

**REPORTS ON GRANTS AWARDED**  
**A selection of recent grant recipients—September 2009**

**RED HILL C OF E PRIMARY SCHOOL**

**£1,584**

This school sent a delightful photographic record of the beginning of their chicken club. Pupils from all the classes were involved and so many volunteered they had to have a rota. The children worked with the caretaker to order everything that was needed and they were involved in the construction of the pens. The pupils take responsibility for all aspects of the chickens' daytime care; classes are studying growth and local food production; chickens are laying regularly and the eggs are being exchanged for donations from parents and staff with the money contributing to the sustainability of the project.



**BURGH HOUSE AND HAMPSTEAD MUSEUM**

**£1,300**

Sculptor Robert Bryce Muir spent four weeks as sculptor in residence using the house and the local history collections as inspiration for creative artistic work with children, young people and the elderly in the local community; he ran workshops for pre-arranged groups and was also available for general visitors. The workshops ranged from drawing, painting, sculpture to chat and discussion, centring round the house, grounds and using the architecture, the museum collections, objects that can be viewed on line and Burgh House's relationship with the local environment. At the end of the project the work was displayed; many workshops were also recorded and a DVD made of the project.

**WILDSCREEN**

**£10,000**

The ECT has supported the ARKive project with three grants over six years. The progress in the last twelve months has included a major redesign and upgrade of the website to make it more user-friendly thus encouraging further exploration of the collection. Last autumn the new ARKive Education website went live with an extensive new range of multi-media education resources available to teachers and students. There have been further workshops with teachers, university academics, zoo staff and museum staff and the education officer has spoken at lectures, conferences and had articles published in the education sector press. ARKive is now a default download layer on Google Earth and Google is providing increasing support and technical expertise. The ECT is acknowledged on the ARKive website's supporters' page and on the Wildscreen website.



**WALES MILLENNIUM CENTRE**

**£10,000**

700 children, aged 7-11, from disadvantaged backgrounds in South Wales, visited the Wales Millennium Centre for arts workshops and for a performance in the Donald Gordon Theatre. Teachers were able to select from three workshops—drama, dance and music—and pupils were given preparation work before the visit. During the visit each school was provided with an education pack that allowed teachers to build on the visit. The majority of children who benefited had never been to an arts venue before and the majority of schools had never attempted an arts-related school trip. The project has widened access to the Wales Millennium Centre, built a new audience for the arts and delivered a curriculum-based educational experience.

**ARETE VISUAL ARTS**

**£1,375**

In August 2008 Arete Visual Arts received this grant towards a project with year 7 students at Crispin School in Street to create a unique book documenting the school's annual pilgrimage to Glastonbury. Twelve students were given a sketch book to record thoughts and feelings about their experience and also asked to collect interesting objects and photographs. Back at school the children each created a page combining text and image expressing their 'most memorable moment' and these pages were made into an accordion-style book that will be shown to future students who go on the annual pilgrimage. The project was a success with collaboration between different departments within the school and with an arts company.



### **BETHNAL GREEN BENGALI WOMEN'S GROUP**

**£3,000**

The Study Support Educational Project ran classes in Maths and English for underachieving Bangladeshi Girls from the area as well as giving extra support in reading and writing skills. Each session was attended by over 30 girls aged between 10 and 15 years. The project also focused on developing the girls' creative skills in writing, improving their verbal communication skills, team-work and team building skills. The feedback from the girls and their parents has shown that the girls are performing better in their mainstream studies, study activities were taking place at home and there is a greater eagerness to learn and do better. The grant was used to fund the tutor's costs.

### **SCOPE**

**£10,500**

Inglefield Manor School in West Sussex provides education to children with cerebral palsy and has recently started teaching and supporting secondary aged students. This support from the ECT allowed them to purchase a Smartboard and five rugged laptops which have transformed the pupils' learning. The screen is in use constantly; in the corridor is a sticker saying 'We love our Smartboard!' and the students created a very large card which has been sent to the ECT as a token of appreciation. The laptops allow the pupils to access the curriculum as well as acting as communication devices.



### **EVERYMAN THEATRE CHELTENHAM**

**£10,000**

The theatre is working with the National Star College (for Brain Injured and Disabled Young People) on a drama project 'New World' about change and how people and children react to it. Eleven students were selected through an audition process which involved preparing an audition piece and performing for a panel from the theatre. Over five sessions the students and the directors brainstormed, engaged in workshops and came up with ideas which were collated by the director, who then wrote the script which the children learned over the Easter holidays. The play is touring to six primary schools and to the Star College, the Everyman and the Roses Theatre in Tewkesbury. There will be post-play discussions to help primary school children feel more confident and positive about change and also help them interact with disabled students in a more positive and informed manner.

