

Inspiration arts,
Aspiration cultural organisations
Partnership and schools
working together

**'Learning About Where We Live'
Exmouth: 2010/2011**

Evaluation Report



Pupil from St Peter's Primary School, Budleigh Salterton making seashore prints with artist Simon Ripley

*The sound of crunching
as the sea crashes on small smooth
round pebbles
on the dull grey beach*

*Lighthouse standing there,
taking no notice of the eruption of
the sea,
doing its job,
a police guard saving lives from the
dangerous sea.*

*(Poem written by pupil, Withycombe
Raleigh Primary School)*

Report written by Tricia Kings

1. INTRODUCTION

Strong links between schools; a celebration exhibition electric with children, parents and teachers enjoying all the creative work achieved; a dance by a railway line; stunning paintings, prints and collages; fine and varied ceramics and sculptures; bright banners; imaginative designs for public benches – all these are the products of a recent creative project in the learning community of Exmouth.

Young people from 14 schools in Exmouth were inspired by an exploration of their local environment to express and share what they had learned through art, writing, drama, dance and music.

'Learning about where we live' took place across the Exmouth Learning Community in autumn 2010 and spring 2011, involving around 650 young people, with their teachers, parents and families, artists, writers, museum and library staff, and countryside rangers. The project was coordinated by Daisy and funded by

- Jurassic Coast Arts Programme
- East Devon AONB Sustainable Development Fund
- East Devon Natural Environment Awareness Grant
- Exmouth Learning Community

Excellent art experiences not normally offered in school, and great collaboration with local schools, especially our partner school. (Exeter Road Primary School)

The project has made a huge difference to community link. (Woodbury Primary School)

The children realised the importance of their town and their being in it – a sense of town pride, and of working together. (St Joseph's Primary School)

This was a really enjoyable project and the children enjoyed not only the work that they produced but having a chance to visit another school and compare it to their own.

I feel the children may have a greater understanding of what is around them and may seek out things of interest in their environment. (Otterton Primary School)

Thank you, this was a wonderful project that has inspired even the previously "unartistic" in all our children. The art that has been created is beautiful and inspiring. I know the children got a tremendous amount from the whole experience. Thank you. (Sarah Sargent, Parent, Otterton School)

My daughter has grown so much this week - she has come home buzzing every day. (Parent)

'Learning about where we live' is a further programme in Devon's 'Inspiration Aspiration Partnership'*, which is about arts, cultural organisations and schools working together to inspire creativity and 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 methodology was developed by Daisy and 5 Devon learning communities between 2006 and 2008, with 2400 young people, teachers, artists and cultural organisation staff taking part. The project has shown overwhelmingly positive impact for participants in learning and skills development and across the project partners' desired outcomes:

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

- Increasing creativity
- Increasing literacy



Print inspired by the birdlife on the Exe Estuary, created by student from Marpool Primary School during a workshop with artist Simon Ripley

2. AIMS

For this phase of 'Inspiration Aspiration Partnership'* the Exmouth Learning Community chose the title '**Learning about where we live**', and, working closely together in planning this project, focused on the overall aims of

- **Increased awareness of the locality** – the environment, wildlife, physical and cultural history
- **New experiences, learning and skills for both children and teachers** in working with artists, and with local environmental, cultural, and scientific professionals.
- **Increased linkage between schools across the learning community** – in Exmouth with the children working with peers from another school, through school partnerships

Through INSET and partnership work Daisy encouraged schools to use as inspiration the physical coast, the local cultural heritage, and opportunities for learning from local scientific expertise.

The following summary and examination of the activity, outputs and outcomes of the project show that these aims were indeed achieved. Pupils' learning covered an impressive range of subjects and skills leading then to rich creative output, increased knowledge and appreciation of the locality and all it has to offer – and above all an increased sense of community achieved by the collaborative approach to planning and the partnering of schools in pairs for the delivery of the project.

* See <http://www.daisi.org.uk/index.php/artists/project-archive/112-inspiration-aspiration-partnership.html>



Pupils from Lypstone and Littleham Primary Schools performing their railway-inspired dance



Pupil from St Joseph's Primary School creating a ceramic tile with artist Elise Ruffell

3. THE PARTNERS

Schools – in their pairings

Bassetts Farm Primary & Withycombe Raleigh Primary (180 pupils)
 Brixington Primary & Marpool Primary (60 pupils)
 Exeter Road Primary & St Joseph's RC Primary (120 pupils)
 Drakes Primary & Otterton Primary (45 pupils)
 Woodbury Primary & Woodbury Salterton Primary (60 pupils)
 Littleham Primary & Lypstone Primary (61 pupils)
 The Beacon Primary & St Peter's Primary, Budleigh Salterton (60 pupils)

Learning Community activities, involving children from all schools:

Exmouth Library window painting (26 pupils)
 Public art design: Benches proposals (26 pupils)
 Celebration exhibition at the Elizabeth Hall, Exmouth (approx 650 children)

Local cultural/environmental community venues

Budleigh & Exmouth beaches
 Clinton Devon Estates, Woodbury Common and the Ottery Valley
 East Devon Pebblebeds Heaths Conservation Trust
 East Devon Education Rangers
 Exe Estuary
 Exmouth Library
 Exmouth Museum
 Fairlynch Museum, Budeigh Salterton
 Orcombe Point
 Phear Park, Exmouth
 The Avocet Line – Railway from Exeter to Exmouth
 Stuart Line Cruises

Artists and writers

Karen Adabie – clay tile making
Tamsin Bone - dance
Lucy Jackson – window painting
Stefan Jennings – willow sculpture
Jane Jobling - artist
James Lake – sculpture
Ruth Oakley – textiles, visual art
Simon Ripley – printmaking
Elise Ruffell - ceramics
Sarah Sullivan – environmental art
Hesta Singlewood - textiles
Anne-Marie Moss – exhibition display

4. DESIRED OUTCOMES

Working with the headline project aims of

- 'New, creative, out-of-school learning experiences'
- 'Increased awareness of the local environment'
- 'Strengthening links between schools'

the partners in each programme identified a set of key outcomes which they wanted to achieve, to a larger or lesser extent, through the project:

Schools

1. To develop the relationship between schools, so as to form links between schools
2. Children to get a sense of community through working with others
3. Children to have more awareness of the unique qualities of Exmouth (like the beach), with reference to other places
4. All to be inspired by place – by something physical in Exmouth
5. Children to be introduced to new places out of school
6. To form trails, linking schools with these inspiring places
7. To create a permanent piece to show the community

Library

1. To have better relationships with schools
2. To refresh and improve relationships with schools

5. PROJECT ACTIVITY

5.1. Planning

Representatives from all the schools met in May 2010 to agree outcomes and to shape the project, and set its delivery structure of pairs of schools working together and sharing activities.

