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'Project BE' Raising attainment through the arts

Project Be is a bespoke creative arts program designed to develop confidence, self-awareness and resilience alongside communication and interpersonal skills through personalisation and choice, resulting in a sense of ownership and achievement.

The active and collaborative nature of the program engages young people and provides them with opportunities to improve their social and emotional wellbeing and develop their ability to express themselves.

The needs of the young people involved are at the centre of everything that is created.

Who will benefit from this initiative?

Is it relevant to specific year groups or interest groups only?

As each project I deliver is bespoke the target group is flexible.

I have chosen P6 as an example.

Delivery could work as:

A) 1 x P6 class

B) 1 group of 15-25 students selected from P6 cohort identified as having an interest in the creative arts or requiring additional support with the secondary transition.

I am willing to let the school guide me on what year group/individuals would benefit most from the programme and work closely with the teacher/s to tie in with ongoing themes.

At present, there is not a progressive 'drama focused' expressive arts programme in place and therefore all year groups can benefit from this.

Will the initiative progress and provide the opportunity for further development?

Absolutely. The initiative can be rolled out to meet the needs of all ages and stages and has the capacity to explore a range of issues/ongoing learning themes.

There is also opportunity for collaborative working with teaching staff to promote the integration of the arts into the current curriculum.

Who will evaluate the initiative?

I will use formative and summative evaluation to ensure the project is successful and plans will be amended to react to the needs and responses of the young people involved.

Opportunities for feedback are built into the project and participants, school staff and parents will be surveyed to measure impact. There is an option to include Awards through SQA which I will outline in a separate application. With this addition, the SQA and Youth Scotland would also assess the learning outcomes. Inclusion of the awards would grant tariff points to the school and individual students (SCQF Level 3). Additional costs would be minimal as I am qualified to deliver the awards.

Who will oversee the initiative?

Claire Doyle and School link (this could be a class teacher or Depute Head depending on scale and focus of the initiative)

Outline how you will evaluate the benefit.

I will conduct formal and informal evaluations with the students, parents and staff involved through surveys, observation and conversation.

The data gathered will be used to identify areas for potential development and the project is under continuous improvement to meet the individual needs of the participants.

Total amount applied for
£995

Provide a breakdown of what this will be spent on

9 contact hours @ £35p/h
18 Non-contact hours @ £35p/h
Materials @ £50

Daily sessions would be 1.5 hours of contact time for older year groups with a minimum of 2 hours preparation and development.

If it is decided a younger year group would most benefit from 'Project Be' it is advisable to shorten the session length and extend the number of weeks for delivery.

(Musician's Union teaching/workshop rate is £196.75 per day for a maximum of 5 hours www.musiciansunion.org.uk/Home/Advice/Education/Getting-Paid/Rates)

Non-contact Time: research relevant material and music
original writing to create a performance piece using participant's input editing music
creation of props & set (based on student's designs)
liaising with school staff administration (certification/survey creation, collation & analysis)

Creative Materials:

To keep costs low 3Theatre will donate most creative resources
Paper, pens, basic materials for creation of set/costumes/props
Students will work within budget when designing the final piece to promote the development of numeracy and problem solving skills

Further information on project content will be included in the final section of this application.

Which area of the curriculum is the proposal aligned to?

The project develops skills for learning, life and work and uses the creative arts to promote the four capacities of Curriculum for Excellence, helping students to become successful learners, confident individuals, responsible citizens and effective contributors. The content of the project will cover outcomes within the Expressive Arts (design, drama and music) as well as improving literacy skills and fostering an enjoyment of language through script development. The process of the project meets many health & wellbeing outcomes, providing consistent opportunity for the development of mental, social and emotional development through self-expression, collaborative working and a safe, empathetic space

to push boundaries and explore potential. I encourage a growth mind-set at all times as well as creating opportunities for the improvement of physical wellbeing

Detail any practical aspects of delivering the initiative. E.g. how does this fit with the school day?

Option 1 – 6 week block (best suited to older students)

1.5 hours per session weekly over 6 weeks

Session day/time is flexible to suit the school schedule

Option 2 – week long project

Mon to Wed – 1.5 hour sessions daily

Thu – 2 x 1.5 hour sessions (am and pm)

Fri – 1.5 hour session (inclusive of performance if applicable)

If applying to younger year groups it is advisable to shorten the session length and extend the number of weeks for delivery.

A large room or hall where noise would not disturb other classes would be required

Please provide any further details in support of your application including how you will bring this to life in the school community bearing in mind the criteria that we are evaluating against: a) Inclusive, b) Enduring, c) Progressive , d) Aligned to the curriculum

a)

The whole ethos of the project is to provide a learning platform that is inclusive all ages and stages of confidence levels and abilities. Personalisation and choice lie at the heart of the project and the key message is: individuality should be celebrated. The project can be adapted and differentiated to meet the needs of all young people and I work in collaboration with the participants to help them identify their strengths and develop strategies to overcome their challenges.

b)

These skills and strategies developed on the project are transferable to all aspects of life and learning. The project promotes growth mind-set, creative thinking, resilience and communication skills through responsibility and target setting. Students learn that 'what you put in is what you get out' – a lesson that serves them well in all future endeavours.

c)

The project encourages students to see themselves as an intelligent and important member of society, provides an opportunity for the expression of ideas and emotions and provides a host of learning opportunities in a fun and engaging environment.

