

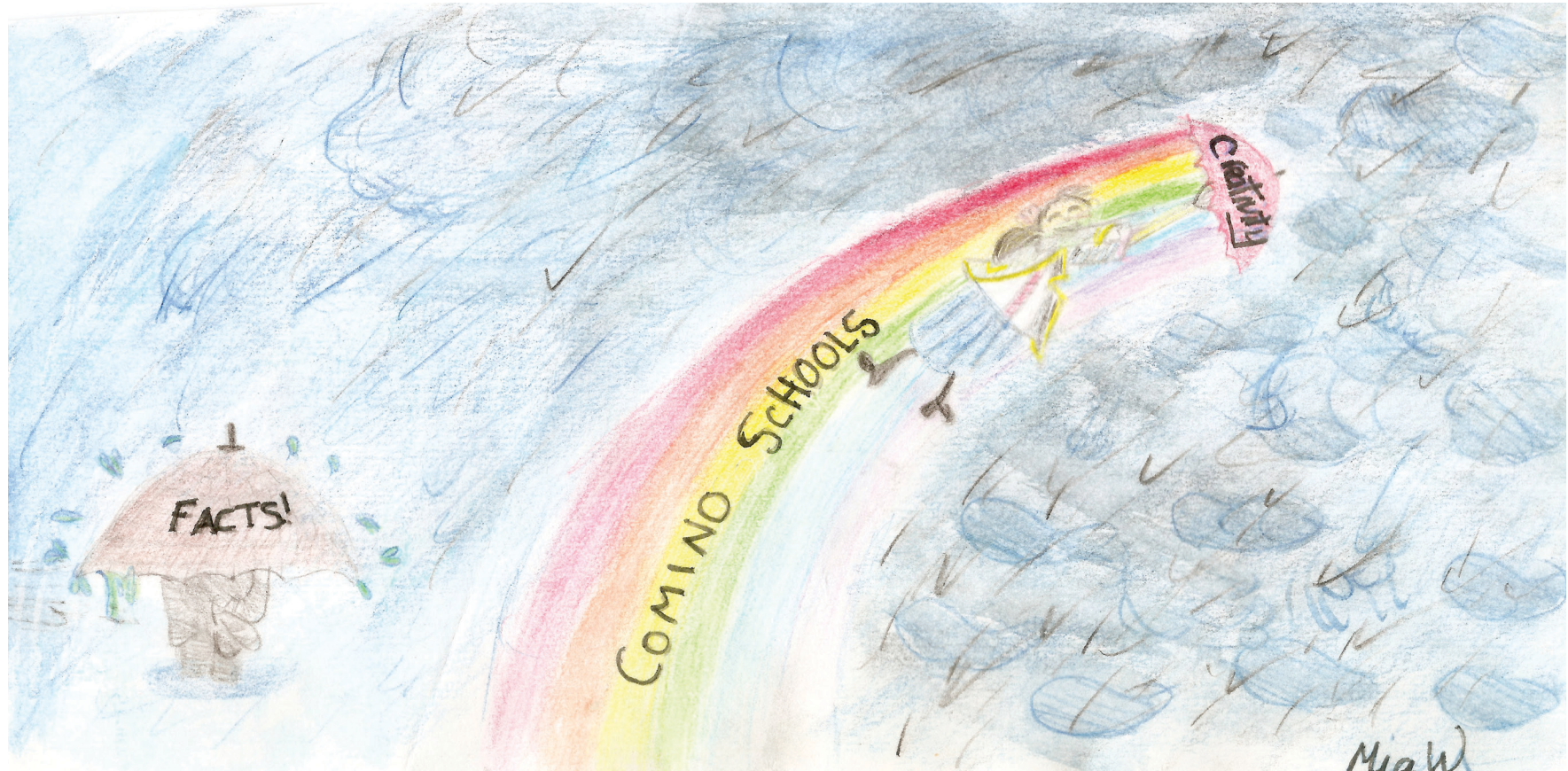


**The North West Comino Creative Consortium 2018**

A word cloud of terms related to the EEDNET project. The words are arranged in a dense, overlapping manner, with some words appearing larger and more prominent than others. The colors used are primarily dark blue, light blue, and white. The words include:

- COMINO
- NURTURING
- PROFESSIONAL CONVERSATION
- IMPACT ON CURRICULUM
- BESPOKE PROJECTS
- ETHOS
- PERSEVERANCE
- RESILIENCE
- LISTENING
- NETWORKING
- SPEAKERS
- ENGAGE
- HUMILITY
- GROWTH MIND-SET
- TALENT SPOTTING
- COMMUNICATION
- HUMILITY
- PERSEVERANCE
- RELATIONSHIP
- CHARACTERISTICS
- MENTORING
- DRIVERS OF CHANGE
- VALUES SHARED
- KNOWLEDGE
- PERSEVERANCE
- RESILIENCE
- CHARACTERISTICS
- IMPACT ON CURRICULUM
- ETHOS
- GROWTH
- MOTIVATION
- SHARED
- FEELINGS
- RESPECT
- FAMILY OF LEARNING
- SHARING
- EXPERIENCE
- OPENNESS
- NURTURING
- IMPACT ON CURRICULUM
- ETHOS
- GROWTH
- MOTIVATION
- SHARED
- FEELINGS
- RESPECT
- FAMILY OF LEARNING
- SHARING
- EXPERIENCE
- OPENNESS
- NURTURING

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Artwork: 'Here's to our future' - Mia Walters





## NWCCC ANNUAL YEARBOOK

It is with great pride I write this introduction to the NWCCC annual year book.

With teacher retention, recruitment, school budgets and a demise of the arts high on the agenda, here in the North West we have a dedicated team of headteachers who believe the creative curriculum is very important and prepared to support this work. I salute you.

