from year 6 to year 7 in order to improve the transition experience and to try to encourage secondary age involvement in library and other cultural amenities.

In Pilton the partners aimed to work collaboratively across the four schools of the Pilton Association of Schools, leading to young people working together in mixed-school groups of different ages and abilities. They wanted the young people to experience a wide range of sensory perception throughout the work.
The project partners wanted the project activity to help raise the young people’s aspirations and broaden their horizons.

The young people worked with professional artists, poets, writers and drama practitioners during the project. This was an opportunity for them to have an inspiring creative experience, and also to meet an inspiring individual - a real person who writes books or creates artworks. Meeting such people can stimulate young people to nurture their own interests and creativity. They see that it is possible to shape their future direction through developing and applying their passions and skills.

The young people visited places in their locality that they had never visited before: the beach, a local castle, museum, archive or library. The artists and writers acted as interpreters of the environmental and cultural locations and encouraged a fresh and new way of experiencing these places. The young people were also stretched by working in unfamiliar ways as they learned to use new materials, tools and techniques.

“What I liked best about the visit today was that we could see a real writer. She showed us some of her books as we were sitting under the trees.”
Thea, age 10, Bolham Primary School

“Museum? I’ve never been to a Museum!”
Participant, age 5, Pilton Infant School

“I saw an old army hat from the war in the museum it was incredible absolutely incredible.”
Participant, age 9, Pilton the Bluecoat Junior School

“I learnt that I am a poet.”
Holly, age 8, Pilton the Bluecoat Junior School

Meeting people who undertake creative work as a profession can help young people to broaden their sense of possibility for their own futures. This contributes towards the Every Child Matters outcome: Achieve economic well-being.

“The youngsters from our four schools have met some amazing people, who very often young people don’t come across and who have such a wealth of resources to offer.”
Mark Juby, Head teacher, Pilton Community College

I liked best that all authors are just normal people, and being famous does not mean anything.”
Josh, age 10, The Castle Primary School
A participant from Pathfield School examining beach flotsam during a workshop with artist Jane Jobling on Instow Beach, North Devon.

Photo: © Jane Jobling
The project activity was designed to show the young people the richness of experience available for them in their own local areas. The young people took part in workshops at local cultural venues: castles, museums, historic houses, town walks and also in their local natural environment: at beaches and on canal towpaths. Many of them visited places they had never been to before - even the beach was new to a lot of the young people - and so discovered new amenities close to where they live. The young people took part in inspiring workshops at these new places and so had the opportunity to form a personal connection with them, learning that the cultural venues are approachable, accessible and available for their use.

Through working in partnership with cultural organisations and having their work displayed and performed in these public locations, the young people gain ownership of their local cultural environment and learn to identify themselves in a positive way with their community and where they live.

By taking part in a project with other children from other schools, of different ages and abilities, children take a first step towards learning what community is, and identifying themselves with that community.

“I didn’t think the facilities would be so good [at Barnstaple Museum]. I didn’t think my child would like it here. I could come here again.”
Participant’s Parent

“Less than half the children had visited the library before - visits therefore gave most of them a new experience.”
Caren Dickinson,
Year 6 Teacher, The Castle Primary School

“The Museum is a fantastic place with skeletons.”
Participant, age 8,
Pilton the Bluecoat Junior School

Helping young people to learn about their locality and their community contributes towards the Every Child Matters outcome: Staying Safe. Showing young people that safe amenities such as libraries and museums are accessible for them and their families increases the range of positive and constructive activities open to them.

Also, by making personal connections with places and people within their community, young people come to identify themselves with that community.

“I liked best the walk around Tiverton because I learnt that my house and my friend’s house were built by John Heathcoat.”
Nina, Age 10,
Heathcoat Primary School
IMAGES
Participants from Bolham Primary School writing their stories in the Walled Garden at Knightshayes Court, Tiverton, during a workshop with writer Linda Newbery.