As a key funder and partner the Jurassic Coast provided staff who shared in the initial planning of the project through attendance at meetings and telling schools about possible learning opportunities and discussing how these might be taken forward. They also contributed to the content of the project INSET day for Exmouth schools. (see below)

Once this was finalised the partner pairs then got together for more detailed planning about the themes and venues they wanted to explore and liaised with Daisi about the artists and activities for achieving this.

5.2. INSET/Awareness session for teachers

INSET day – September 2010

This was attended by 11 teachers, and led by Jurassic Coast Education Co-ordinator, writer Roselle Angwin and sculptor Michael Fairfax. It aimed to support schools' planning with information and activities around

- the Jurassic Coast and Jurassic Coast Arts Programme
- using the local environment for creative exploration – and understanding of how to foster such creative exploration in the children

I learned much more about geology and the Jurassic coast – it helped my creative process.

Much about Jurassic Coasts and how we can link this into our work at school. And about using the local environment for creative inspiration.

Very relaxing, therapeutic, and spiritual. Combining knowledge and understanding of WHS with awe and wonder opportunities.

I learned how to make links in a range of subjects, using the same thing as a starting point.

All 3 sessions really educational – geology of the region, different approaches to teaching poetry and art.

5.3. Evidence collection

Feedback about the project's activity was collected via the following:

- Teacher and artist feedback forms, completed for each event
- Young people's feedback forms, collected as far as possible for each event
- Interviews with teachers from 4 of the schools
- Photographs and videos of many of the activities
- Photographs of some of the art work produced
- Final summary questionnaires, completed by some schools
- Participation figures

The collection of this evidence was built into the project delivery

See Appendix A for examples of forms used



Students from Exmouth Primary Schools working together to create window paintings for Exmouth Library during a workshop with artist Lucy Jackson

5.4. Project activity, October 2010 – January 2011 – by school

The schools worked in pairs and shared arts activities via exchange visits to each other's schools, and joint participation in the activities (unless stated otherwise).

| School | Activity | Outputs |
|--|--|--|
| <p>Bassetts Farm and Withycombe Raleigh</p> <p>Years 1 & 5</p> | <p>Year 5: Trip to Orcombe Point and the Geo-Needle, involving</p> <ul style="list-style-type: none"> • Living things in the environment • Sand sculpture • Sketching <p><i>Ranger: James Chubb</i></p> <p>Joint workshop days at each other's schools, inspired by the trip: music (<i>Artist: Olly Davies</i>), poetry, collage, textiles, painting, drawing, creating willow sculpture (<i>Artist: Stefan Jennings</i>) <i>I liked doing music at Withycombe and doing the big Orcombe Point painting at Bassetts.</i></p> <p><i>The art was very interesting for me because it was fun in the rock pools at Withycombe.</i></p> <p>Year 1: Drama/role play around the different jobs people do on or around Orcombe Point Art activity – weaving fish (paper & card) Printing a view from Orcombe Point using different materials</p> <p><i>I liked doing the sea because my favourite colour is blue. (Pupils)</i></p> | <p>Knowledge of Orcombe Point and the Jurassic Coast</p> <p>Sand sculpture Poetry Collage Paintings Models of the cliffs Willow sculpture</p> <p>Role play scenes Woven fish Pictures of Orcombe Point</p> |
| <p>Drakes And Otterton</p> | <p>Years 2/3/4: Explored the locality with Clinton Estates Commons Warden - Bungy Williams Studied local flora and fauna Learned how to do clay impressions & use plaster of Paris (<i>Artist: Karen Adabie</i>) Learned sewing and fabric collage techniques (<i>Artist: Hester Singlewood</i>)</p> <p><i>The children were free to explore using fabric and free themselves from their quite narrow view of 'sewing'. (Teacher)</i></p> <p><i>He doesn't usually like art, prefers maths and science – he came back reeling. Tiles and weaving. It's just been so good. (Parent)</i></p> <p><i>We worked together to make a banner and clay tiles. We had a great time and made new friends (Teacher)</i></p> | <p>Knowledge of the locality</p> <p>Clay tiles</p> <p>Fabric Collage banners</p> |

| | | |
|--|--|---|
| | | |
| St Peter's Budleigh and The Beacon, Exmouth | Years 1 & 2: Visited Exmouth and Budleigh Salterton beaches, and Budleigh Salterton museum and created sculpture on the beaches. Printmaking on the theme of the sea <i>(Artist: Simon Ripley)</i> Created collages using recycled materials <i>(Artist: Sara Sullivan)</i> | Collage, sculpture and printmaking Knowledge of contrasting beaches |
| Exeter Road and St Joseph's RC | Year 5: Studied the history of Phear Park, visiting the park and Exmouth Museum Created clay tiles with scenes of Phear Park <i>(Artist: Elise Ruffell)</i> Created a dance linked to the park and its history. Year 1: explored Phear Park and gathered leaves. Created clay tiles with leaf designs <i>The celebration exhibition will be a great opportunity to show the high standard of the work.</i> <i>The project was really special and worthwhile. (Teacher)</i> | Knowledge of Phear Park Dance Clay tiles |
| Littleham and Lympstone | Years 5 & 6: Research around the Exmouth 'Avocet' railway line Dance project with professional dancer – inspired by research into the history of the railway, especially themes of celebration, signals, and working together. <i>It was fantastic how the children got dancing (Teacher)</i> Dance performed on the cycle path beside the railway line. <i>Cyclists, pedestrians and train passengers were unexpectedly entertained that day! (Teacher)</i> <i>(Artist: Tamsin Bone)</i> Visual artwork in each school related to the theme of the railway | Knowledge of the railway Dance Paintings – chalk, watercolours, pastels |
| Marpool and Brixington | Years 1 & 5: Took a boat trip down the estuary – the focus was bird-watching. Sculpture workshop: 3D models of birds <i>(Artist: James Lake)</i> Print workshop: variety of prints of the birds, using a printing press <i>(Artist: Simon Ripley)</i> <i>It was a very exciting project and we enjoyed it very much.</i> | Knowledge of the estuary Bird sculptures Print pictures of birds |
| Woodbury and | Years 4 & 5 Woodbury Common visit with Clinton | Panels of collage/textiles work |

| | | |
|-------------------------------|---|---|
| <p>Woodbury Salterton</p> | <p>Devon Estates Commons Warden, Bungy Williams <i>When we were on Woodbury Common the sky was dark <u>and</u> cloudy <u>and</u> blue all at the same time!</i> (Pupil) Collage workshop (<i>Artist: Ruth Oakley</i>) <i>One boy who thought he couldn't be creative did a most lovely picture – he was delighted.</i> (Artist)</p> <p><i>The children agreed they had had tremendous fun, improved their art skills, and made friends from another school.</i> (Teacher)</p> <p>Arts activities carousel, inspired by the visit to the common and run by the teachers: Landscape paintings Multi-media designs Printing Models of habitats Making a tribal wigwam Applique designs</p> | <p>Paintings Applique/feltwork Models Wigwam Prints</p> |
|-------------------------------|---|---|



Pupils from St Peter's Primary School making sculpture on Budleigh Salterton beach during workshop with artist Sara Sullivan

5.5. Joint event with children from all schools: Painting the windows at Exmouth Library 27th January 2011

Children in each participating school prepared ideas and designs, inspired by what they had seen and done, for painting the windows at the library.