We celebrate difference and tackle stigma through our processes and themes.

d)

I have consulted with education practitioners with an expertise in the expressive arts, literacy and wellbeing to ensure the project meets the demands of the curriculum. The aim is to present these curricular areas in a new environment, providing opportunity for development beyond the classroom walls.

As the courses I offer are bespoke, the curricular areas covered can be tweaked to suit the needs of the school and participants. These include (but are in no way limited to):

Wellbeing & Skill Outcomes

- Building resilience and confidence
- Communication & Team Work
- Emotional intelligence
- Self-Expression
- Identifying personal worth
- Coping with challenge
- Creative Problem Solving
- Development of empathy

Music Outcomes:

- Voice Control (support and technique)
- The anatomy of the voice
- Expression
- Breathing techniques (particularly helpful in anxious students)
- Using music, sound & rhythm to convey emotion and create atmosphere

Movement Outcomes:

- Coordination and motor skills
- Cardio vascular fitness
- Body language
- Storytelling through movement and dance

Acting Outcomes:

- Understanding and creating character
- Body and voice connection
- Interaction
- Studying text and style

Literacy Outcomes:

- Analysis of language to understand characters
- Literary techniques
- Creative writing

Typical structure/ Session plan:

(I will use the 8-10 year old age group as a basis for this example.)

Session 1- contact time

Bespoke exercises designed to :

Establish the 'safe' learning space.

Familiarise myself and the students
Familiarising the students with the 'team'.
Creating a collective plan and setting goals.

The creative process/Physically creating our story.

Providing inspiration to decide broad themes -The story we want to tell.
Exploring ways to allow ideas be heard and team work ethic
Take the individual ideas and teaching ways to bring student ideas to life

Techniques: Acting, Singing and Dance
Explore ways to tell the story - voice, body, music, rhythm.

Set a challenge: Props.
Only use what we can alter, find, borrow, bring

Preparation/ non contact time:

I collate a wide range of material to have at my disposal for the initial session.
Prepare a suitcase of props to explore the art of suspense and imagination.
I take into consideration age range and the styles of music and text they are used to working with.
I include pieces that may stretch understanding.

Tracks and music is created or written, sourced or edited by myself (as guided by students)
Collate playlists and source written material for inspiration.
I start creative writing around their ideas- creation of script.
I identify the group dynamics and individual strengths and design the next session to address the needs of the group.
sourcing and ordering any materials identified by class within the budget
liaising with school as necessary.

Session 2

Theme: Character creation and development

Session 3

Theme: Building on technical skills, making character believable

Session 4

Theme: Exploring the power of performance and audience experience

Session 5

'Boot Camp' - rehearsing and the importance of preparation

Session 6

'Peer Appraisal and Performance'

Further details to support application :

3Theatre have been delivering workshops for almost 2 years, working with young people of all ages and catering to individual needs at all times.

The projects have been consistently successful in boosting creative thinking and confidence and feedback from participants and parents has been wholly positive.

I have worked with a range of students with additional support needs and have helped to support the development of young people with autism, dyslexia and a range of mental health issues including: anxiety, low self-esteem, isolation, sleep terrors.

The projects also allow opportunity for increased responsibility and leadership for students who would benefit from being stretched.

Collected Information on impact and testimonial:

Detailed testimonials from previous projects lead by Claire can be found on the 3Theatre website www.3theatre.com including:

Olympic Torch ' Summer of Song' (Creative Scotland)

11 East Lothian primary & secondary schools (1.5 hours with each group over a 6 week period)

The Royal Lyceum Creative Learning- In school performance projects

National Theatre Scotland

Connections - Claire Doyle Workshop Leader

Commonwealth Games Legacy (Creative Scotland)

3 years consecutive work with Primary, secondary, ageing well and adult learners with disabilities

UKTheatreSchool,

7 years of preparing students for examination with a 100% pass rate at 84% and above

Overview of survey results from previous 3Theatre 'SMILE!' projects (personal/sensitive information removed for data protection):

2017 - <https://www.surveymonkey.com/results/SM-H95XSSXH8/>

2017 - <https://www.surveymonkey.com/results/SM-QRLGNSXH8/>

2017 - <https://www.surveymonkey.com/results/SM-QZ7PKSXH8/>

I can provide a report on the statistics and display feedback in a booklet delivered to Parent council if required and references from any of the above projects can be provided if required.

My background and education :

I have been a professional theatre practitioner for over 20 years, supported by my extensive training at the Royal Academy of Music, London and The Royal Academy of Dance. I am educated to postgraduate level and achieved a distinction in Anatomy and physiology, Dance/ Theatre History and music in relation to dance and learning. I continue to update my training consistently and recognise the importance of continual personal and professional development. I am also a mum, who recognises that the needs of young people are unique and valid and as such I appreciate the importance of taking time to listen to young people and to treat them as individuals.

Member of Equity, Youth theatre Arts Scotland, and Youth Scotland and update my training frequently.

PVG covered

Public liability insurance held

In Summary:

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