Photo: © Lee Hitchcock
Working with DAISI, staff from the schools and cultural organisations met regularly to collaboratively plan the project. The partners therefore learnt about how the other organisations worked, their needs and what they had to offer. They also formed personal connections, put faces to names and broke down barriers between cultural and education sectors.

For the cultural organisations the meetings and the project activity were an important opportunity to communicate the range of possible ways of using and interpreting their collections and the breadth of what they can offer.

This system built connections for the future, strengthening the personal links between the sectors and stabilising the networks within the local learning community.

The young people also learnt to work together by working in new ways. They worked in mixed groups with children from other schools, of other ages and abilities, both in cultural and environmental locations and in school. They learnt about others: their needs, their abilities and different ways of seeing the world.

“As far as the North Devon Record office is concerned, we have found it extremely useful to have been involved in the project. It has resulted in a group of teachers knowing more about what we do and the resources available here for class projects. The classes have been introduced to archives and the ways in which they can be used in creative work.”

Tim Wormleighton, Archivist, North Devon Record Office

“I think the most important thing I’ve got out of the project is meeting lots of groups I can now link with. I see this as a step for next year, to build on these links in school.”

Caren Dickinson, Year 6 Teacher, The Castle Primary School

“One of the most successful aspects of the project was how well the pupils from different schools mixed and helped each other.”

Jane Jobling, Project Artist

Young people’s experience of working together in mixed age, school and ability groups contributes towards the Every Child Matters outcome: Make a positive contribution to society. With enhanced social skills, they are able to relate and work with people of different ages and abilities with respect and confidence.

“Peer working is a great way of engaging people from different backgrounds, abilities and age groups and giving a sense of responsibility even to those who are young within the group.”

Peter Margerum, Project Artist

“I learned to be confident and to help one another.”

Lewis, age 11, Pilton Community College
IMAGE
Young people working together to create sculpture during workshops with artist Peter Margerum hosted by Pilton the Bluecoat Junior School.

Photo: © Heather Mayers
The project activity was designed to inspire the creativity of the young participants. They worked outside the classroom, in inspiring cultural and environmental locations. Their experience of exploring stimulating locations in new ways and of examining artifacts and paintings in museums and archives inspired the young people’s creative work.

The artists introduced a fresh way of seeing and of experiencing to the young people. They encouraged the young people’s personal imagination and their sense of play and experimentation during the workshops. They emphasized that there was no correct way of interpreting the inspiration sources: any way that the young people chose to develop their imaginative path was equally valid. They supported the participant’s creative journeys with techniques, tools and skills through which the young people could effectively craft their responses. Their encouragement was an important validation of the young people’s sense of themselves as artists or writers, and their sense of self worth.

“[I liked best] that we were learning out of the hot classroom and in the nice cool air outside in a garden.”
Harry, age 10, Bolham Primary School

“I liked it when the writer came in as it inspired me to write. I liked to write before but stopped and then she came in and helped me to like it again.”
Ashley, age 11, Tiverton High School

“[I liked best] looking around the awesome stuff that told you stories, and when we got to plan out our own story. I enjoyed looking around the castle’s garden since it was very beautiful and amazing.”
Serena, age 11, The Castle Primary School

“Teachers were able to watch the young people’s participation in the project. From this they learned more about the students and their skills, in fact they actually saw skills develop in that day. They also learned ideas and ways of working which they could use themselves, and now have things to build on.”
Cindy Torn, Assistant Head, Tiverton High School

Opportunities for constructive experiences that invite young people to channel their creative energy and expression in a supportive and safe environment contribute to the Every Child Matters outcome: Being Healthy. The value placed by others on the young people’s creative journeys, and the ownership that they feel of their work, increases their confidence and self esteem.

“I liked best being able to touch my inner self and go wild without annoying anyone.”
Will, age 12, Pilton Community College

“I liked writing the poems because it was calming.”
Gemma, age 10, Bolham Primary School
IMAGE
Pilton Association of Schools participants working together to model replicas of flotsam and jetsam during a workshop at Instow Beach with artist Jane Jobling.