Two children from each school then joined an activity with artist Lucy Jackson, where they used their ideas to paint pictures on acetate sheets. These were then attached to the windows of Exmouth Library to give a stained glass effect.

The main result as far as Exmouth library was concerned is 6 beautifully decorated window- panes by the children of East Devon schools. In order to involve as many children as possible it was decided to do the paintings on acetate at Exeter Road School and then mount them on the windows at Exmouth where they look like stained glass windows. They represent all aspects of Exmouth and East Devon. Natural history - the local pebble beds and the fossils of the Jurassic coast. Exmouth and Budleigh Salterton Beaches. Woodbury Common – Flora and Fauna. The Avocet Railway. The river Otter and its wildlife and Phear Park in Exmouth. All are represented in the windows for all to enjoy. (Liz Runnalls, Exmouth Library)

5.6. Consultation and developing ideas for a legacy piece of artwork from the project

All the schools in the learning community are keen to create a permanent piece to show the community – a tangible legacy from the project.

It has been proposed that this takes the form of a series of benches, sited on the front leading up to Orcombe Point as part of the redevelopment taking place here.

Each seat would work with the environment and be site-specific – eg. one placed where the wind blows the sand could reveal and conceal parts of the bench. The children's learning about their area combined with their lively imaginations would provide any commissioned designer with a rich source of inspiration for such a seating series!

Each bench could be professionally designed and manufactured, but could use the children's ideas as the basis of the design. The benches could be themed around different areas of the locality and would be individual art works as well as providing seating.

Artist Jane Jobling has run a consultation event with children from all the schools – gathering their ideas and working with them to make models of how the benches could look.

There are some lovely ideas, including a 'Rainbow' seat, a 'Happy' seat, a seat that looks like the sea, and benches reflecting the children's experiences of the Otter Valley and the Avocet railway line.

5.7. Celebration, sharing and display

A vital part of the project was providing opportunities for everyone to display and share what they had created and achieved, and what and how they had learned on the way.

This was done through

- a **celebration exhibition** held at the Elizabeth Hall as part of the Exmouth Festival in May 2011. All the school partnerships put up displays of the work created, plus photographs of the activity *This will be a good opportunity to show the high standard of work. (Teacher)*
- **Displays and presentations to parents** at open evenings at individual schools.
- **CDs** showing individual schools' activities, learning, and creative work

6. 'LEARNING ABOUT WHERE WE LIVE': WHAT IT ACHIEVED

OUTCOMES FOR THE LEARNING COMMUNITY

As described above, the project was working to the over-arching outcomes of

- **Increased awareness of the locality** – the environment, wildlife, physical and cultural history
- **New experiences, learning and skills for both children and teachers** in working with artists, and with local environmental, cultural, and scientific professionals.
- **Increased linkage between schools across each learning community in Exmouth**, with the children working with peers from another school, through school partnerships

6.1 INCREASED AWARENESS OF THE LOCALITY.

This desired awareness was specified as follows:

1. Children to have more awareness of the unique qualities of Exmouth (like the beach), with reference to other places
2. All to be inspired by place – by something physical in Exmouth
3. Children to be introduced to new places out of school

Each pairing of schools identified a special place to be the inspiration for the project activities and learning:

Bassets Farm & Withycombe Raleigh: Orcombe Point, 'entrance to the Jurassic Coast', and the GeoNeedle

Drakes & Otterton: East Budleigh and the Otter Valley - the area around their schools, explored using a trained guide

Exeter Road & St Joseph's RC: Phear Park – learning about the park, and the big house that had once stood there

Littleham & Lympstone: the Exmouth to Lympstone 'Avocet' railway

Marlpool & Brixington: the Exe estuary and the birds that live there

Woodbury and Woodbury Salterton: Woodbury Common

The Beacon & St Peter's: Exmouth beach and Budleigh Salterton beach

In each case the children made a special exploration of their chosen place, researching them through museum, library and Internet resources, and at Woodbury, the Otter Valley and Orcombe with the support of education rangers.

They made notes and sketches, and took photographs and back at school talked through what they had seen, and so that they had focus and detail for their artwork.

Here are some of the children's and teachers' comments about the places they visited and what they learned:

Orcombe Point

All the colours in Orcombe Point were rocks

Orcombe Point is a big cliff

There are lots of views from Orcombe Point and you can see Dawlish Warren

*It was the start of/the entrance to the Jurassic Coast on Orcombe Point
Orcombe Point is a World Heritage site*

The Geoneedle

I liked seeing the Geoneedle

There is a needle at Orcombe

The Geoneedle was unveiled by Prince Charles in 2002

The Geoneedle is made of different rocks

The Geoneedle showed the layers of the cliff

It was interesting that some of the children had never seen the Geoneedle even though it's on their doorstep.

Exmouth Beach

You can get a boat from Exmouth Beach to Dawlish Warren

Avocet railway

Exciting stimulus using the local environment

They learned about the railway, Victorian life, the local area, the landscape.

Exe Valley estuary

They also gained a wider appreciation of the locality, in particular the estuary.

They learned about the wildlife in the estuary. They found out about the birds that lived in that habitat.

East Budleigh and the Otter Valley area

Looked at our area with a trained guide. Also studied local flora and fauna.

Phear Park

We got a wider understanding of the park- its history and its place in the community.

Woodbury Common

We went on the Common with wardens, to study history & nature, and stopped and looked, where normally the children run round.

In particular the children's creative work evidences the connections they are making with their local area and the inspiration it gave: the strong paintings, the atmospheric prints of sea birds, the dance by the railway, the detail and colour of the tiles, the ideas and images inspired by the explorations in this project.