At the same time we have an army of motivated co-ordinators and teachers who are also prepared to go the extra mile to make things happen for our students.

This year has seen such a lot of exciting projects with innovative teaching and learning at the heart of each one.

A big thank you also to our terrific partners and industry across the region who have willingly given their precious time to our schools - without you there would be no magic.

The Ideas Foundation continue to provide us with wonderful industry contacts and resources and act as a catalyst for a lot of our work along with Curious Minds who have been instrumental in linking us with the arts. And of course a massive thank you to the Comino trustees - John Slater, Anna Comino James, Paul Pritchard, David Westhead, David Perry, John Cridland and Jose Chambers development fellow, who consistently support with finance, advice and care making us feel an important part of a family striving to learn and achieve.

Enjoy the contents knowing that you are reading about children's lives and futures.

Pat Walters



# AGENCY SUMMER SCHOOL

Bernadette Furey, Lucy Tasker, Lynn Provoost & Simon De Courcey

*St Ambrose Barlow RC High School, Abraham Moss Community High School, The Derby High School & Falinge Park High School*

## CONTEXT

Employability and employer led projects are under renewed focus as a result of government policy. NWCCC understands how important this focus is to the building of successful economic futures for our young people. We have always believed that bridging the gap between the experience of the school learning environment, and the challenging and self-directed approach needed in the workplace needs careful nurturing and management through a process of confidence and experience building. Our flagship 'Agency Summer School' ran for the 8th consecutive year in July 2017, hosted, for 2017 in one of our most supportive agencies in the North West; BJL.

## OBJECTIVES

The project is aimed at providing carefully targeted young people from each of our NWCCC schools with the opportunity to learn, through first hand experience, about jobs and entry routes to careers in advertising. The project also aims to offer students an experience which encourages them to build the resilience, understanding and confidence to believe that progression to this dynamic industry is a realistic aspiration for them. Our industry partners are particularly keen to support this project in order to engage diverse young people into the industry.

## PROCESS

Pupils are challenged to produce a full advertising campaign, based on a real client, with a real problem of the agency. Internal agency mentors take the pupils through the full development chain from problem to creative solution and media distribution. Pupils work inside the agency and experience the atmosphere of working in a real creative studio environment.

## OUTCOMES

Young people worked in groups to prepare campaign content and a distribution plan which they competitively 'pitched' to industry mentors at a competitive final at the end of the 2 day experience.

## NEXT STEPS

We are currently working on plans for Agency Summer School 2018 with our other host agency McCann Manchester and students will attend that programme in July 2018.



# THE RECALL PROJECT: YEAR 2

Simon De Courcey, Lynn Provoost, Lucy Tasker & Rose Warner

*Falinge Park High School, The Derby High School, Ambraham Moss Community High School & St Ambrose Barlow RC High School*

## CONTEXT

Historically students have found the memory recall requirement of the new AQA English Literature Poetry Anthology challenging and English departmental staff have not always felt confident or comfortable when using more kinaesthetic approaches to develop poetry appreciation or understanding. Against this backdrop, the first year of 'The Recall Project' introduced a cohort of 40 Year Nine and Ten learners to professional poets and creative practitioners to establish and deepen their understanding of a set cluster of poems. By the end of the academic year, students were familiar with the pieces and a positive and enthusiastic learning community had been created across all four schools. Evaluation and feedback revealed most students had added key lines of poetry to their short and medium term memories and enjoyed the experience.

## OBJECTIVES

In this second year, the overarching objectives of the first year remained but development of student leaders and continuing professional development of teaching staff became the new priority. We sought to find new, creative approaches to tackling the AQA English Literature Anthology poems, building learner understanding and the ability to recall lines and techniques. Additional objectives were to create groups of student leaders to cascade skills and knowledge to wider cohorts and English departmental staff.

## PROCESS

This year's delivery model saw planning and delivery of an intensive single day of workshops which culminated in a twilight CPD session for English department staff across the four schools. The high quality provision was led by Year 10 and 11 student leaders. These ambassadors returned to their schools in order to subsequently cascade their knowledge and skills to other staff and wider cohorts of students. Each school used a widening impact model that best suited their personal circumstances. On the day of training, the established cohort from the previous year undertook hour long sessions in using visual arts, physical theatre, digital art and music as tools to support poetry understanding and memory recall. They then planned and delivered four thirty minute condensed versions to over thirty English staff.

## OUTCOMES

In terms of the formal outcomes from the intensive one day session, 100% of learners felt that the project had helped them reconceptualise both the poems and their strategies for remembering them. One learner stated that "Whenever I need to memorise a poem I can do it through music, art, dance or drama. These are fun ways rather than re-reading it several times." Another learner stated that the session helped to provide "a clear vision of the poem". Staff feedback was equally positive. One staff member stated the session was "inspirational and actually





relevant to my teachings” whilst another said the session “allowed me to understand what children enjoy and how they learn”. All staff benefitted from exposure to the strategies, bringing poems to life further and deepening understanding.

### NEXT STEPS

After the completion of the full two year cycle, the aim is to market and raise the profile of the project to other establishments in order to increase the frequency of such approaches. This is being done in a multi-stranded way; the creation of a short documentary film, featuring staff and student interviews throughout the journey of the project is being used to sell such delivery models to other schools and establishments and student leader work has been used to profile such approaches internally within schools to staff and students. The feedback generated from staff and students emphasised the success of the venture and this in itself is a powerful advocate for similar models of delivery across a range of subjects and disciplines.