Photo: © Jane Jobling
An important aim of the project was to increase the young people’s literacy - their reading, written and verbal communication as well as their visual and movement literacy.

During the project the young people read and wrote poetry, stories, slogans, chants and descriptive prose and made notes and recorded observations. Through being exposed to new experiences, they learnt new and specialist vocabulary: historical terms for castle architecture, natural history of the coast and terms for artistic techniques, processes and tools. They were also asked to reflect and find words to describe their own experiences and feelings and to comment on their personal creative process.

Visiting the library and meeting and working with professional writers who took an interest in them as writers themselves re-ignited young people’s interest in reading and in writing. They also enjoyed the chance to share and perform their work in class and in public, which gave validity to the their belief in themselves as writers and artists.

The project activity also helped nurture the young people’s visual and movement literacy. They were encouraged to focus on the visual structure and qualities of paintings, drawings, photographs and museum artifacts, and to analyse their own responses to them. They took part in physical drama workshops in which they studied creating and reading meaning through movement and expression.

“They helped me with my writing because they told me if you’re stuck because you don’t know what to write next don’t give up, just keep writing things down, and after a while it will sound right.”

Jake, Age 12,
Tiverton High School

“Above all I want the children to see writing as enjoyable and rewarding. At the end of any session we’ve produced characters and situations that didn’t exist an hour before. This is always fascinating, and sometimes astonishing.”

Linda Newbery,
Project Writer

The project activities and achievements contribute towards the Every Child Matters outcome: Enjoy and Achieve, as through the project young people are inspired and refreshed in their awareness of themselves as writers and artists.

“This sense of ownership and pride in seeing themselves as writers shone through. What more could any teachers ask for?”

Cindy Torn,
Assistant Head, Tiverton High School

“I would rather do this [the workshop] than play!”

Participant, age 8,
Pilton the Bluecoat Junior School
Participants from Pilton the Bluecoat Junior School writing about their observations of paintings by Brian Chugg at the Museum of Barnstaple and North Devon during a workshop with artist Jane Jobling.

Photo: © Jane Jobling
CELEBRATION!  
SHARING ACHIEVEMENT

The young people publicly shared their achievements at celebrations in November 2006. Tiverton Library and Pilton the Bluecoat Junior School played host to the events which included live readings and performance, photographs, DVD films, audio recordings and artworks. Young project participants proudly read and performed their own vignettes to the assembled pupils, teachers, project artists, school governors, families and wider school community. Staff from the local museums, archives and libraries were on hand to chat with the young people and their families about their part in the project and the services they can offer.

Staff from the schools’ senior management teams and project artists spoke passionately about the impact of the project from their point of view. Young people found their work amongst the exhibits and explained it to their families. All project partners were represented, which brought an overwhelming sense of importance to the work and highlighted its collaborative planning journey and shared ownership.

“I liked it that our poems were read out to everyone.”
Participant, age 11, Tiverton High School.

EVALUATION  
THE EVALUATION STRATEGY

The project was evaluated by an independent evaluator, Tricia Kings, who examined its impact with reference to the government’s Change for Children agenda: Every Child Matters.

The evaluation used the Inspiring Learning for All (ILFA) framework devised by MLA, collecting and analysing qualitative and testimonial data to identify the learning outcomes achieved by the project and the extent of the project’s impact. The ILFA framework provides a common language for museums, libraries and archives to measure best practice in their learning provision. The evaluation of this Devon programme is drawn against the ‘wish list’ of outcomes for the project, identified by the project’s partner organisations at the Awareness Day and the two location working parties.

Copies of the full project evaluation report are available from DAISI.
This learning and evaluation framework, developed by the Museums, Libraries and Archives Council (MLA) provides a method for using what people say about their learning experiences in museums, archives and libraries to provide evidence of impact. ILFA makes it possible to analyse the learning activity in this project with its range of settings, activities and experiences, and then to express the project’s impact on individuals and communities as Generic Learning Outcomes (GLOs), covering five key aspects of learning.

These GLOs provide a framework for assessing the qualitative evidence of learning.