6.2. NEW EXPERIENCES, LEARNING & SKILLS FOR CHILDREN AND TEACHERS

6.2.1. Children

To identify the learning outcomes achieved through 'Learning about where we live', all the feedback collected through the project was examined and analysed using the learning and evaluation framework '**Inspiring Learning for All**' (www.inspiringlearning.org.uk) and its five generic learning outcomes (GLOs) focusing on the following learning areas:

- Knowledge & Understanding
- Skills
- Enjoyment/Creativity
- Attitudes & Values
- Behaviour & Progression

Feedback analysis shows that 'Learning about where we live' achieved learning across all five outcomes:



Students from Woodbury and Woodbury Salterton Primary Schools created images of Woodbury Common with artists Lucy Jackson (left) and Ruth Oakley (right)

Knowledge & Understanding

Young people learned about:

- Wildlife and habitats (including birds, trees, rockpools)
- Local countryside environments (including Orcombe Point, Woodbury Common, the Exe estuary and beaches)
- Different forms of art, including painting, collage, print-making, ceramics, textile work & banner-making, applique, sculpture, sand-sculpture, model-making, writing, poetry, dance, drama, song (shanties)
- The geology of the area – the Jurassic Coast cliffs at Orcombe, and the pebble-beds of Woodbury Common
- The history of the area, especially the railway and Phear Park
- The museum and the library
- Each others' schools

In their feedback forms they described new things learned:

Willow is flexible

Fish have two fins; the biggest animal in the world is a whale

All the colours on Orcombe Point were rocks

Skills

Young people learned new skills in at least one, and often more, of the following activities:

- Collage
- Painting with different media, including watercolour and pastels, and on acetate
- Working with clay, plaster of Paris, paint & glaze: making tiles
- Making prints
- Working with fabrics
- Applique
- Banner-making

- Willow sculpture
- Sculpture from recycled materials
- Sand sculpture
- Modelling
- Writing poetry
- Drama/role play
- Singing (sea shanties)
- Playing instruments
- Turning ideas into dance movements
- Observation
- Listening
- Researching
- Putting together a display, presentation, performance
- Social skills – *friendship, sharing, relating with new peers, adults, teachers, improved confidence*
- Getting used to new environments – ie working in each others' schools

We learned:

- *how to make rings and sculpture out of willow*
- *how to make collages out of wool, fabric & different materials*
- *making a shape with words*
- *how to bend twigs and not break them*
- *how to cooperate with each other*
- *how to make friends easily*

Enjoyment/Creativity

This was demonstrated at the celebration event, in the pictures of the activities, in the feedback forms – and in the wide range of creative outputs produced through this project, with the inspiration of professional artists:

- Dance
- Paintings
- Prints
- Collages
- Sculptures
- Models
- Banners
- Textile work
- Decorated tiles
- Poetry
- Songs
- Photographs

Children with artistic talent need this sort of stimulus, and not every teacher can give it. (Teacher)

It was good to have time to do this – peaceful, really creative and therapeutic. (Artist)

In the feedback forms and in discussion children and teachers reported enjoyment and satisfaction:

The trip was lovely. The children enjoyed the activities. They liked working with children from another school.

It gave a purpose for their art work and other learning.

We liked best: The shell pictures with the sponge (printing); learning seaside music (shanty songs) ; weaving; the activities; making new friends; having lunch in the hall;

the poem activity; seeing the geo needle; sand sculpture; being at Withycombe ; the willow sculpture; collage; doing music at Withycombe & doing the big Orcombe Point painting at Bassetts

The art was very interesting for me because it was fun in the rock pools.

We learned lots of things about the area (Woodbury) and then we did lots of activities about it. It was well fun. It was very very good.



Painting on acetate inspired by birdlife on the Exe Estuary, created during a workshop with artist Lucy Jackson

Attitudes & Values: New understandings and new ways of seeing things

Young people weren't asked specifically about this, except in relation to their local environment (see above) but many of their other comments also showed their learning around attitudes and understanding, including in the following ways:

- Getting to know and feel comfortable in a new environment, with new people. *The children learned a lot about how other schools behave and conduct activities and they learned how to make others welcome when they were visiting our school.*
- Feeling a real ownership of their work - demonstrated in their pleasure and pride at the exhibition *The children had the opportunity to be taught by specialist artists to learn new skills and achieve something they were proud of.*
- Understanding that they all had a part to play in the finished product
- Appreciating birds and animals' lives and habitats
- Appreciating the history and geology of the area *Why the water wheel moved; how flood defences impacted on Phear Park.*
- Turning ideas (eg. celebration, signalling) into dance and 2D form

Behaviour & Progression: new ways of doing things

Teachers fed back on pupils' development in the following areas:

- Working as part of a group (eg. painting the library windows; art carousel activities; rock-pooling)
- Working with children from other schools; working in each others' schools (see 6.3) *We shared lessons and facilities with children from another school*
- Listening
- Working with artists and rangers

They had an opportunity to use art materials and equipment that they would not have the opportunity to use in school.

Professional artists can give experiences that not every teacher can give – this can be over-looked.

6.2.2. Teachers

The teachers also reported their own new learning:

- New knowledge: learning alongside their pupils, about their environment and locality
- New skills: Creative work, learned from working with professional artists; teaching different children (see 6.3)
- New ideas – inspired by artists, enhancing their teaching
- New perceptions

I really appreciated the opportunity to work with artists with expertise in the creative arts.

Teachers learned from specialist artist & can now use knowledge thus gained in the classroom.

The teachers too learned about the park and how to use clay.

It was also interesting for the teachers – working with young people you don't know & adapt to working with them.

We got new ideas for working: joint working, art work, exploring in the park, research in the museum, working with an artist.



Students from Bassetts Farm Primary School working with artist Stefan Jennings to create a willow structure in their school grounds inspired by their visit to Orcombe Point

The project also worked to the following desired outcomes:

1. To develop the relationship between schools, so as to form links between schools
2. Children to get a sense of community through working with others

6.3.1. Schools working in partnership pairs

To achieve the above most of the schools worked in pairs, each pair agreeing a shared theme, venue and activities.

In most cases this worked extremely well both for the children and the teachers, and the learning and partnership thus developed are particularly strong features of this project.

Where a larger school partnered a smaller school it could be difficult to organise the grouping of the children but was an excellent way of giving children experience of quite a different school.

Learning outcomes achieved through this partnership for both pupils and teachers include:

- Learning and enjoying new ideas and ways of doing things
- Learning about sharing and collaborating
- Overcoming apprehensions about new places and experiences
- Appreciation of the value of such pairing and building a foundation for future shared activity

The idea of a joint collaboration with another school was not something we had done in a long time.

We now know that the practicalities of going to another school can work and that it is easier than we first thought.

Lots of the children made new friends and they have expressed a wish to do something similar again.

They enjoyed visiting each other's school, making new friends.

The children loved being taught by someone different.

For some, going into a new school was emotional.

We split the classes, this worked well. Children played, discussed together. Initially our children were anxious – our partner school's pupils are more streetwise. Some younger children were a bit tearful about going to a new place/different routines – they overcame this.

In achieving this it was a challenge too to have enough adult support.

Pupils told me how much fun they had during the day. Some said they didn't want to stop for lunch. They were very happy and excited to be working in a different school for a day.

The arts carousel was an unthreatening way of working together – everyone could talk, help, meet each other.

This partnering enabled lots of cross-fertilisation of ideas.

We now have much more joint activity and inter-school communications with our partner school.

Breaking barriers – teachers now know each other.

(From children's feedback forms) *We learned:*

- *What Withycombe school looks like and how you get there*
- *Withycombe is bigger than Bassetts*
- *That Withycombe children have a nice school*

I love seeing your school – it is so different from ours.