## CONTEXT

The initiative was intended to bring mathematics and independent problem solving into a 'real world' or vocational context, adding historical and contemporary relevance to computational mathematics. The opportunity for students to make links between classroom content and a high-profile WWII mathematical challenge was compelling when this included the chance to work with an actual 'Enigma Machine'. The project sought to provide a series of workshops over the course of the academic year to challenge learners with code-breaking and increasingly demanding problem-solving. Against this backdrop, the scheme aimed to bring learners from different NWCCC schools together to form new communities of learning.

## PROCESS

A cohort of thirty Year 8 and Year 9 students took a visit to the Bletchley Park site in September 2017 in order to gain insight into the historical context

Simon De Courcey, Gill Munro, Bernadette Furey, Kate Moore, Lynn Provoost, Delia Edge & Lucy Tasker  
*Falinge Park High School, St Ambrose Barlow RC High School, The Derby High School & Abraham Moss Community High School*

of the Bletchley codebreakers and to participate in a series of short workshops. On the day of this visit, students received a guided tour by a specialist and were able to interact with many historical artefacts that were referenced in subsequent workshops. This was then followed up by a visit to school by a member of the Bletchley Park Education Team with a working 'Enigma Machine' for students to try out. Over the course of the year a further sequence of inter-school workshops were delivered at FPHS so that deeper working relationships could be forged.

## OBJECTIVES

The broader aims of the project were to:

- encourage learners to make links between mathematical problem-solving and real world situations
- promote career routes with a mathematical or computational foundation
- encourage and foster new communities of learning and develop cultural capital in learners

## OUTCOMES

Students gained knowledge in the fundamental mathematical principles of codebreaking and were able to apply their knowledge on independent individual, paired and small group tasks. They were asked to consider extension questions

which were then explored in an additional club or extra-curricular activity. Learners were able to identify potential career routes that stemmed from these skills and staff developed their knowledge in code-breaking in an additional staff CPD session run at FPHS during the year. Learners developed increasing resilience and focus and forged new relationships across schools through the project. Feedback from the workshops showed that learners could make connections between classroom content and wider applications in society.

## NEXT STEPS

A further workshop this year is yet to take place involving the creation of DIY 'Enigma Machines' and it is hoped that momentum and enthusiasm from the sessions will lead to a codebreaker club or similar focussed extra-curricular activity in the next academic year with subsequent cohorts. The high-profile nature of the Bletchley 'Enigma Machines' caught the imagination of both staff and students and there is appetite for further linked work with a modified focus on additional elements of the Mathematics and computing curricula.

# CREATIVE MEDIA CAMP: **ITV LOVES TALENT**

Kat Thompson, Ruth Carney & Jay Lewis

*ITV Studios, Abraham Moss Community High School, Falinge Park High School & St Ambrose Barlow RC High School*

## CONTEXT

Ideas Foundation's unique 'I Am Creative' programme brings campaign briefs from big brands to young people in schools across the UK and is a tried, tested and highly successful model of creative industry engagement with education. This project has been commissioned by ITV and will run with 3 schools in each of the cities that ITV have production capacity; that is Manchester/Salford, London and Leeds.

## OBJECTIVES

The project is aimed at providing targeted young people in each of these schools with the opportunity to learn, through first hand experience, about jobs and entry routes to careers in the creative communication sector in each of these cities. ITV are particularly keen to work with these schools as part of their drive to encourage entry level application from young people from diverse backgrounds.

## PROCESS

ITV Loves Talent provides a broad range of 'taster' experiences and entry level positions for young people wishing to progress to work in the broadcast industry. This project tasked our young people to produce a peer focussed promotional campaign which aims to raise awareness of these opportunities to their peers in the region and nationally. A carefully calibrated programme of support and development from industry mentors assisted them in achieving this, with each school receiving 2 to 3 days intensive workshop support from mentors from across ITV.

## OUTCOMES

Young people worked in groups to prepare campaign content and a distribution plan which they competitively 'pitched' to industry mentors at an internal 'heat' at their school. The 2 winning teams at these internal heats then went on to compete at a 'regional final' at ITV Studios within their region. The North West final took place at ITV Studios, Media City.











## CONTEXT

After the superb delivery of several highly successful campaigns The Derby High School was the designated hub school for this project. The advertising brief, The Radio 1 Big Weekend, was selected by The Derby due to its relevance to young people. A range of schools, from Bury were invited to partake in the project. These were Tottington High School (Tottington) and The Derby High School (Bury). The schools were invited to a launch event at The Derby High School in January. This outlined the project objectives and inspired and motivated participants to go back to their schools determined to compete to win the coveted overall winner at a final to be held at Media City, Salford Quays.

# I AM CREATIVE: BBC BIG WEEKEND PROJECT

Damion Langford  
*The Derby High School*

## PROCESS

The process began with the launch event at The Derby. The participating schools' representatives then went back, fired with enthusiasm, to select their students, ideally year 9 or 10, with the aim of competing in an internal final to be judged by industry professionals. These winning teams from each school would then battle against the other schools at the prestigious final. An effective delivery method for the project was chosen by the schools, some opting for enrichment days, others selecting lessons in the existing curriculum. What mattered was generating a powerful, enhancement experience for the students, created over several months. Valuable guidance and a series of adaptable PowerPoints were supplied by the programme lead, Deborah Davidson and an expert from the advertising industry.

## OBJECTIVES

The objectives were for students to design and create an advertising campaign culminating in a stunning 'big idea'. Students learned about the vital importance of research leading to ideation and were ever searching for the elixir, the 'magic'

that would lead to capturing the hearts of the target audience. The process of discovery of the world of advertising was important for the students to engage with, and immerse themselves in, not just the end goal of scooping the title. The curriculum was to be greatly enhanced by the project and a legacy created.