Knowledge and Understanding  GLO1
- Knowing what or about something
- Learning facts or information
- Making sense of something
- Deepening understanding

Skills  GLO2
- Knowing how to do something
- Being able to do new things
- Intellectual skills
- Communication skills
- Physical skills

Attitudes and Values  GLO3
- Feelings
- Perceptions
- Opinions about ourselves (e.g. self-esteem)
- Opinions or attitudes towards other people
- Empathy
- Increased motivation

Enjoyment, Inspiration, Creativity  GLO4
- Having fun
- Being surprised
- Innovative thoughts
- Creativity
- Being inspired

Activity, Behaviour and Progression  GLO5
- What people do
- What people intend to do
- A change in the way people manage their lives

Also being developed by MLA is a series of Generic Social Outcomes (GSOs) which pick up on the wider social outcomes associated with learning and link to wider social policy frameworks.

The key aspects for these GSOs are:
- Stronger and safer communities
- Health and well-being
- Strengthening public life

In the evaluation of this project the evidence collected was analysed using the ILFA framework. The learning and social outcomes identified were then mapped under the five outcome areas of Every Child Matters.
IMPACT FOR PROJECT PARTICIPANTS

Using the Inspiring Learning for All framework, an analysis of all the feedback and testimonial data collected through the project has identified the following outcomes for project participants. These outcomes are here mapped under the five activity areas of Every Child Matters.

Enjoying and achieving
Many of the outcomes identified under ‘Enjoy and achieve’ link into the other Every Child Matters areas e.g. with enhanced reading confidence and skills young people will be more able to make informed and creative choices and decisions about their lives, which will impact on every one of these outcomes.

Through the project activities and achievements, young people are:
- Inspired and refreshed in their awareness of themselves as writers and artists (GLO3 & 4)
- Developing their writing and literacy skills (GLO2)
- More confident about their writing (GLO3)
- Developing artistic skills (GLO2)
- Developing social skills and confidence (GLO3)
- Increasing their knowledge of libraries, and library stock and services (GLO1)
- Increasing their knowledge of museums (GLO1)
- More aware of their community (GLO1 & 3)
- More aware of the environment (GLO1 & 3)

Being healthy
- Through increased confidence and improved awareness of accessing reading and information young people are more likely to make informed choices and decisions about their lives which will contribute to good health (GLO3 & 5)
- Young people are experiencing the stress-busting benefits of being creative, and reading (GLO4)

Staying safe
- Young people are more aware of their community and local amenities. This will help them to use and enjoy it more safely – and contribute towards it being a safe place (GLO1, 3 & 5)
- Young people are more likely to join the library (GLO5) (The public library offers a safe and welcoming environment for young people and their carers)

Making a positive contribution to the community
- Through getting to know more about the local library and museum young people are more likely to have an opinion about and get involved in local cultural services and activities (GLO3 & 5)
- Through learning more about their town young people are developing a sense of pride in their community (GLO3)
- Through learning more about the environment young people are developing a sense of responsibility towards it (GLO3)
- Through collaborative working with different schools young people of different ages and abilities are learning to relate with and respect each other (GLO3)
- Young people feel encouraged to express their opinions through each project activity (GLO 3)

Achieving economic well-being
- With increased confidence, skills and knowledge, young people have more self esteem and a feeling of more control, direction and potential achievement in their learning and their lives (GLO1,2 & 3)
- Young people are more likely to join the library, which will give them access to information, which they can use in taking forward their lives (GLO5)
IMPACT FOR PROJECT PARTNERS

Teachers are
- Aware of the positive impact achievable for students’ learning and creativity, through cross-cultural activity such as this project (GLO1 & 3)
- Keen to work further with writers and artists in school (GLO3 & 4)
- More knowledgeable about library, museum and archive resources and how to use them (GLO1)
- Ready to join in further collaborative work joining with local schools, and in partnership with local cultural services and organisations (GLO5)

Library, Museum and Archive staff are
- Ready to join in further collaborative work (GLO5)
- More knowledgeable about school and curriculum needs and thus able to organise and promote collections more effectively (GLO1 & 5)

Writers and Artists are
- Inspired by this cross-cultural activity and more aware of organisations and resources with which they can work (GLO1 & 4)

This data was analysed from the young people’s responses to the question: What did you learn today? While not representative of every aspect of their learning across the project, it captures what they perceive to be their primary learning experience from each activity.