### **SCOTTISH BALLET**

**£8,000**



The grant supported 16 Creative Dance Workshops in Glasgow, Aberdeen and the Scottish Highlands which offered access to dance for over 1600 primary school children aged 8 to 11. The workshops began with a discussion of the story of The Sleeping Beauty and the use of motif in music was demonstrated by the accompanist. This was followed by a warm-up session accompanied by piano music which encouraged the children to start being creative with their movements. Finally, the children learnt a section from the ballet and they were asked to look out for this section when they went to see the performance on stage. The workshops ended with a Q&A session and an explanation of what to expect at the theatre. A teacher wrote: 'Not

only were the pupils challenged by the movements but their perceptions and previous assumptions about ballet were changed'.

### **GLASTONBURY ABBEY**

**£2,000**

The Abbey received this grant in February 2008 to enable the skills and techniques of the team of creative craftspeople who are refitting the interior of St Patrick's Chapel, a late medieval almshouse chapel, to be made available for schools and colleges and to create a learning pack about the project. This is still work in progress, but the new material has been completed on stained glass windows and medieval floor tiles which will enable students to understand the constraints and possibilities of using traditional skills of the stained glass artist, the ceramicist and the mural artist in a modern context. Additional materials are also being developed on medieval wall painting to supplement those on tiles and stained glass. The project aims to bring new school audiences to an understanding of traditional arts and crafts and to encourage a creative response to the visit.

### **BROOM LEYS PRIMARY SCHOOL**

**£1,243**

With its grant in December 2007 this Leicestershire school purchased resources to provide habitats for minibeasts and birds and to aid the children in nature observation and detection. Insects, butterflies, ladybirds, birds, hedgehogs, frogs and toads now have their own habitats around the newly-constructed pool/wildlife area and are providing stimulation for discussions about environments, habitats and adaptation. The children have also been using the pond nets, tanks, bug hunters, magnifiers and microscopes with great enthusiasm. Early Years children have watched frog spawn hatch into tadpoles before becoming adult frogs and older children have been identifying a range of insects and minibeasts.



### **ASHWELL PUPIL REFERRAL UNIT**

**£600**

A belated but extremely enthusiastic response was received for the grant given to this Hull institution in February 2008, which has funded 'such a wonderful resource', a weather station, which has been placed in the peace garden. All the students have the opportunity to take part in the weather programme which has been incorporated into the Environmental Studies module. The support worker has written that the students rarely get the opportunity to experience such projects and, as well as the chance to learn and appreciate the environment, it has given them the skill of working together to gather data and having ownership of the equipment

### **MUSEUM OF GARDEN HISTORY**

**£15,239**

The Garden Museum received this grant in April 2008 towards the cost of garden starter kits and an art cart (below). The art cart, a customised traditional estate barrow, is used for gardening and art activities. Inside the museum it is used for family learning activities and is adapted for outdoor gardening use. The grant was also used to equip the education space in the museum with art materials and equipment for educational activities such as drawing and painting materials, paper, card and scissors. The garden starter kits of gardening gloves, trowels, seeds, seed trays, paper pot makers and bottle top waterers, are packed in crates which were originally purely for storage but have been adapted so that they can be used as planting containers. The starter kits have been delivered to schools in Lambeth and received a very enthusiastic response; the museum will have an ongoing relationship with the teachers in the schools. The art cart, the crates and the Eco Bags will also be given to teachers visiting the museum.



### **ST CLEER PRIMARY SCHOOL**

**£1,000**

The grant in Sept 2008 enabled this school to initiate a cross-curricular project focusing on the mining history of Caradon Hill in Cornwall. The children worked with a local historian and writer, conducting interviews with older members of the village and researching the influence of mining on the local countryside. The pupils then worked with Attik Dance on a series of dance and music workshops which culminated in a play 'Where Scarce the Candle Gleams' using dance, song, music and drama to explore the impact on the environment of the opening of the South Phoenix Mine 100 years ago. The project continued into June when the pupils visited the mine for a day of celebrations and again performed their play.

### **GARDEN ORGANIC**

**£2,520**

In 2008/09 over 2,300 children benefited from a range of activities at Garden Organic in Ryton which focused on building an understanding of, and enthusiasm for, the natural world. The ECT grant in February 2008 enabled Garden Organic to provide pots, seeds, compost and growing instructions so that every school child was able to take away a plant to nurture, to provide training and materials for children to build ladybird hibernation houses and bird feeders to take back to school or home, to offer willow weaving workshops and to re-develop and supply free worksheets for school groups and young visitors. Garden Organic was also able to renew the contents of the indoor activity resource boxes.