At least 4 of the partnerships are planning to work together again: Drakes/Ottertton; Exeter Rd/St Joseph's; Littleham/Lympstone; Woodbury/Woodbury Salterton. In fact Drakes/Ottertton has now found itself sharing a headteacher – they reported that the project experience helped towards working in this way.

Collaborative working was very useful as the children are working more closely with local schools.

The project has been part of a gradual link with Ottertton to include joint moderation of work and liaison re: the curriculum. (Teacher, Drakes Primary School)

Collaboration with our partner school has been great & we intend to continue this after Daisi.

We should like to continue such collaboration with the same and other schools.

6.3.2. Parents

At several schools parents were involved in the activities, as helpers and participants. Most schools ran special events with presentations about the project and displays for parents, and a number of parents attended the exhibition at Elizabeth Hall.

Families had the opportunity to see children's work and support swaps between schools. (Teacher, Ottertton Primary School)

It was also good to get parents involved and for them to see the project in action. (Teacher, Marpool Primary School)

We involved families in the learning journey through sharing outcomes. (Teacher, Littleham Primary School)

Parents were invited & joined in and/or helped with activities. (Teacher, St Joseph's Primary School)

Parents got to see each others' schools. (Teacher, Woodbury Primary School)

6.3.3. Library, Museums, Rangers

Some schools worked with Exmouth Library, Exmouth Museum, and the Fairlynch Museum in Budleigh Salterton, to research the places they visited – eg. St Joseph's/Phear Park; Littleham & Lympstone/Avocet Railway

Exmouth Library began the project with the aim:

- To have better relationships with schools: to refresh and improve relationships with schools

The library supported schools' research and students from all the primary schools made acetate paintings for the library. (see 5.5)

All [the project venues] are represented in the windows for all to enjoy. (Exmouth Library)

The two Woodbury schools explored Woodbury Common, and Drakes and Otterton explored the Otter Valley area with Bungy Williams, ranger linked to the East Devon Pebblebeds conservation trust, and East Devon ranger James Chubb guided Bassetts Farm and Withycombe Raleigh Schools' visit to Orcombe Point.

6.3.4. Working with the Jurassic Coast

Jurassic Coast staff shared in the initial planning of the project through attendance at meetings and telling schools about possible learning opportunities and discussing how these might be taken forward. They also contributed to the content of the project INSET day for Exmouth schools.

Jurassic Coast advice and support was available throughout the project for requests and queries from schools participating.

However, despite a well-received INSET, most schools did not pick up on this theme. Bassetts Farm/Withycombe did feature it within their visit to Orcombe Point, and other schools planned to work with it in later learning.

We took a trip to The Jurassic Coast to look at our coastline and make art based on this...we followed up with a lot of cross-curricular work including art, but The Jurassic Coast was part of our Learning Journey anyway.

All the children have now visited the coast and the work reflected their visit. (Teacher, Bassetts Farm Primary School)

Due to the Daisy project our school covered 'What makes Exmouth and the Jurassic Coast Special' as a later whole school half term theme, so awareness for staff and pupils increased hugely (Teacher, Exeter Road Primary School)

They also gained a wider appreciation of the locality, in particular the estuary ... Our focus was less to do with the Jurassic coast, however we are picking this up as a theme next term so hopefully it will have been a good starting point. (Teacher, Marlpool Primary School)

Due to the walk with Bungy, the children gained more of an appreciation of the Pebblebed coastline and this has helped with the most recent project of Rocks and Soils. (Teacher, Drakes Primary School)



Students from Marlpool Primary School creating sculptures of birds seen on the Exe Estuary during a workshop with artist James Lake

7. 'LEARNING ABOUT WHERE WE LIVE': SUMMARY OF ACHIEVEMENT

'Learning about where we live' gave **new experiences and learning** to all participants – children, teachers, parents, artists, writers, park rangers, museum and library staff.

It set up **new partnerships**.

It inspired **new knowledge and appreciation of Exmouth**, its surrounding villages and countryside.

The project also inspired **creative work of impressive range and quality** – produced with enjoyment and a sense of achievement.

A further significant outcome was the **successful pairing and partnering of schools** to plan and deliver shared activities. This was a particularly interesting aspect of the project and now provides a model for future programmes, as well as for future activity in this learning community.

The **celebration exhibition** then joined up these pairings, back into a whole group – the exhibition day buzzed with energy and enjoyment, and a sense of community achievement.

'Learning about where we live' was set up as part of the tried and tested programme 'Inspiration Aspiration Partnership' and benefited from the experiences and lessons learned in previous projects. Time was allowed for planning and preparation, and for schools to come together to check out and agree desired outcomes and process so that at the centre of the project was a sharing and ownership by all the schools taking part.

Also built in were the key project elements of awareness/INSET, evaluation and celebration.

8. WHAT NEXT?

8.2. For the future

There are particular factors to note this time round, which affected impact in some cases, or which point to further refinement or development of similar projects in the future.

8.2.1. The planning and evaluation process

For the initial planning representatives from each school met in a single large group and took some time to shake out agreed outcomes for the project. This process was hindered too by having different people attending meetings and not enough communication when there was a change of representative from a school.

However once the group had agreed that schools would work in pairs, planning became much more focused and manageable.

In some cases there was still some exploration of ideas then rejected, before themes were finally agreed on, which meant that time was tight for arranging and experiencing some activities.

This is an observation that problems experienced, and solutions for them – eg a planning timetable agreed at the outset, commitment to attend meetings, considering the pairing model - may not be easy because of individual schools' needs and day to day pressures.

This delay in focused planning also meant that evaluation also slipped in some cases, particularly in gathering children's immediate responses to the outings and

workshops. Fortunately the children's creative work and the celebration event itself give powerful evidence, and a majority of schools provided valuable feedback through forms and interviews.

8.2.2. Partnerships - Schools

As described above the success of the pairing up of schools is a special feature of this project and it is hoped that that the schools continue to communicate work in this way, and also that, as expressed by one partner, they widen this to experience different pairings.

8.2.3. Partnerships – Library, Museums, Rangers

Connections were made during the project with the library, museums, and local environmental rangers. It is important now that schools not only continue these connections but that they do see the organisations as partners as well as a useful service – this will strengthen the quality and sustainability of the activity done together.

In further projects, even allowing for current capacity constraints, it would be good to build in more input from these partners – they provide rich resources and community linkage and it is valuable for children to learn to use and enjoy them.

8.2.4. Coordination

The project was coordinated by Daisi, an organisation which brings professional artists and creative practitioners to work alongside young people. Daisi's vision is for artistic and cultural experience to be at the heart of young people's lives and learning. Daisi's experience of managing 'Inspiration Aspiration Partnership' (IAP), and wide knowledge of local artists and writers, contributed significantly to the success of '**Learning about where we live**'. Daisi was also able to raise funding, using the experience and success of previous IAP activity.