CASE STUDIES

CREATIVE JOURNEYS

BRIDGET CROWLEY

Author Bridget Crowley led a writing workshop with year 5 and 6 children from Heathcoat Primary School at Tiverton Museum. The children wrote with chalk on slates and used dip pens, wore costumes and looked at domestic and factory objects to learn about Tiverton children’s lives in the Victorian era.

Bridget ran a further workshop at school with the same children. This was based on archive material about Tiverton and the Heathcoat factory, which she sourced at the Devon Record Office.

Inspired by this the children wrote dialogue, slogans and chants which they then used to compose a documentary-style radio recording. This experience involved writing, drama, singing and percussion and working as individuals, in pairs, in small groups and as a whole class.

Their composition provided a most apt atmospheric sound track at the project’s celebration event in Tiverton Library.

JANE JOBLING AND PETER MARGERUM

Artists Jane Jobling and Peter Margerum worked with mixed groups of young people from Pathfield School, Pilton Infant School and Pilton the Bluecoat Junior School on Instow Beach, North Devon.

Activities were divided between exploratory ‘find and record’ time, and collaborative sculpture with Jane and Peter, using beach materials. The artists then led workshops at Barnstaple Museum where the young people looked at paintings by Brian Chugg and examined and handled museum artefacts.

Back at school the young people were guided through a creative process which combined their responses to their multi-sensory outdoor and museum experiences with new sculpture skills and techniques.

The young people’s sculptures were exhibited amongst the audience at the project’s celebration event in Pilton the Bluecoat Junior School.
LINKS & FURTHER INFORMATION:

DAISI (Devon Arts in Schools Initiative)  
www.daisi.org.uk

Arts Council England  
www.artscouncil.org.uk

Museums, Libraries & Archives Council, South West  
www.mlasouthwest.org.uk

Every Child Matters agenda  
www.everychildmatters.gov.uk

Inspiring Learning for All  
www.inspiringlearningforall.gov.uk

Young Cultural Creators  
www.youngculturalcreators.com

Young People’s Arts Awards  
www.artsaward.org.uk

Artsmark  
www.artsmark.org.uk

– Culture and learning: Creating arts and heritage education projects, ACE, 2002
– How the arts can help to deliver Local Area Agreement outcomes in the south west, ACE, 2006
– Beyond Enjoying and Achieving, ACE, 2006
– Groundswell Project: The Impact of Artists in Schools, DAISI, 2000
– Strengthening School Communities, DAISI, 2003

The activity of this pilot project, Inspiration Aspiration Partnership, came to an end in November 2007. As a learning organisation DAISI is committed to reflecting on the findings and using them to support its future work. The kaleidoscope of evidence collected during the project, a summary of which has been included in this publication, is overwhelmingly in favour of the project’s positive impact, either for the children or the partner organisations, in each of its identified outcome areas. This impact can be grouped into 3 key messages:

– Partner organisations have gained access to new partnerships and resources which are really going to help strengthen their work into the future.
– For the children and young people involved there has been considerable personal impact across a wide range of their learning and social needs. These gains have enormous potential for knock-on impact across the whole learning community.
– A model for widening and enriching creative learning opportunities across subject, time and venue boundaries has been developed. This seed has started to grow through partnership working within the pilot learning communities and beyond.

For further information about this project please contact DAISI at the address below.

Inspiration Aspiration Partnership was initiated by ACE SW and funded by ACE SW and MLA SW, with support from DCC.

The full evaluation report, written by project evaluator Tricia Kings, is available from DAISI.

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DAISI aims to develop the creativity of young people by enriching their experience of the arts and works in partnership to strengthen the relationship between the arts and education sectors.