### **HOLY FAMILY CATHOLIC PRIMARY SCHOOL**

**£1,150**

This grant in May 2008 has made such a difference to the school's grounds. The vegetable garden has benefited from the new wheelbarrow, watering cans, a bird table, seeds and compost, and gardening books, while the wildlife environment has developed and the Eco-club has made use of the bird house packs, binoculars, hedgehog, insect and butterfly boxes as well as a frog and toad house and environmental books. The children have made great progress over the last school year and have achieved the Eco-Schools Green Flag Award, the Bronze and Silver Woodland Trust Green Tree Awards and they are very proud of their highly commended certificate from Garden Organic (see above) for the 'How does your garden grow?' competition.



### **DRAKE MUSIC SCOTLAND**

**£1,250**

Drake Music Scotland creates music-making opportunities for people with disabilities; the ECT provided this grant towards the salary of an Education and Training Officer (ETO) who would manage the delivery of their music education programme in schools and implement two new projects, Switch On To Music specifically for children in special schools and Everyone From The Top, a pilot project pioneering instrumental tuition for pupils with profound physical disabilities who attend mainstream school. The music education programme has resulted in 120 children with physical and learning disabilities participating in music-making and 12 teachers being trained how to set up and use inclusive music technologies. The new project has enabled three pupils in mainstream schools to receive instrumental instruction on special instruments that use true-to-life sound samples of every musical instrument and has enabled the pupils to take part in school music ensembles. The project has also trained three instrumental instructors how to set up the inclusive music technology and use it with pupils. The pupils now have the opportunity to play alongside their peers in class music activities as well as school bands and orchestras and the Scottish Qualifications Authority has accepted two pupils for the music performance module for the first time in Scotland. During the academic year the ETO has supervised the training of two professional musicians in the delivery of inclusive music education and technology and this will increase the number of projects Drake Music is able to deliver in 2010.

### **MUSEUM OF KENT LIFE**

**£4,000**

The Museum of Kent Life Trust is landlord of a heritage farm/museum site which comprises diverse habitats including grassland, woodland, hedgerows, grazing land and a pond. Responding to demands from local people and schools, the Wildlife Discovery Trail Project was developed. Thanks to this grant a major report was commissioned on the biodiversity of the site and how it might be managed and made accessible to the general public. The recommendations went beyond the Trust's budget, so the trustees decided to focus on critical areas such as increasing the marginal vegetation in the pond, developing the Wildlife Discovery Trail, producing information leaflets/maps and installing bird-feeding boxes. The project will continue with the purchase of bird and mammal boxes and the development of well researched storyboards. The project has been well received by local schools and the Learning and Access Officers will be running nature watch sessions in the autumn and spring.



### **MANCHESTER CAMERATA**

**£6,000**

'Sounds Green' was an outreach programme using musical composition and performance to explore environmental issues with children in 10 primary schools in less advantaged areas of Bolton and Bury. During the half-day workshops 320 children worked with the musicians to explore environmental issues while creating an original song through the 'recycling' or reusing of a famous melody. Each session began with a discussion on recycling, sustainability and waste reduction which led to brainstorming key words which were later used as lyrics. In addition to exploring environmental issues, sessions also covered rhyme, rhythm, syllables and basic numeracy; children were shown that recycling is a common aspect of music composition ie themes are often borrowed and re-used. The children also created their own 'junk' instruments. One participant wrote: 'I thought it was really fun. I still love the song we made.'

## TATE BRITAIN



A final report on the Teachers' Packs and Gallery Discovery Tours demonstrated the tremendous boost they have given Tate Britain's provision for young people. Over 13,000 copies of the Teachers' Packs, which accompanied two major exhibitions *Francis Bacon* and *Van Dyck and Britain*, have been requested to date. The packs support school groups on independent visits to the temporary exhibitions; each pack contains full colour A4 images, introductory information on the artist, discussion points, links to further online resources and suggested activities. Over 560 children have benefited directly from the Gallery Discovery Tours which have proved to be an inspiring first opportunity to experience British art; the tours provide an introduction to the permanent collection for students at Key Stages 1 to 5. The ECT support also enabled the gallery to develop new resources such as a sound bank, MP3 players and musical instruments, a range of handling objects and raised Braille images of art works for exploring art using all five senses.

## KINGSTON UNIVERSITY

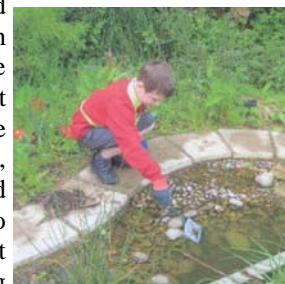
**£3,300**

This grant in May 2008 enabled research to be carried out into the efficacy of farm visits by schools. The research focused on primary school visits to working farms and had three components; interviews with farmers, responses from schools and school children to farm visits and a questionnaire to find out how the farm visit affected the wider households. The conclusions were that farmers made huge commitments to open their farms to visitors; they do this to re-engage with the wider public, to justify the public money spent through subsidies, and to regain public trust in the food production system. An interesting fact emerged that few farmers or teachers use the various websites and educational materials linking land-based activities to the national curriculum, citing time as the limiting factor. Teachers who were familiar with the rural environment thought visits presented a tremendous learning opportunity whereas those not familiar with farm visits were reluctant to take on the perceived burden of paperwork and were unaware of the curriculum links which could be made. Children thoroughly enjoyed the visits, seeing new things, learning about farming, where food came from; they enjoyed the 'hands on' nature of learning and remembered many details which they told their parents. The research identified further work including the benefits of forest schools to children and teachers.