For a project of this scale, involving a learning community of 14 schools, and with a strong developmental aspect (eg. making new partnerships, building professional skills) central coordination of some kind is a necessity. At the same time however, it is important to inspire a culture of initiative with schools. As a result of the project it is hoped that individual schools – and pairings of schools - will now be able to link up with other organisations, writers, and artists, and fundraise for and set up similar activity independently for their schools.

8.2.5. Working with artists and writers

For a number of schools working with artists and writers in this way was a new experience. Their input was not a special, stand-alone event but integral to the project, encouraging young people to use the learning and sense of place experienced in their exploration of their local environment, in creative expression – and giving them the skills, tools, and confidence, to do this.

It is therefore important that schools appreciate this input – and that artists and writers are involved as early as possible in the project planning, especially in getting together with a school in advance of their visit and working out the activity so that it really meets the project aims, and involves as many young people as possible. Because of the delays described above, in some cases this did not happen and activities, though enjoyed and with impact, did not achieve their full potential.

8.2.6. Legacy

There are several potential outputs from '**Learning about where we live**' which would be valuable to future projects, and to the community:

- the proposed benches, designed with the children, for the redevelopment of Orcombe Point. The learning community is keen that there should be a shared and visible legacy from this project and it is hoped that agreement and funding will be achieved for this (See 5.6.)
- a toolkit with practical guidelines for some of the creative activities in this project. This was suggested by 2 of the schools. It would supplement artists' sessions – it would not replace the experience of working with and learning from a professional artist
- The pairing partnership model for delivering the project

8.2.7. Using project success for advocacy and sustainability

As referred to above, Daisy was able to raise funding for this project through showing the impact of previous similar activity. As funding gets tighter focused advocacy will be even more important – having a clear message with evidence about what can be achieved, and getting this message across effectively to funders.

Showcasing '**Learning about where we live**' in its celebration exhibition at the Elizabeth Hall, as part of the Exmouth festival, was an excellent way of highlighting this project and its achievements to the community – including parents, other schools, and councillors. These comments from the exhibition visitors' book sum up the achievements and appreciation of this project.

"Fantastic Exhibition with some truly inspirational artwork" (Otterton Primary)

"Wonderful to see children so excited about their work. A tremendous initiative."
(Cllr Sandy Sutton, Mayor of Exmouth)

"I was so impressed with the exhibition- the imaginative work was an inspiration, the co-operation between schools is very encouraging, well done Daisy – keep up the good work; making young people aware of their environment particularly through art, hopefully will remain with them" (Cllr Vivien Duval Steer)

"I really like all of it but I really really like the happy bench" (Lexi, St Joseph's Primary)

" A wonderful exhibition – A fantastic selection" The children really enjoyed all aspects" (Chantelle Crabb, Teacher, St Joseph's Primary School)

"Very interesting to see such hard work especially by Drake School" (East Budleigh)

"Amazing creative ideas, well done" (Cllr Bill Nash)

"Wonderful exhibition – pity it was only one day, so much hard work. Congratulations." (Cllr Jean Mitchell)

A final comment on the project from a pupil: *It was the best week ever*



Print inspired by the birdlife on the Exe Estuary, created during a workshop with artist Simon Ripley



Pupils pointing out their work at the final exhibition at Elizabeth Hall, Exmouth, May 2011

APPENDICES

- A. Questionnaires used
- B. Feedback forms in full from Drakes, Exeter Road, Marpool, Otterton
- C. Poster for the exhibition at Elizabeth Hall, Exmouth
- D. Seating Sculpture Proposal

With many thanks to Bassetts Farm, Littleham, Lympstone, St Joseph's and Woodbury for giving interview time

APPENDIX A

FEEDBACK FORM B

Name:

School:

Age:

What did you like best about the activity today?

Did you learn how to do anything new?

What was it?

Did you learn a new fact today?

What was it?

Did you find out anything new about the area where you live and go to school?

What do you think about the area where you live and go to school?

APPENDIX B

Inspiration Aspiration Partnership: Exmouth Learning Community with DAISI

Autumn 2010 – Spring 2011

| |
|--|
| Your school name: Drake's C of E Primary School |
| 1. What outcomes was your school hoping to achieve as a result of your participation in Exmouth Learning Community's 'Inspiration, Aspiration, Partnership' programme? |
| <ul style="list-style-type: none">a. For pupilsb. For teachersc. For the schoold. For familiese. For the communityf. Other <p>a – To work in partnership with other schools on a joint project and learn skills that they would not normally experience.</p> <p>b – To learn new skills</p> |
| 2. Do you think these outcomes have been achieved? Please give detail for each outcome. |
| <p>a – the children worked alongside Otterton School and experienced using clay, which they don't often use.</p> <p>b – the teachers had the chance to explore new art activities which they could use in the future.</p> |
| 3. Activities with artists, museum, countryside, other: please can you give a description of the activities your school took part in for this project? |
| <p>With Otterton school children, Drake's school had 1 day of sewing and weaving to make a large sampler and 1 day working on clay relief. Both activities were based on the theme of 'Nature'. To prepare for these activities the children went on a walk with the Clinton Estates Moor Ranger - Bungay who showed them local natural features.</p> |
| 4. What follow-up activity took place in the classroom afterwards? |
| <p>None – the children did quite a lot of sketching and exploratory work prior to the activity days.</p> |
| 5. From your observations were any of the following learning outcomes achieved by your pupils ? Please give reasons for your answers |
| <ul style="list-style-type: none">• New knowledge – the children were able to find out what they could achieve with clay and explore new materials such as colour wash for clay.• New skills – The children were free to explore using fabric and free themselves from their quite narrow view of 'sewing'.• New ideas/creativity• New ways of seeing things/understanding• New ways of doing things/behaviour – collaborative working was very |

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| useful as the children are working more closely with local schools. |
| 6. Do you think this project has made a difference to community links, partnership and cohesion? If Yes, please give your reasons and examples. |
| Yes, there are closer links between Otterton School and Drake's between teachers and also the children. The project has been part of a gradual link with Otterton to include joint moderation of work and liaison re: the curriculum. |
| 7. What understanding and awareness around living on the Jurassic Coast do your pupils and school staff have as a result of this project? |
| Due to the walk with Bungay, the children gained more of an appreciation of the pebbled coastline and this has helped with the most recent project of Rocks and Soils. |
| 8. What have you and your school gained from this project? |
| <ul style="list-style-type: none"> • New knowledge about the community? • New ideas for working? • New partnerships? • Other? |
| 9. Does your school have plans for further IAP type activity and/or further working with IAP partners? If Yes, please give details. |
| If the opportunity arises. |
| 10. Stories, comments, feedback from children/teachers/parents – we should like to gather as much qualitative information as possible. Please could you detail this here – or attach as separate document/s. |
| |
| 11. Please give any other comments you have about this project |
| Please email this feedback sheet to Tricia Kings, Evaluator for DAISI IAP Exmouth, at tk113@hotmail.com |
| Many thanks for your time in completing this |

Inspiration Aspiration Partnership: Exmouth Learning Community with DAISI

Autumn 2010 – Spring 2011

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|--|
| Your school name: Exeter Road Primary |
| 1. What outcomes was your school hoping to achieve as a result of your participation in Exmouth Learning Community's 'Inspiration, Aspiration, Partnership' programme? |
| <p>g. For pupils Excellent art experiences. Collaboration with local schools.</p> <p>h. For teachers Sharing with local schools. Art experiences not normally offered in school.</p> |

- i. For the school
Art work
Publicity
Local collaboration.
- j. For families
Opportunity to see children's work and support swaps between schools.
- k. For the community
Display of work at the Exmouth Festival.
- l. Other

**2. Do you think these outcomes have been achieved?
Please give detail for each outcome.**

Yes – collaboration with our partner school has been great, and we intend to continue this after DAISI.
The event to display our work in the Queen Elizabeth Hall will be a good opportunity for parents and the community to see the high standard of work.