## OUTCOMES

The Media City final will leave a lasting impression on the students as the six teams battled it out, all presenting superbly in front of the panel of Judges. A Tottington team emerged victorious, in the closely fought competition. Feedback and inspiration from the judges will ensure the students build on their success.

## NEXT STEPS

The next steps are to embed some of these ideas in the curriculum wherever possible and use the project as a platform to promote the creative industries in the schools. This successful model can be applied to other projects.



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### CULTURAL DIGITAL DESIGNERS IN RESIDENCE (CDDIR)

Our Digital Designer Residence in Residence Programme has developed over the past 2 years to provide a significant platform for collaboration between NWCCC schools, Comino Foundation, Manchester Metropolitan University of School of Art and Manchester's Cultural Sector.

With combined funding from Comino Foundation and Curious Minds, we have been able to develop a small pilot into a programme which has gone on to achieve hugely successful outputs, not only for young people, but also for the career development of both teachers and young designers on the programme.

The project was conceived to respond to a need from education and the creative and cultural industries, to fast track the digital agenda into arts education in Greater Manchester; in order to place young people with the right skills, at the right time, in the right place to maximise their employment chances. What we did not foresee was the degree to which the network we forged would create so many organic benefits to all stakeholders in the chain.

The proposition has been a simple one. With the support of the Comino Foundation we have been able to create a number of Comino Bursary Awards which are open to Masters and Undergraduate students within The School of Art at Manchester Metropolitan University whose practice involves innovative digital practice. Bursaries are awarded on merit through a formal application process. Once appointed these Cultural Digital Designers are matched to a teacher in a relevant subject and an educationalist within a local cultural institution. Between the team they develop and co-deliver a programme which provides targeted groups of young people from appropriate curriculum areas with digital creative experiences which have provided lasting impact and cultural capital.



## CONTEXT

Abraham Moss Community School is currently working towards the Unicef rights respecting schools award. This project presented an opportunity to spark the children's interest in their own rights and those of others through art and design. The cultural partner, the museum of science and industry provided a context for this in that their collections offer insight into the conditions that children were expected to work in in factories during the Victorian period. From this, it was decided that the project should focus on the rights of these factory workers that were not being respected.

## OBJECTIVES

The object was to highlight to the children the lack of freedom and protection from harm that Victorian factory workers had in the hopes that it would highlight the enhanced conditions of life that the children have in the present day.

# CDDIR: EXPRESS YOURSELVES

Alice Mackereth, Charlie Manthorp & Ruth Murray

*Abraham Moss Community School Manchester, Metropolitan University School of Art & Museum of Science and Industry*

In addition, the goal was to highlight that, even in the present day, the rights of people who work in factories in developing countries are not being respected.

## PROCESS & ISSUES

The project was introduced to the children in January. They were shown images of child workers in factories and responded to them. Next, the children were taken to the museum of science and industry. During this visit, they saw a demonstration of cotton making machines that were used in Victorian era factories. This included discussion of the working conditions in these places. The children also looked round the textiles gallery in the museum and examined objects relevant to the topic. A few weeks later, the children made ceramic slabs suitable for transferring pictures on to. They also designed images and text for the slab based on what they had learned about Victorian worker's rights at the museum. In the last session, the designs were transferred onto the ceramic slabs.

There were minimal issues associated with the project. The children were interested and engaged from the start. They were excited to make their pieces and to learn about conditions in Victorian factories. Working with Charlie Manthorp was a fantastic experience for the students as he understood how to make the project accessible for the children and explained things to them in a way that they could understand. The only small issue was that the snowy weather meant that one of the

making sessions could not go ahead. However this was rescheduled and did not negatively affect the outcome.

## OUTCOMES

Primarily, the children enjoyed making their pieces and it was exciting for them to see the art that they had made develop over time. Meeting and working with a real artist meant that the children were inspired to find out more about creative careers and they learned about techniques in working with ceramics. In addition, in learning about the rights that were denied to children in the past, the children were able to engage more with the rights that they and other children have now.

## NEXT STEPS

In terms of next steps, I would like to take the concept of rights further and look at how people's rights are not respected in the UK and in other countries in the present day. This project has highlighted how it is possible to teach important issues through the medium of art so another next step would be to remember the importance of art and to keep teaching it in the classroom. It is important for the children to use the skills that they have acquired so they are not forgotten. I would be interested in working with more students from Man Met as they have been so inspiring for the students.



# CDDIR: CREATING DOCUMENTARY FILMS: IDENTITY AND REPRESENTATION

Leonnie Burns, Danny Orwin & Liz Thorpe

*Abraham Moss Community School, Manchester Metropolitan University School of Art & People's History Museum*

## CONTEXT

Work in the creative sector is becoming an increasingly realistic option for students after leaving school. Statistics demonstrate that employment in the creative industries grew 4.3% per annum from 2011 to 2013, whereas the workforce as a whole grew 1.2% during the same period, whilst Manchester's own creative and digital sector is its fastest growing area of the economy. Meanwhile, the groups of people recorded as being least likely to visit cultural institutions such as museums are people from ethnic minority backgrounds, which are often the source of inspiration for pupils wishing to progress to creative futures. Our school cohort comprises 98% of pupils fitting this description.

In addition to giving pupils a broad perspective of the sector, the project allows us to build bridges between the creative talent of students from Abraham Moss and a media industry specialist expert, as well as upskilling both staff and students in technology that a sector which changes rapidly.

## OBJECTIVES

The project aimed to give year 9 students an insight in to the future of creative industries, particularly with regards to the increasing fusion of creativity and technology. Building on this the project aimed to make students aware of job opportunities available to them after school and of the different skills necessary for jobs in the creative technological sector, in the hope that this may also prompt

some of them to consider Media when choosing their GCSE options for next year. The project particularly focussed on giving students the skills of documentary filmmaking mentored by professional filmmaker and Man Met M.A. student Danny Orwin.