## BROADWAY INFANT SCHOOL

**£1,240**

This South Gloucestershire school has had an active year in its garden and conservation area. The children have planted bulbs, seeds and plants and seen them grow; learned about mini beasts, recycling (particularly as the Rolymole wormery is up and running) and composting; been pond dipping and learnt about the life cycle of frogs. The report has been frank about some problems that have been encountered. The school has come across an unusual, but probably growing, problem feeding the birds; several of the children now have severe nut and sesame allergies and they are having to look at alternative food. The school also hit a snag siting the bird box webcam system as their chosen position would get too warm; the new position does not have access to electricity so they are looking at a battery powered system. As a result of what has been accomplished this year, the school is continuing to fundraise to ensure that the children continue to have an exciting and fascinating introduction into the world of nature.



## BRITISH HORSE LOGGERS CHARITABLE TRUST

**£9,000**

This Trust, which promotes the skills of forestry work with horses, received this grant in May 2008 to pay for one year of a three-year apprenticeship to bring young workers into the industry. An apprentice began in October 2008 and has achieved much in his first nine months, working a pair as well as single horses and recently also with a team of four moving large pole-length Norway Spruce up a steep hill. He has also been involved in work on the Hellens Estate where oaks were felled and then horse extracted and in the Forest of Dean clearing encroaching trees from an important archaeological site. The Trust is looking to send the apprentice on a suitable forestry course .

### **SOCIETY OF ANTIQUARIES**

**£1,000**



The Kelmscott Manor interpretation project, Mrs Morris's Jewel Casket and Mr Morris's Curtains, was awarded this grant in May 2008. The jewel casket displayed in Jane Morris's bedroom was the inspiration for a one-day workshop for fourteen Year 9 pupils from a Witney school, who decorated a large-scale reproduction casket after studying the original; each pupil designed and painted their own panel. The story of the casket's creation is told in a storyboard and the casket is used to store art materials and equipment. The second creative approach was a series of weaving and embroidery workshops. Thirty-three Lechlade primary school pupils each produced two pieces (a weave and an embroidery) during two workshops, and 12 children from Broadshires Nursery, Broadwell learnt how to weave, sew and plait creating a flower, petals and stem. The children's work was sewn onto large hessian panels by volunteers.



### **GREATER SYLHET DEVELOPMENT AND WELFARE COUNCIL IN UK**

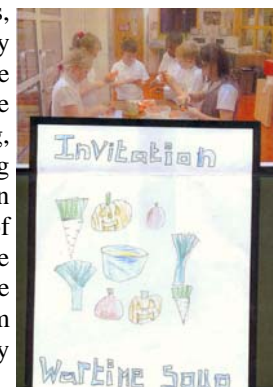
**£2,500**

The Council provides support for the Bangladesh community who originate from the Greater Sylhet area and the 'Supplementary Education project and Home Work Club' is one of their key projects. This report by the General Secretary explains how the grant in May 2008 allowed the club to employ bilingual tutors who were more effective in delivering the curriculum, helping children's understanding so that they achieved better results in mainstream education; to provide extra support which was concentrated in English, maths and general sciences to prepare the children for their SATS and GCSE exams. The Homework club also helped the children to build confidence and self-belief and, with the encouragement of the tutors, the children's attendance at school has improved. The Council also learned the importance of parent participation in assisting the children at home and in sending them to school regularly. The children in the project have achieved improved results in school and, as a result, there is pressure to extend the facilities and accommodate more students.

### **WESTFIELD SCHOOL**

**£1,500**

This school in East Sussex has improved the children's creative writing skills, enabling them to write from first hand experience thanks to this grant in February 2008. The children have created work packs covering a variety of activities in the Growing Area and the school has sent in examples from the children's topic books covering activities such as growing, scarecrow competition, designing seed packets, making predictions about growing conditions, observing growth, bean diaries, wartime soup (the progress from a seed to a bowl of soup), writing a recipe, and parts of the flower. The Headteacher writes: 'The school is totally committed to the development of a creative first-hand experience curriculum and the Growing Area has definitely added a completely different dimension to the children's learning.'



