

building a

creative nation that

embraces change

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Humility
Generosity

Curiosity
Empathy

Creativity characteristics, Bill Lucas (2016)

- Questioning and challenging – being inquisitive
- Making connections and seeing relationships
- Envisaging what might be – being imaginative
- Exploring ideas and keeping options open
- Reflecting critically on ideas, actions and outcomes
- Resilience & persistence
- Collaborating with others
- Listening
- Use variety of communication methods







[Represent: Uncovering Leeds' Hidden Industrial Histories - YouTube](#)



Mental Health and Wellbeing

Creative pursuits and education have been observed to...

- Provide opportunities to develop new supportive friendships
- Help with expressing difficult emotions and experiences
- Reduce individual loneliness and isolation, increasing prosocial behaviours, reducing aggression and discrimination, and improving social consciousness

Sources

The impact of arts interventions on health outcomes, University of Cambridge

Creative health inquiry report 2017, APPG

Imagine nation, The Cultural Learning Alliance

Young people with special educational needs

Creative programmes with SEND young people:

- Create opportunities to show hidden talents, creativity and practical skills
- Support the development of ideas and lateral thinking
- Enable retention of skills
- Build confidence and communication skills

Social mobility and the skills gap: Creative education agenda, Creative Industries Federation Education Report

Broadening access to a cultural education through Pupil Premium, A New Direction Broadening access to a cultural education through Pupil Premium

Creative education levels the playing field for disadvantaged students

- Disadvantaged young people taking part in arts activities show positive social and academic outcomes
- Schools using Pupil Premium funding for arts and cultural experiences are seeing reduced attainment gaps
- At-risk young people with a history of arts engagement show higher achievement
- Students from low-income families who take part in arts activities at school are three times more likely to get a degree

Imagine nation, Cultural Learning Alliance

The arts and achievement in at-risk youth, National Endowment for the Arts

Broadening access to a cultural education through Pupil Premium, A New Direction

+ Reference or personal experience

Community engagement and cohesion

Evidence shows that participation in creative activities:

- Contributes to community cohesion
- Reduces social exclusion and isolation
- Makes communities feel safer and stronger, revitalising community pride
- Help young people find strength, inspiration, consolation, and community in their shared experience of creativity
- Contribute strongly to inclusion, creativity, and a non-judgmental culture

Find out more

The value of arts and culture to people and society: An evidence review, Arts Council England

Enriching Britain: Culture, creativity and growth, University of Warwick

Durham Commission on creativity and education, Durham University and Arts Council England

Art for art's sake? The impact of arts education, OECD

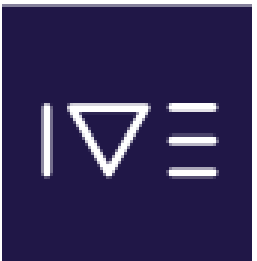


Vanessa Mudd

Creative Approaches to Hidden Narratives:
IVE CPD Programme Delivery & Impact

"The sessions managed to perfectly balance being thought provoking, accessible, informative and entertaining. Highly recommend."

Principal, Secondary.



"Thank you for the sessions so far. They've been so inspirational and provoke self-reflection - I've already read Emma Dabiri's Don't Touch My Hair and the Wish We Knew What to Say book."

Subject Leader, Primary.

"I am just writing to thank you properly for the fantastic course you provided. It was interesting, informative and most importantly, has provided me and our school with the impetus to rethink and redesign our curriculum."

Deputy Head Teacher, Primary.

Vanessa Mudd

On working with Chapel Allerton Primary School

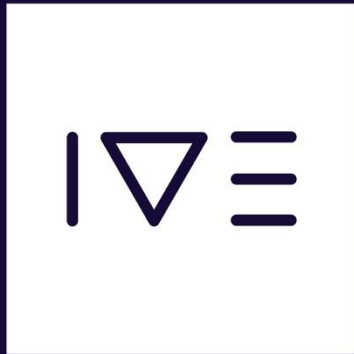


[Step up now: Teaching for a diverse age Tickets, Wed 21 Sep 2022 at 16:00 | Eventbrite](#)

Learn how to diversify your curriculum, talk confidently about race, equip your students and enjoy the process

[IVE Bridge Events | Eventbrite](#)





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Becca Pinder

Emily Stephenson



CREATIVE APPROACHES TO HIDDEN NARRATIVES WITH HERITAGE CORNER



[Progressive training company that places creativity at the heart of learning - IVE \(weareive.org\)](http://weareive.org)

So what?

How did we develop what we had learnt from attending the Hidden Narratives
CPD at Chapel Allerton Primary?



Where to start?

It all felt incredibly overwhelming! The fear factor of taking the first step was also high.

Words and phrases like statutory curriculum, already not enough time to do what we are supposed to be doing.

So we began at the end....what would our end point(s) be?

*Our long-term aim was to have further developed our curriculum by the end of the next academic year, so it inspires, celebrates, provides a sense of belonging and identity and also raises aspirations for **all** pupils at Chapel Allerton Primary School.*

And then we planned how we were going to get there.

Made the choice to break it down into chunks with review points.

Accept that it's a long-term process, not instant change.

We had to find some balance and think about what we could realistically achieve tomorrow, next week, next term, next year.

Wanted any changes we made to be embedded and sustainable.

Wanted to avoid the politics.

Felt strongly that we wanted to keep it celebratory and positive –avoiding victim narrative



Challenges

First thing that stuck us was

We can't teach what we don't know!