## PROCESS

Danny and I began the project by introducing students to a broad ranging discussion on representation in the media, which both challenged and inspired them. From this we moved on to workshops covering the key concepts of documentary filmmaking. Working with our cultural partner, Manchester's Research People's History Museum – we were able to arrange a visit where pupils interviewed staff and explored various exhibitions including writing tasks inspired by a performance of 'living history' which was pertinent to the project theme.

To present different voices through the film the students also wanted to interview respected figures local to the school who could speak with authority on the subject of representation in the local community. They were able to secure interviews with Manchester Council Leader, Sir Richard Leese, who lives locally, and a former teacher at the school, Mr. Majid, who is both active and respected in the local Muslim community.

Once pupils had reached this stage Danny arranged for them to visit the School of Art at Manchester Metropolitan University, where they could interview University





staff and students, then progress to an industry standard editing suite to use the media industry's core software; Final Cut Pro. Pupils learnt to use this to edit their documentaries to a high standard, and I feel were able to see an exciting and achievable future which could be theirs.

## OUTCOMES

The physical outcomes of the project are the documentaries created by the students. In terms of learning outcomes, students learned about the skills necessary for a career in the creative technological industries, how to use some of the technology involved in filming and editing documentaries, and about the topic of representation – which is crucial in the media industry today.

## NEXT STEPS

The students enjoyed the project and many of them have chosen media as a GCSE option next year. During the GCSE course it is important to continue to develop the students' skills in technology and to maintain the focus on media as a vocational subject which leads to realistic career options. Abraham Moss needs to continue to direct the spending of their budget towards technology so that students are adequately prepared for the constantly evolving job market. I would be interested in working with the Ideas Foundation again, and using my new contacts at Man Met, to run a similar trip for new KS3 students in order to re-enforce the vocational nature of media studies.





## CONTEXT

The original plan was to work on performances based on the book 'Running Wild' by Michael Morpurgo and to link directly with a topic cover by our partner Heybrook Primary School but we decided to develop narrative based broadly on animal tales. Fourteen pupils from Year 7 attended a workshop run by Sarah Eastaff from Oldham Coliseum theatre. The workshops introduced pupils to physical theatre and using soundscapes for effect. This allowed the pupils to further develop their acting skills and performance confidence and enabled them to develop short narratives with appropriate sound effects. The digital designer in residence was Tom Cockeram and he introduced the pupils to using Photoshop to edit and create desired digital backgrounds. The pupils were first introduced to basic photography and trained on how to create strong compositions; once they did this they were asked to take photos of the different characters that they had created in performance. Later they were introduced to how to use Photoshop and edit a required background effectively. They used their newly acquired skills to edit their own photos and edit them to create the effect matching their performance ideas. When completed pupils performed their performances in the Drama studio with a combination of digital background, physical theatre and soundscape. The overall effect on the outcome was brilliant; pupils were able to produce fantastic results

# CDDIR: DEVELOPING DIGITAL BACKGROUND FOR PERFORMANCE

Alfred Mvula, Tom Cockerham & Sarah Eastaff

*Falinge Park High School, Manchester Metropolitan University School of Art & Oldham Coliseum*

## OBJECTIVES

The overall objective was to develop technical editing skills using Photoshop to create appropriate background for performance. The other objective was to further develop story telling techniques using a range of drama skills.

## PROCESS & OUTCOMES

The project with Sarah Eastaff focused on physical theatre and storytelling and incorporated a range of Drama techniques to help pupils be more confident when performing and to sustain their roles for longer periods. The workshops with Tom focused on using creativity to complete a digital background on the performance which was used in the final piece. Pupils also attended The Manchester School of Arts and were taken on a tour of the University facilities. They attended a 3D printing workshop and took part in 3D model development led by Tom. Finally they visited the Coliseum Theatre for a backstage tour to learn and understand the various job roles that the theatre industry offers.

Sarah Eastaff introduced pupils to physical theatre and using soundscape for effect. The overall outcome of this was very positive; pupils demonstrated better understanding of performance and were able to sustain roles as well as develop effective performance material as seen in their final outcome videos.

Tom Cockerham introduced the pupils to using basic functions of the camera and how to use Photoshop to edit and create desired digital backgrounds. The overall outcome of this was positive; pupils felt empowered to use their creativity in taking pictures from appropriate angles and editing these to suit the needs of the piece. This was seen through the range of edited photos developed and the way they matched and enhanced their performance pieces.

## NEXT STEPS

As a follow up to this project:

- Pupils will be encouraged to use their newly acquired Photoshop editing skills to further develop their learning in other areas of the curriculum.
- Pupils will be able to create and use digital backgrounds to enhance performances.
- The skills acquired in the Drama workshops are applicable in most drama lessons and where appropriate, the pupils that took part have showcased their work to peers in their lessons, which has in turn had a positive impact.
- The photography skills will be transferable and can be used in their everyday life.
- Pupils will further develop performances so that they are longer and create characters that are sustained for longer periods.



# CDDIR: 'OTHER WORLDS' ANIMATIONS

Elizabeth Rogerson, Natalija Stolarova & Lorraine Callaghan

*Falinge Park High School, Manchester Metropolitan University School of Art & Manchester Art Gallery*

## CONTEXT

Falinge Park High School is a mixed comprehensive of around 1200 pupils. We are a very diverse school and with an inclusive and welcoming culture. Our main aims as a school are to create a compelling learning experience for all pupils and to develop the whole child as well as their academic achievements. Our school motto is, 'Opening doors, unlocking potential'.