### **MAD ALICE THEATRE COMPANY**

**£1,200**

This company was really pleased to receive the grant towards actors' fees for pre-show workshops on Aesop's Fables in Co. Durham. Three open-air performances, aimed at 4-11-year-olds, were staged in Consett & Blackhill Heritage Park in June 2008 and the ECT funded pre-show workshops which allowed the children to gain so much more from the play. The workshops, which were drama and movement based, used improvisation to help children understand the morals of the fables and the children learned how important it is to care for our land, as well as enjoying making animal masks to wear during the performance. This all helped to unlock the imagination of the children, which then fed their writing in literacy classes.

### ST ANDREW'S SCHOOL

£1,419

This grant in July 2008 enabled the purchase of a new front-loading kiln for the students at this Surrey school. The art staff have been trained in its use and Year 8 students are benefiting from the kiln. Part of the Year 8 curriculum is 'looking at the world around us' and this term the pupils have explored architecture and the built up environment, looking at the work of Hundertwasser (1928—2000) in particular and how his building designs are based on organic shape and pattern. Inspired by the revolutionary architectural designs of Hundertwasser, the students created their tower designs and then worked them up into clay relief tiles which they painted and have hung on the wall. The kiln is being fully used by the students and is bringing a new dimension to their art lessons.



### DEAF @ X

£9,970



Deaf @ X is concerned at the high level of deaf people who leave education with poor reading skills. In April 2008 the ECT awarded this grant for an E-Lit project to improve the literacy of deaf pupils. As a result, Deaf @ X has created a highly visual deaf-friendly short course in basic literacy and numeracy which has the potential to be delivered online. The organisation has also delivered training sessions in five schools working with deaf young teenagers. The E-Lit software provides access to information in British Sign Language, spoken English, written English and graphics; this is the first piece of software to offer communication

preferences for visual learners who are deaf. A quote from one deaf teenager reads: '... the first time I can swap between lip-reading and sign language, I loved this resource'.

### THE MAGDALEN PROJECT

£1,992

This grant was awarded in October 2008 and enabled The Magdalen Project, based on an organic farm in Somerset, to purchase suitable tools and equipment for its Forest School programme. Having enough good quality tools for all the children to use has opened up fantastic opportunities for making artefacts from woodland resources, enhancing an understanding of the woodland environment and also helping the children to respect and be proud of that environment. As a result of the success and achievements of the Forest School programme, a number of schools are interested in participating in the future.



### THE PRIORY SCHOOL

£1,500



In September 2007 the ECT gave this grant for the Priory School in Dorking to work with an artist in residence to design and create a unique and original sculpture. The sculptor worked with students from Key Stage 3 to design the sculpture, drawing on their thoughts about what the school meant to them; from their sketched ideas they produced a wire framework to which they attached plaster and also decided on the location and how that might influence the design. Year 12 made the base for the sculpture using the resources of the metalwork shop. The sixth form made a trolley to take the completed sculpture to its location. The students appear to have gained a lot from the experience, using existing skills in new ways and learning new skills and techniques, working as part of a team and across age ranges.

## **I CAN**

**£10,000**

This grant in April 2008 enabled I CAN to pilot *Primary Talk*, a structured programme that develops the skills and practice of primary school teachers around children's speech and language through training, mentoring and school development. I CAN worked with 80 schools across Bradford, Somerset and Walsall; training was delivered by I CAN staff to a nominated *Primary Talk* co-ordinator in each participating school and then these staff cascaded the training to the whole school team. The programme has three levels, Supportive, Enhancing and Specialist, which equip schools to provide the appropriate level of support according to the needs of the children in their classrooms and the school's existing level of provision, and there is an accreditation framework for each of the levels. As a result of the work with the schools in Somerset, Bradford and Walsall, the authorities have contracted I CAN to continue the programme and the roll-out to all schools in the authorities. In addition Rochdale is interested in piloting Primary Talk at a local school and interest has been expressed by Plymouth and Wandsworth. Thanks to this grant there is now a sustainable programme that will make a difference to the way speech, language and communication is supported in primary schools across the UK.

## **FARMING AND COUNTRYSIDE EDUCATION**

**£10,000**

Another grant was made in April 2008; this one was to support the development of CEVAS training which has enabled more farmers to be better prepared to work with teachers to deliver quality educational farm visits. The number of farms and farmers continues to increase; 1,288 farmers from 905 farms have now been CEVAS trained, an increase of 438 farmers from 253 farms since the application was made to the ECT. There is a waiting list of 372 people and new units of training are being developed to help farmers offer farms as locations for therapeutic work and to take on work experience placements. FACE has written that the grant from the ECT has been valuable in helping them to develop further the CEVAS scheme thus improving the experiences of many children visiting farms and learning about the countryside.