Which led us to the following questions:

How can we equip our staff with the subject knowledge they need without killing them in the process?

How can we give them the confidence to teach historically sensitive subjects without fear? e.g. slavery

How do we avoid overloading an already busy timetable?

Committing to giving time throughout the year to do it properly.

How do we make it the 'norm' in our curriculum? i.e. weaving it throughout what we already do across the whole curriculum avoiding being tokenistic.

Being brave and trailblazing - we didn't want to upset anyone and wanted to get it right.

Reining people in - is it manageable, comfortable and realistic?



So ... what did we do?

Whole staff training from Vanessa and Joe -teachers and TAs (why we don't know the things we don't know!)

Put together a rolling program of CPD with Vanessa.

Created an Equality and Diversity Team- involving a range of staff.

Pupil and staff voice- wanted to know what it felt like being a Black or Asian member of our school community.

Created a term-by-term overview of changes and adapted Long Term Plans.

Monitored impact of the changes we made to our curriculum.

Looked at our book stock- reading for pleasure and scheme to make sure it was diverse and representative.

BME/Non BME data

Seized opportunities to open up discussion and debate (UKS2).

Conscious choice to make subtle changes - no jazz hands. We didn't want to open it up for debate.



So what ?

Changes amongst staff and students as a result of the Hidden Narratives work (successes)

Staff enthusiasm for what we are trying to achieve (despite extra workload)

Pupil enjoyment and engagement of the curriculum.

School feels better- all cultures are regularly celebrated and represented, across the curriculum rather than one off events.

1st year of an ongoing journey that will be continually built on.



So what ?

Changes amongst staff and students as a result of the Hidden Narratives work (successes)

Staff voice:

*"We have noticed that our Black and Asian children are taking more pride in their culture and family history as a result of seeing themselves represented throughout our curriculum. **They have realised that they matter too.** They have a wider understanding that people like them have made positive contributions to events throughout history and they want to celebrate that."*

Pupil voice :

"It's not just White people that I learn about, I can see how people like me have made a difference to the world." Amaiya
"I have realised that Black people have done some amazing things and that I can too." Jayquan



What does it actually look like? ?

Year 6

Celebrating Diversity	Understanding segregation and discrimination in WW2	British Values - Mutual respect Individual Liberty	Modern day crime and punishment – section 60 order/stop and search	All about equality and gender identity	Know and understand about uncontacted tribes in the Amazon and how they live.	Windrush Child – Benjamin Zephaniah class novel
	Hidden narratives – Understanding the range of diverse of people that fought in WW2	Biographies - Marcus Rashford Nicola Adams <u>Kadeena Cox</u> Rob Burrows Malala	LGBTQ+ rights and how they have changed	Link through music to people incl. Sam Smith, Ollie Alexander, Elton John, Demi Lovato	Listen to and appreciate traditional music from tribes of the Amazon.	Windrush topic – local history – migration in, around and to Leeds
	British Values - Mutual respect Individual Liberty	Clive Sullivan British Values- Mutual respect	Punishment of people with disabilities throughout history			Leeds Carnival – costumes/music/dance/DT (food)
	Righteous Among the Nations <u>Award</u>	Tolerance Individual Liberty	Celebrating diverse women in science			Carnival organiser visit
	Holocaust Butterfly Art Project	Diverse range of poetry				Carnival costume store visit
	Black History Month – History of the Slave Trade (Olaudah Equiano)	Boy at the Back of the Class – <u>Onjali Q. Rauf</u> class novel.				



What does it actually look like? ?

Year 3

<p>Celebrating Diversity</p>	<p>Look Up! by Nathan Bryan</p> <p>Counting on Katherine by Helaine Becker</p> <p>PSHE unit - Identity, society and equality – celebrating difference.</p> <p>Black History Month – Music and Entertainers focus. Write a <u>factfile</u> on black British musicians</p> <p>Focus on the artist Chris Ofili</p>	<p>‘Lucy’ - fossilized skeleton found in Ethiopia – oldest human ancestor.</p> <p>Link to primates – all of us have that ancestry – all related. Look at timelines from Black history.</p> <p>Spaghetti in a Hot Dog Bun: Having the <u>Courage To</u> Be Who You Are by Maria <u>Dismondy</u></p> <p>Christmas Story</p>	<p>‘Brother Eagles, Sister Sky’</p> <p>Discuss the indigenous people of America based on Chief Seattle charter.</p> <p>‘Whale Boy’ picture book.</p>	<p>Multi-ethnic adventure story written by SJ King.</p> <p>ERIC about International Woman’s Day</p>	<p>Explore the pantheon of Egyptian/<u>Kemet</u>ic gods, beliefs and spirituality and how it influenced the modern world</p> <p>Black Pharaohs</p>	<p>Discussion about refugees with ‘Paddington’ as stimulus.</p>
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What does it actually look like? ?

Year 5

Celebrating Diversity	Class novel and History– Ancient Kingdom of Benin	Blackout poetry – celebrating diversity	Hidden Figures – Black NASA scientists succeeding in the face of discrimination	International Womens Day – Edith <u>Garrud</u> – <u>Suffragitsu</u>	Celebrating ancient India, including the Partition of India	Study of Malorie Blackman – celebrating first black, female Children Laureate
	AMINA – Queens book for ethnic backgrounds Scientists/inventors - Swimming cap designed for afro hair	Letters to Africa – link to Tanzania. Flooding link. – PSHE, global citizenship Windrush plaque trail Celebrating different achievements			India day	Diversity in Medicine

THANK YOU



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