## OBJECTIVES

Our main objectives for the project were:

- For pupils to understand the basic mechanics of 'Stop Motion Pro' and in turn use it to create their own digital animations.
- To develop pupil's knowledge of the animation process.
- To increase pupil's cultural capital and provide new and enriching experiences.

## PROCESS

A group of 14 Year 7 pupils were chosen to take part in the project. We visited Manchester Art Gallery where we took photographs and drew sketches of the various exhibits. The theme for the project was 'Other Worlds' as this links in with a scheme of learning within our school's Creative and Literacy Learning (C.A.L.L.) curriculum. We were partnered with Natalija Stolarova who is studying a degree

in Illustration with Animation at Manchester Metropolitan University. Natalija introduced us to some of the techniques and processes she uses within her work and then the learners began to create their own characters, sets and narratives for their animations. We spent some time within school developing these and taking the photographs for the final animation. We then visited the animation studio at the University where the learners uploaded their photographs on Stop Motion Pro to create an animation.

## OUTCOMES

The students increased their knowledge and developed their skills related to the techniques and processes involved when producing an animation. They had some time to experiment with 'Stop Motion Pro' which many of the learners had not used before. They were able to visit and work in a University which gave them a valuable insight into life as a student. Manchester Art Gallery held an exhibition of the animations to celebrate the work and skills they had developed.

## ISSUES

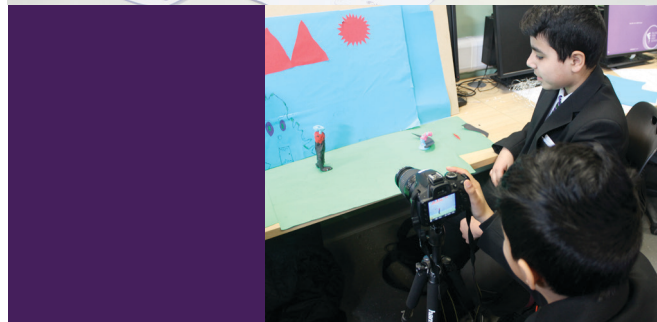
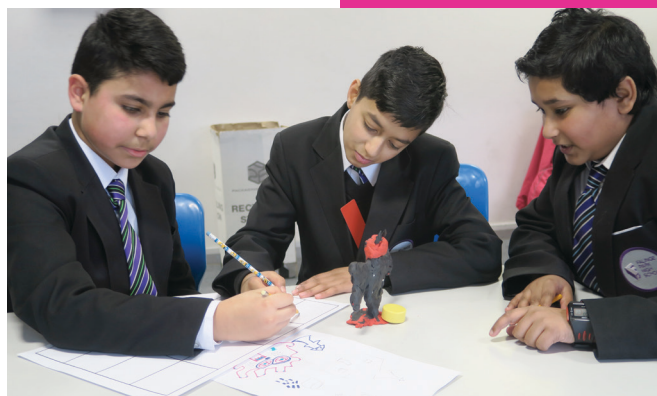
One of the main issues was time. The making of the character models and sets was a little rushed and it would have been nice to have spent further time adding depth to learning at this point. It would have also been beneficial for the learners to experiment with the 'Stop Motion Pro' software in more depth and learn about features such as the addition of audio.





## NEXT STEPS

The project has helped me to develop professional relationships between other practitioners and cultural partners. It has helped me to develop skills in animation and 'Stop Motion Pro' which has in turn given me ideas and inspiration for future projects.







## CONTEXT

Falinge Park High School's objective is to create a compelling learning experience for all children. Learning is essential not just inside the classroom but also outside and the project ensured that learning outside the classroom was vibrant and engaging. Creative Design and Sport go hand in hand; the Sports Industry is forever growing as a result of technological innovation. Therefore it is important to equip pupils with the necessary skills and knowledge to become part of this evolution in Creative Digital Design and explore its relationship with Sport. The project will aim to celebrate Women in Football and enhance the Digital skills and knowledge of the students.

## OBJECTIVES

The project aimed to celebrate Women's football through the creative platform of digital and visual art. We aimed to create digitally enhanced images that brought the passion and excitement for the game alive through composition, illustration, shape and colour. The project aimed to promote the creative digital industry and show areas for development through career and possible job opportunities. It also developed the pupils emotionally, allowing them to develop their feelings through illustration and share and celebrate them with others.

# CDDIR: 'A CELEBRATION OF WOMEN'S FOOTBALL'

Francesca Younge, Lydia Cowgill, Maria Garrick & Christian Allen  
*Falinge Park High School, Manchester Metropolitan University School of Art & National Football Museum*

## PROCESS

Fifteen girls from Years 7 to 11 were chosen to take part in the 'Women in Football' celebration project. All of the girls had a keen interest in football and attended extra-curricular football sessions. The girls visited The National Football Museum and learnt about the history of Women in Football. They were then involved in two sessions of photography and digital art through Photoshop. They were also introduced to photographic composition and different types of illustration. One area of focus was typography and the students had the opportunity to design their own typography through illustration that would be incorporated into the final images. This was all presented to them by Lydia Cowgill and Maria Garrick, who were both students studying at Man Met.

## ISSUES

Developing my 'Photoshop' skills alongside the students was a challenge but I felt this benefitted me as a teacher too. I also noticed that one or two students that might be confident footballers were less confident as artists and it was useful to see the different dimensions of learning across the curriculum. These students had to consider me not as a Physical Education teacher but as someone going on a new and alien journey with them.