## **SPROWSTON JUNIOR SCHOOL**

**£1,100**

A small, but growing, number of applications are coming in for support for purchasing chickens and chicken runs. This Norwich school received their ECT grant in July 2008 and, according to the Headteacher, it has been 'a fantastic success and only possible with the ECT grant'. Six ex-battery hens, purchased from an animal sanctuary, have been housed in an 'Eglu Cube' with two runs attached which is their weekend home as they are in a larger fenced area during the week. The chickens have thrived in their new environment and the eggs are used in the kitchen or sold to parents. The Head has found it hard to put into words the effect the project has had; children take parents to visit the chickens after school, parents come to the school asking for eggs, staff and parents readily volunteer to feed and water the chickens during weekends and holidays, the local paper did a feature which then appeared in a specialist bird magazine. There has also been a bonus effect on the behaviour of the children as spending time with the chickens has had such a calming effect.

## **LEEDS METROPOLITAN GALLERY AND STUDIO**

**£1,500**

Six aspiring curators between 16 – 19 years old were selected for the Young Curators project to hone their skills and interest in becoming curators. Working with the University collection, the Art Council Collection and other exhibitions over a nine-month period, the group had to create their own identity as a group and work towards the final goal, their own curated exhibition which was shown in the gallery. The show was a great success and the Pro Vice Chancellor of Leeds Met University thought the project 'was excellent: it was really good to see the confidence and capability of the young people involved. I think this is a really worthwhile project'. The group also ran a series of educational events including a lively discussion group, gallery tours and 'Podagogy', an enhanced tour using ipods. All the young curators gave the project 10/10 and are now looking forward to careers spanning architecture, fine art, art history and curatorial studies. The grant from the ECT contributed to 'an imaginative, serious and dynamic initiative'.



### **THE CLOD ENSEMBLE**

**£6,000**

In September 2008 the ECT gave the Clod Ensemble this grant towards the costs of running the Living Room Music project for 6th Form students at City and Islington College. The project opened with an installation concert and workshop to introduce students to the themes and concepts behind modernist music and aimed to inspire ideas for their own compositions. Musicians who performed in the concert returned later to mentor, rehearse and perform the students' own pieces. The rehearsal workshop was an invaluable resource for the students as they were able to gain musical experience and confidence through directing professional musicians through their compositions. All parties involved are pleased with the results and all are keen to repeat the project. The students gained an understanding of the key concepts of modern art and music, have a better understanding of the challenges of playing and composing for different instruments, have developed and widened their musical vocabulary, have increased their composition skills and improved their final grades.

### **GENERATING GENIUS**

**£2,400**

20 young boys from African and Caribbean and mixed heritage backgrounds from the London area attended a one-week summer school at Brunel University with the theme Saving Energy, Preserving our Environment: connecting the sciences and the arts. The key objective was to construct an artistic installation from an electrical scrapheap. All students responded positively to the challenge and thanked the ECT for the opportunity; they particularly liked the way science and art were blended. Many said that it was a tough challenge and expressed a keen sense that their installations should not be judged as 'perfect' or 'finished'. As this was the first time the students had embarked on such an exercise, Generating Genius felt that the learning process was more important than the finished product. During the week the students gained a good understanding of the debate on energy saving, developed team-building and leadership skills in a challenging context, developed oral and power point presentation skills and discovered the close links that exist between the sciences and the arts. The ECT gave this grant in February 2008.

### **DULWICH PICTURE GALLERY**

**£6,250**

This grant in April 2007 towards the Explore Buildings Programme, enabled over 30 sessions for children throughout London and the South-East living in dense urban surroundings to understand better the built environment. The programme encourages children to become architectural detectives with in-depth exploration of the Soane Gallery, the contemporary extension, the adjoining historic chapel and grounds in the form of building tours, drawing sessions and the use of hands-on interactive models and maps. With this grant the gallery was also able to offer a training workshop session for teachers where they learned about concepts of design in educational programming as well as architectural concepts behind Soane's design, thus enabling them to enhance the children's sessions. The grant also provided materials, photography and the publicity for the programme.



### **NANSEN PRIMARY SCHOOL**

**£1,200**

This inner-city school in Birmingham used its grant to buy waterproof dungarees and jackets as well as a number of pairs of Wellington boots so that the children are able to use their forest school in all weather. The teacher writes: 'The bright yellow outfits look great on the children as they walk across the school playground, singing the forest school song on their way to the forest school session'. The forest school has been in operation since February 2009 and by the end of the year all Year 1 children will have taken part in at least 6 sessions exploring nature, mud painting, 'home' building and developing speaking and listening skills and maths skills in an outdoor environment. The school feels privileged to be able to provide their children with experiences of woodland settings in the school environment.