3. Activities with artists, museum, countryside, other: please can you give a description of the activities your school took part in for this project?

We learned about the History of Phear Park with the help of Exmouth museum. We made ceramic tiles depicting both historical and modern Phear Park scenes. The younger children made ceramic leaf tiles.

4. What follow-up activity took place in the classroom afterwards?

We wrote about the history. We created a leaf dance. We sketched in the park.

**5. From your observations were any of the following learning outcomes achieved by your pupils ?
Please give reasons for your answers**

- **New knowledge**
History of Phear Park and its changes.
- **New skills**
Stages in creating ceramic tiles
- **New ideas/creativity**
Ceramics were a new experience.
- **New ways of seeing things/understanding**
Understanding why the water wheel moved and how flood defences impacted on Phear Park.
- **New ways of doing things/behaviour**
Sharing lessons and facilities with children from another school.

6. Do you think this project has made a difference to community links,

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| <p>partnership and cohesion? If Yes, please give your reasons and examples.</p> |
| <p>Most schools have featured in the Exmouth newspapers. All schools have been involved in this major project as a learning community.</p> |
| <p>7. What understanding and awareness around living on the Jurassic Coast do your pupils and school staff have as a result of this project?</p> |
| <p>Due to the DAISI project our school covered "What makes Exmouth and the Jurassic Coast Special" as a whole school half term theme, so awareness for staff and pupils increased hugely.</p> |
| <p>8. What have you and your school gained from this project?</p> |
| <ul style="list-style-type: none"> • New knowledge about the community? As above • New ideas for working? • New partnerships? • Other? |
| <p>9. Does your school have plans for further IAP type activity and/or further working with IAP partners? If Yes, please give details.</p> |
| <p>Possibly linking to the Olympic Games 2012</p> |
| <p>10. Stories, comments, feedback from children/teachers/parents – we should like to gather as much qualitative information as possible. Please could you detail this here – or attach as separate document/s.</p> |
| <p>11. Please give any other comments you have about this project</p> |
| <p>Please email this feedback sheet to Tricia Kings, Evaluator for DAISI IAP Exmouth, at tk113@hotmail.com</p> <p>Many thanks for your time in completing this</p> |

**Inspiration Aspiration Partnership:
Exmouth Learning Community with DAISI**

Autumn 2010 – Spring 2011

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| <p>Your school name: Littleham C E Primary</p> |
| <p>1. What outcomes was your school hoping to achieve as a result of your participation in Exmouth Learning Community's 'Inspiration, Aspiration, Partnership' programme?</p> |
| <p>m. For pupils –exciting stimulus using local environment; collaborative learning</p> |

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| <p>with another school in the community; opportunity to work with local artists with expertise in creative arts;</p> <p>n. For teachers all of above!</p> <p>o. For the school raising profile, extending opportunities for learners.</p> <p>p. For families involving them in learning journey through sharing outcomes</p> <p>q. For the community increased cohesion</p> |
| <p>2. Do you think these outcomes have been achieved? Please give detail for each outcome.</p> |
| <p>All outcomes achieved – collaborative learning to be continued in future with same, and other schools.</p> |
| <p>3. Activities with artists, museum, countryside, other: please can you give a description of the activities your school took part in for this project?</p> |
| <p>Dance project with local dancer; artwork within own school setting related to theme of railway in Exmouth</p> |
| <p>4. What follow-up activity took place in the classroom afterwards?</p> |
| <p>Written reports about activities, extended art work and contribution to displays, performance of dance (rearranged without partner school) to parents and friends.</p> |
| <p>5. From your observations were any of the following learning outcomes achieved by your pupils ? Please give reasons for your answers</p> |
| <ul style="list-style-type: none"> • New knowledge - small amount about the history of the Avocet railway • New skills – dance motifs • New ideas/creativity dance • New ways of seeing things/understanding –creating motifs and combining learning across many aspects of expressive arts in one theme • New ways of doing things/behaviour – working collaboratively with ‘strangers’ – peers in another setting. |
| <p>6. Do you think this project has made a difference to community links, partnership and cohesion? If Yes, please give your reasons and examples.</p> |
| <p>No obviously apparent yet, other than between partner schools. There is to be a whole community celebration in May that will I guess address this.</p> |
| <p>7. What understanding and awareness around living on the Jurassic Coast do your pupils and school staff have as a result of this project? More awareness of link between Exmouth and Lympstone via Cycle paths/train line.</p> |
| <p>8. What have you and your school gained from this project?</p> |
| <ul style="list-style-type: none"> • New knowledge about the community? • New ideas for working? • New partnerships? • Other? <p>All of the things listed!</p> |
| <p>9. Does your school have plans for further IAP type activity and/or further</p> |

| |
|---|
| <p>working with IAP partners? If Yes, please give details. In theory yes, but no definite plans as yet, other than re performing the dance and displaying the art work completed with partner school in the May celebration.</p> |
| <p>10. Stories, comments, feedback from children/teachers/parents – we should like to gather as much qualitative information as possible. Please could you detail this here – or attach as separate document/s.</p> <p>Could have done at the time – but it is rather late now and we are extremely busy with other projects! Newspaper articles can be found in the Exmouth Journal</p> |
| <p>11. Please give any other comments you have about this project</p> |
| <p>Please email this feedback sheet to Tricia Kings, Evaluator for DAISI IAP Exmouth, at tk113@hotmail.com</p> <p>Many thanks for your time in completing this</p> |

**Inspiration Aspiration Partnership:
 Exmouth Learning Community with DAISI**

Autumn 2010 – Spring 2011

| |
|--|
| <p>Your school name: Marpool Primary School</p> |
| <p>1. What outcomes was your school hoping to achieve as a result of your participation in Exmouth Learning Community’s ‘Inspiration, Aspiration, Partnership’ programme?</p> <p>r. For pupils <i>the chance to work with an artist and to collaborate with other children from another school, also a chance to look at the local area in which we live in closer details</i></p> <p>s. For teachers <i>to make links with other schools, to gain ideas from the artists worked with</i></p> <p>t. For the school <i>to make a closer link with other schools in the local community</i></p> <p>u. For families <i>for some parents to participate in both our trip and the artist workshops – to share their child’s learning experience</i></p> <p>v. For the community <i>networks made between local facilities such as the library or the boat company down at the docks</i></p> <p>w. Other</p> |
| <p>2. Do you think these outcomes have been achieved? Please give detail for each outcome.</p> <p><i>Yes – the pupils benefitted from working with two different artist, one of which had</i></p> |

a disability which allowed children to appreciate diversity. They had an opportunity to use art materials and equipment that they would not have the opportunity to use in school. They also gained a wider appreciation of the locality, in particular the estuary. We enjoyed linking up with another school and the fact that we visited the school for one of our workshops meant that children were able to share an experience with other pupils who they would not usually get the chance to meet with. It was also good to get parents involved and for them to see the project in action.