## OUTCOMES

The physical outcomes of the project were the Adobe Photoshopped images that the group produced. All the pupils used an image of themselves and used hand drawn typography illustration to communicate their feelings of team work and celebration that they felt when playing football. The hand drawn illustrations were then scanned in and combined with their digital photographs using Adobe Photoshop. The project also developed social skills such as the student's confidence and patience. The group showed good resilience and perseverance throughout the sessions as each became increasingly technically complex.

## NEXT STEPS

After the celebration event at the National Football Museum of the pupils work, it will return back to Falinge Park High School and be displayed as a legacy piece in school in the Physical Education Department.



# CDDIR: ANIMATION PROJECT

Laura Collier, Jade Cradden, Sarah Wilson & Kathryn Warburton

*St Ambrose Barlow RC High School, Manchester Metropolitan University School of Art & Macclesfield Silk Museum*

## CONTEXT

The residency was led by Animation and Illustration student Sarah Wilson who uses photography in her work to produce GIF animations. Through the Digital Designer in Residence project it was hoped that the Photography GCSE students would experience producing artwork in a digital way.

## OBJECTIVES

A group of GCSE Photography students were chosen to work on the project. The main aim of our research was to determine if working with outside agencies in Art and Design helps to stretch and challenge high achieving pupils. The intention of the project was for students to develop their confidence when using Photoshop and other digital programmes when producing artwork.

## PROCESS

Students first visited the Macclesfield Silk Museum for the day which was a springboard for the project. Pupils were given a tour of the museum and had the opportunity to learn about the history of silk and its importance to Macclesfield. Students then had the chance to look through the archives of prints the Museum had stored. Each student selected a print which they liked/ identified with, for example dancing, animals, music etc. This print would then act as a basis for the animation they produced. Through a series of workshops in school led by

Sarah, the students found reference footage from the internet which linked to their chosen prints. Pupils then selected around 12 stills from the footage to do tracings from. They then went on to add colour to their tracings following the same colour scheme as their chosen print.

Students then visited the School of Art at Manchester Metropolitan University where they were given a guided tour of the University's facilities and studio spaces and learnt about the courses on offer. During this visit students attended a workshop where they learnt how to process the tracings they had produced and turned them into a GIF animation. Each of the students GIF was placed together into one animation to produce a final theme.

## OUTCOMES

The digital GIF animation will be displayed and played on the screens around our school. Students will also submit work they created during the project as part of their GCSE coursework.

The group chosen to take part in the project included some of the most high achieving girls in the year group. The visit to MMU provided the pupils with opportunities to learn about different creative options they could have post 16. The students learnt a new skill in how to create a digital GIF, and the process of creating an animation, which will support them as they go forward in their Photography GCSE. As well as the range of new digital skills students learnt, it gave the pupils





an opportunity to be stretched and challenged through the sessions with Sarah. All who attended, including the staff, had a fantastic time, developing our knowledge of life in the digital sector and what is expected to create innovative digital work.

### NEXT STEPS

Working with Sarah throughout the project has definitely increased our confidence delivering lessons involving Photoshop. The skills and processes that Sarah developed through the workshops left students confident they would be able to produce a digital animation again, as this is a method of working which would be fantastic within their GCSE Coursework. The teachers involved would also feel confident developing this project into a scheme of work. All of the pupils involved thoroughly enjoyed the project and talk about wanting to study at Man Met studying a creative course once they leave us.







## CONTEXT

Working in partnership with third year MMU Interactive Arts student Connie Gascoyne and The Whitworth Art Gallery; 'Voices Through Zines' uses collage and digital animation techniques as a vehicle for a response to a personal interest, passion or experience. The Year 9 pupils have developed digital skills in photography and stop motion animation and collage making skills. Each pupil has produced a small animation of their own chosen theme and been part of the production of the zine during the visit to Man Met Art School.

## OBJECTIVES

The intention of the project was for pupils to develop skills in both digital and collage based media whilst exploring a personal theme or interest. Pupils were given insights into further education opportunities within the creative digital sector. Pupils have documented their project in through collection of resources, drawings, designs, photographs and annotations.

# CDDIR: VOICES THROUGH ZINES

Hannah West, Connie Gascoyne & Denise Bowler

*St Ambrose Barlow RC High School, Manchester Metropolitan University School of Art & The Whitworth Art Gallery*

## PROCESS

The process began with a visit to The Whitworth Art Gallery. The pupils were guided around the exhibitions. Our contextual focus for the project was the Jon Stezaker exhibition. Inspired by the artist's style pupils created a series of collage studies using magazines and newspapers. A series of one hour sessions followed. Back at school pupils were introduced to what a zine was. Each pupil chose a personal theme for their contribution to the zine and started to collect relevant images. These were cut, arranged and tacked together to start to create a more complex image. Pupils were encouraged to experiment with different compositions.

The digital elements to the project involved each pupil using a DSLR camera to photograph and move the pieces around to create a series of stills. Pupils were then taught how to import and animate the photographs using Premier Pro to create a stop motion animation. The zine front cover production and book binding were completed as part of a visit to Man Met Art School. The final zine outcome gives a personal snapshot of each pupils theme along with the completed animation fusing all the pupils' individual efforts together. The collaborative video will be showcased on The Whitworth's website.

## ISSUES

The sessions were planned at the start of the project and we allowed for extra sessions in case things took longer. We did need these as the photography stage took longer than planned. Extending the stop motion session would also have been beneficial as unforeseen computer issues meant we did not utilise the whole session as much as we would.

## OUTCOMES & NEXT STEPS

Each pupil created a series of collage images that were manipulated to form content for a short stop motion animation on a personally chosen theme. These animations were edited together to create a collaborative piece that will form part of a resource that The Whitworth will use for educational purposes. The pupils were also part of the production and book binding of the zine itself which showcase a still of each pupil's animation.