### **OASIS CHILDREN'S VENTURE**

**£7,500**

This grant to the Oasis Children's Nature Garden in South London contributed towards the salary of an Environmental Education Worker. 803 children from 17 different schools attended workshops throughout the year covering such topics as habitats, life cycles, growth, life and living things, pond life and minibeasts and habitats. Workshops were structured according to the needs of the children; some suffering from severe autism. Feedback from a teacher states that 'the garden enables children to experience nature first-hand, it enhances the children's enthusiasm for learning enormously. Many of these experiences are new for these children and it broadens their understanding and access to education'.



### **198 CONTEMPORARY ARTS AND LEARNING**

**£1,500**

This grant awarded to the Arts Awards project in Brixton in September 2008, paid for materials which the young people used to produce creative work and to develop their portfolios. Participants in the project are NEET (not in employment, education or training) and hard to reach young people from Lambeth who are offered courses in new media leading to Silver awards. The Silver awards are a significant step as they require in excess of 60 hours of self-directed learning. These awards have been integrated into 198's Word on the Street project which asked the young people to create campaigns based on social issues about which they felt strongly. Practical work is an integral part of the awards and this is the area the participants found most enjoyable, creating T-shirts, cards, key rings and websites. In addition to six young people achieving the Bronze Arts Awards, nine have achieved Silver Awards. Although fewer achieved the awards than anticipated, the process has been a pilot and learning curve and the organisation is pleased with the results. 198 will continue to develop the Arts Awards in the light of this pilot.



### **SHIBDEN HEAD PRIMARY SCHOOL**

**£1,000**

The summer art project at this Bradford school was to paint a mural of a football crowd in the KS2 playground. The school worked with a local artist to design and paint the mural which included self-portraits of the children in KS2. In drawing the self-portrait the children learned about the proportion and shape of the face and the shape and position of the features. A grid was drawn on the wall then an outline of each face was sketched; the children worked in groups of 7 or 8 colour mixing, painting and outlining lettering. Towards the end a Gifted and Talented group applied the fine detail to each portrait. The children also practised 'scaling up' tasks linked to their work on Ancient Egypt, completed mural-based problem-solving in maths and wrote accounts of their experiences in literacy. The arts co-ordinator wrote that 'the finished mural looks fantastic and we are very pleased with it.'



### **BOTANIC GARDEN CONSERVATION INTERNATIONAL (BGCI)**

**£7,500**

In April 2008 the ECT gave this grant towards the development and delivery of an Online Education Pack on Climate Change, which aims to enlist children in the challenge to combat climate change. The online pack has filled a gap in the national curriculum by addressing plants and climate change. The online portal has nine interactive teaching activities based on case studies, a professionally designed teaching resource with scenarios for KS2 and 3, in which each class divides into four groups each group representing a species and examines the potential threats facing the species, advice to botanic gardens on organising guided tours and a PowerPoint presentation on plants and climate change together with teaching notes for teachers to use with KS3 students. The materials went live on 6 July on the website [www.bgci.org](http://www.bgci.org) and are being promoted to schools through teaching journals, newspapers and blogs as well as through their network of members, the Geography Association website and an American network of botanic garden educators.

### **GLOUCESTERSHIRE GEOLOGY TRUST**

**£1,640**

In September 2008 the ECT gave this grant towards the Rock and Fossil Roadshow, which subsequently went to two primary schools in the Forest of Dean, resulting in nearly 200 children learning about geology and making careers in science a possibility for them. During the visits the pupils made their own fossils from plaster of Paris, helped to mix chemicals to determine soil types, made their own geological clock, created a jointed dinosaur and investigated different rock types. All the participants chose a geological specimen to take home along with their fossil cast. The members of the Roadshow provided extra resources for the teachers which were well received as many teachers felt under-resourced and unable to teach the subject successfully.

### **IKON**

**£1,300**

The Ikon gallery received this donation from the ECT towards the Children and the Arts programme, which enables primary schools to build a strong relationship with the gallery by offering a range of opportunities for both teachers and pupils to explore and develop their creative personal and academic skills. Three Birmingham schools took part; every pupil was offered two gallery visits facilitated by an artist educator which in turn sparked creative activities back in the classroom, where the children made work in response to the exhibitions and presented it within their school. Staff were supported to increase their confidence and skills in using contemporary art in their teaching across the curriculum. Feedback from the schools was been very positive and, as a result, the gallery is developing the project for 2009/2010 with all three original schools still on board. The curator writes: 'the support of the Ernest Cook Trust has helped us to deliver a hugely beneficial project.'