3. Activities with artists, museum, countryside, other: please can you give a description of the activities your school took part in for this project?

We went on a boat trip down the estuary with Stuart Line Cruisers. We went with a focus of bird watching and in particular, we looked for birds that live on the estuary.

4. What follow-up activity took place in the classroom afterwards?

We had two artist workshops. One was with a sculptor – the children created 3d models of the birds that they had seen out of recycled materials. The second workshop was with a print maker. The children created a variety of prints of the birds.

5. From your observations were any of the following learning outcomes achieved by your pupils ?

Please give reasons for your answers

- **New knowledge**
Children learnt about the wildlife in the estuary. They found out about the birds that lived in that habitat and information about these birds.
- **New skills**
*sculpture – modelling skills, attaching and joining etc.
print making*
- **New ideas/creativity**
*sculpture – modelling skills, attaching and joining etc.
print making*
- **New ways of seeing things/understanding**
- **New ways of doing things/behaviour**
collaborating with others, especially other children who are not known to them, how to make others feel welcome when they were visiting our school

6. Do you think this project has made a difference to community links, partnership and cohesion?

If Yes, please give your reasons and examples.

*yes - strong links made between our school and another school in the community
opportunities to use local facilities and realise what is available very close to us.*

7. What understanding and awareness around living on the Jurassic Coast do your pupils and school staff have as a result of this project?

our focus was less to do with the Jurassic coast, however we are picking up this as a theme next term so hopefully it will have been a good starting point

| |
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| |
| 8. What have you and your school gained from this project? |
| <ul style="list-style-type: none"> • New knowledge about the community? <i>about the wildlife living in our area</i> • New ideas for working? <i>about possibilities of linking in visits with follow-up workshops</i> • New partnerships? <i>about possibilities of working in partnership with other schools, some new contacts made with local artists</i> • Other? |
| 9. Does your school have plans for further IAP type activity and/or further working with IAP partners? If Yes, please give details. |
| <i>Not specifically, although we do have strong links with other schools in the area and we are constantly working in collaboration with them</i> |
| 10. Stories, comments, feedback from children/teachers/parents – we should like to gather as much qualitative information as possible. Please could you detail this here – or attach as separate document/s. |
| |
| 11. Please give any other comments you have about this project |
| Please email this feedback sheet to Tricia Kings, Evaluator for DAISI IAP Exmouth, at tk113@hotmail.com |
| Many thanks for your time in completing this |

**Inspiration Aspiration Partnership:
Exmouth Learning Community with DAISI
Autumn 2010 – Spring 2011** Your school name:

Otterton c of e primary

1. What outcomes was your school hoping to achieve as a result of your participation in Exmouth Learning Community's 'Inspiration, Aspiration, Partnership' programme?

a. For pupils to work alongside children from another school and to be taught by specialist artists to learn new skills and achieve something they were proud of.

b. For teachers: to learn from specialist artist and use some of this gained knowledge in the classroom.

c. For the school: to have something to look at that the children have produced and to work alongside a partner school.

d. For families

e. For the community: to share the enjoyment from listening and

looking at what the children have created.

f. Other

2. Do you think these outcomes have been achieved?

Please give detail for each outcome.

Yes on all counts.

3. Activities with artists, museum, countryside, other: please can you give a description of the activities your school took part in for this project?

1. Looked at our local area with a train guide.
2. Learnt how to do clay impressions and use plaster of paris.
3. Learnt how to create a banner using a variety of materials some natural and some manmade.
4. To work cooperatively alongside other children and adults.

4. What follow-up activity took place in the classroom afterwards?

We will be using the skills learnt in the future to make our own work. Prior to the activity we looked at our local area and studied the local flora and fauna.

APPENDIX D

Proposal for a seating series for Exmouth Seafront: inspired by local children—made by professional artists

Children from all the schools in Exmouth Learning Community have been investigating and exploring their local area through the arts as part of the Daisi co-ordinated *Inspiration Aspiration Partnership* Project. They focused on different areas of the locality, and have investigated Exmouth and the surrounding area, including Orcombe Point, Woodbury Common, the Otter Valley, and the Exe Estuary.



We would like to suggest that the re-development of the Orcombe Point area includes a series of 'benches' or seats/sculptures on the front leading up to the point—such as the mock-up examples shown here, made by Daisi artist Jane Jobling.

These images are to illustrate the idea only, they are not proposals for the actual benches.

Each bench could be professionally designed and manufactured, but could use the children's ideas as the basis of the design. The benches could be themed around different areas of the locality, and would be both individual art works as well as providing seating. They could be very different, representing the fantastically varied environments of the area, but linked as a series.



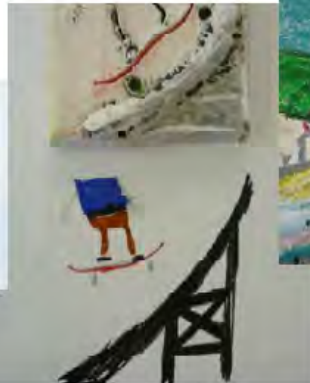
Each seat/sculpture could work with the environment and be site specific. For example one placed where the wind blows the sand could reveal and conceal parts of the bench. The children's learning about their area combined with their lively imaginations would provide any commissioned designer with a rich source of inspiration for such a seating series!

Artist's first mock-ups of a sample of the benches in situ: from top to bottom benches representing Exmouth Beach, Exe Estuary and Woodbury Common

Artist's first mock-ups of a sample of the benches with the children's drawings and ideas that inspired them....



“The bench has pictures of what people do in Exmouth, go fishing, sail, etc.”



“A kite-surfer is jumping over the bench.”

“A big wooden hedgehog made of wooden thorns and a seat in the middle, and the arms of the hedgehog are holding the bench arm-rests.”



“The seat has pathways on it that you can trace with your fingers.”

“Railway track shaped back of the seat”



“I like the heron – they have smelly feet to attract the fish, so they can gobble them up”

For further information please contact Daisi
ruth@daisi.org.uk 01392 385 214