### **THE PUSHKIN PRIZES**

**£7,500**

The Pushkin Prizes offer a unique opportunity for ten 12—13 year-old pupils from schools throughout Scotland and two pupils from St Petersburg to attend a five-day creative writing course at the Arvon Foundation Writers' Centre near Inverness. The 2009 Pushkin Prizewinners' Week was supported by the ECT in April 2008 with this grant. The programme for the week offered the participants as wide a variety of approaches to their writing as was feasible in the time available. One tutor concentrated on poetry and the other on prose; both writers used a mix of their own work and the work of other writers to give the children a range of perspectives, thus enabling the less confident writers to try other genres. Group seminars in the morning were followed with individual tutorials in the afternoon for which the children signed up enthusiastically. The winner of the Special Endeavour Award, for a pupil who receives help with reading and writing, was Annie Dou who had moved to Scotland from China only 18 months previously; Annie was an energetic and enthusiastic participant, her writing and language acquisition was remarkable and the organisation has had very positive feedback from her parents and teachers. Feedback from the participants included: 'I think the Puskin Prizes are a little like Miracle-Gro. They take a little seedling of a writer and help it grow into something amazing.'



### **ROYAL FORESTRY SOCIETY**

**£10,000**

The Society organised and delivered a series of family days in partnership with the Berks, Bucks & Oxon Wildlife Trust to raise awareness of the important benefits of sustainable woodland management in supporting wildlife, providing renewable resources, improving quality of life and helping to mitigate climate change. Learning opportunities included guided woodland walks, which provided adults and children with the opportunities to measure and age a tree and take part in a trees and climate change quiz. Feedback was very positive with many visitors commenting that they would do something different as a result of their experience. The grant also helped the RFS to add a new children's learning area to its website. A 'virtual woodland game' will enable children to explore the woodland and discover how particular organisms were adapted to live there. The RFS is awaiting the final few scenes before the site is ready to be tested by a classroom of children prior to going live.



### **OPERA HOUSE MUSIC PROJECTS**

**£5,000**

'Opera House in Epping Forest' comprised two activities, Socca Op'ra and Ambresbury Battle in which Year 5 children and their teachers created from scratch a new opera with a professional team, including a writer and composer. Socca Op'ra used Wanstead Flats, a vast open space which is turned into 64 football pitches every weekend, as the stimulus to explore ways in which the natural environment can be used to inspire musical creativity; the stimulus for Ambresbury Battle was Ambresbury Banks, a remote Iron Age hill fort site. The project comprised a mix of site visits, workshops, outreach sessions in creative writing and music in the individual schools and rehearsals at the performance venues. For the performances every child had a part, either in the orchestra, or in a chorus group or as a principal. The children found the experience exciting and rewarding; the teachers were wary at first but by the final rehearsal were won over. Both works have been submitted for awards; Socca Op'ra to the National Music Council Awards for Local Education Authority Music Services, and Ambresbury Battle to the British Academy of Composers, Songwriters and Authors Awards 2009 in the Community and Education Project category.

### **PRESTEIGNE PRIMARY SCHOOL**

'Meet the Trees' was an outdoor education project for children from this Welsh school; groups of children made a visit each term to the Rodd Farm, Presteigne. The autumn visit was focused on the dormice inhabiting the wood and their preparations for hibernation; the tree that was studied in some depth was the hazel because of its close association with the dormouse. In the spring term the focus was on spring flowers and tree flowers in particular. In the summer the children learned about minibeasts (in particular beetles) and the vital role they play in woodland ecology. The children also had a chance to look at four giant beetle models made out of paper and mounted on safety helmets so that they could be worn; the children conducted scripted 'beetle interviews' learning about the beetle's habits, habitat, food preferences and life cycles. The school said this was an 'extremely educational and most enjoyable' project.



### **HEART N SOUL**

Heart n Soul is a London-based arts organisation set up in 1986 to work creatively with learning-disabled people; one of its aims is to develop training and employment opportunities for its client group. The 'I Did That' training scheme will give young people with learning disabilities the chance to work in sound, lighting, production, digital technology and front of house and to receive accreditation for their achievements. Heart n Soul publicised the courses widely and 24 young people applied; the sixteen strongest applicants were accepted and began their training in January 2009. 13 trainees completed term one and have gone on to work experience placements with, among others, The Laban, Deptford, Battersea Arts Centre, artsdepot, Barnet. Later this year the trainees will have placements with a Heart n Soul project. The grant funded the first year of the training course.



### **ST PETROC'S PRIMARY SCHOOL**

**£1,500**

In 2007 this Cornish school was able to purchase 60 brass instruments and offer weekly tuition for every child in Year 5. In 2008, this grant enabled the school to continue with the lessons for another year. The first lesson began with matching the instruments to the children as the instruments range from cornets to euphoniums; then the children commenced lessons with a brass teacher from the County Music Service. All 58 Year 5 pupils learnt to play an instrument and, for most of them, to read music as well. The children have played in a range of school events and also at the school's St Petroc's Day Parade and concerts. Their year of brass lessons culminated at the end of the summer term with a concert for parents involving the band and the school choir. This has been a fantastic opportunity for the children to learn to play an instrument, developing their confidence through public performance and broadening their enjoyment of music.