We plan to hold a legacy event at The Whitworth in the near future inviting parents, partners and leadership staff from the school to launch and distribute the zine as well as showcasing the animation. The animation will then be part of The Whitworth's recourse materials and appear on the website.



# CDDIR: DIGITAL ART PROJECT

Gisella Steedman, Charlie Manthorpe & Ruth Murray

*St Charles RC Primary School, Manchester Metropolitan University School of Art & Museum of Science and Industry*

## CONTEXT

The project was undertaken in response to a gap in our pupils learning about digital art. It was also a initiative that our feeder high school, St Ambrose Barlow involved us in having had successful partnerships through them in the past.

Working in partnership with Ceramic Artist Charlie Manthorp. Man Met and MOSI museum. Pupils took inspiration from their visit to the MOSI, learning about the industrial revolution and how children used to live and work in the past compared to present day. Pupils took their own photographs and used these to create a design sheet which was then transferred onto a ceramic tile they had also made.

## OBJECTIVES

To develop skills for pupils and the teacher in digital and ceramic media exploring the theme of industrialisation in Manchester. Pupils have documented their journey on this project in their art sketchbooks.

## PROCESS

The process began with a visit from the artist to our school where he introduced an outline of the project and got to know the pupils. The pupils then visited the MOSI for a guided visit around the museum looking at artefacts indoors and outdoors which related to the past in particular the industrial revolution in Manchester and

the production of cotton. The pupils watched a demonstration of a working cotton machine and had a workshop where they had to compare Life in Cottonopolis then and now both from an indoor and outdoor perspective. Pupils used iPads to record images of what they saw in relation to this theme. Follow up sessions included making of the ceramic tile and adding their transfer to the tile.

## OUTCOMES

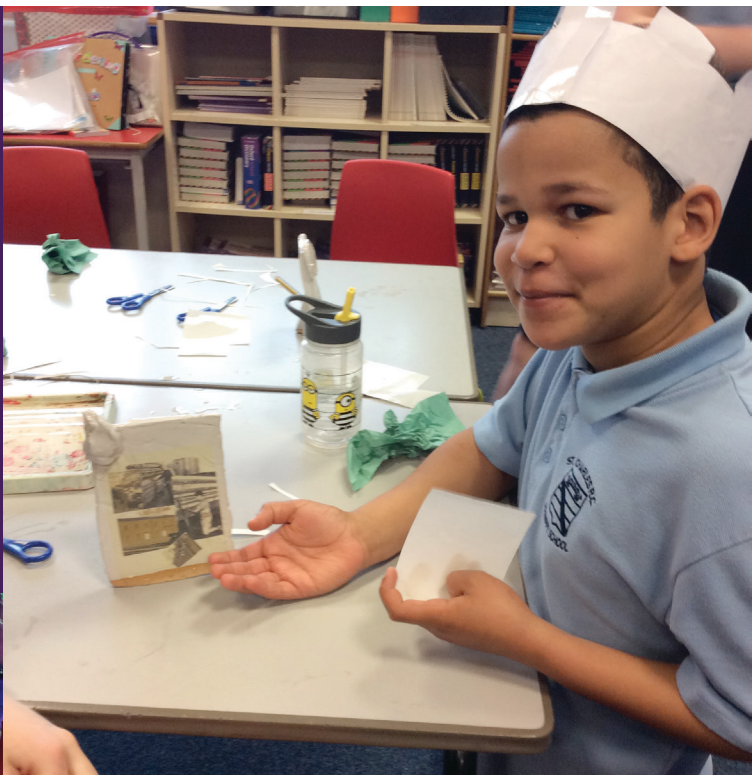
Each pupil created a bespoke ceramic tile, hand built and glazed portraying their own unique digital transfer images and text exploring the themes and their own individual responses to life in Cottonopolis the industrial period in Manchester. MOSI will be holding a celebration event of the pupils work and sketchbooks in the summer of 2018. The pupils journey was recorded in sketchbooks and will be assessed for Arts Award Discover in the summer term. The project as well as learning new skills promoted a great sense of working together and helping each other.

## NEXT STEPS

After the celebration event the pupils work will be displayed in school to share with our school community.









## CONTEXT

The project was aimed at improving students' creative and technology skills in order to improve their employability and raise their awareness of the impact of technology on jobs in creative industries. It gave a group of year 10 GCSE pupils the chance to learn a new skill and work alongside a practicing artist. We worked with award winning ceramics designer Charlie Manthorpe who is a graduate student from the 3-Dimensional Design course at Man Met. The investigative theme which underpinned the students design work, and the programme of study were developed collaboratively between Charlie, myself and Ruth Murray, Head of Education at MOSI.

## OBJECTIVES

During the project, pupils created ceramics based on the archive held at MOSI on Manchester's industrial textile history. Ceramic vessels were to be created using hand methods but then embellished using digital transfers generated and produced by the



# CDDIR: MANCHESTER'S VICTORIAN TEXTILE HERITAGE AND THE UN RIGHTS OF THE CHILD

Nicola Mckenzie, Charlie Manthorpe & Ruth Murray

*Abraham Moss Community School, Manchester Metropolitan University School of Art & Museum of Science and Industry*

pupils on computer design software. In addition to the ceramic skills and design understanding learnt through the project; pupils learnt about the importance of Manchester's textile heritage and related working practice in Victorian Britain to the UN rights of a child today. The theme was chosen to link closely with the school's focus on citizenship and empowerment.

## PROCESS

The project began with an introduction to our Cultural Digital Designer in Residence; Charlie. He introduced the brief, his work, contemporary ceramic design and our project theme.

Next myself, Charlie and the pupils visited the textiles gallery at MOSI to look at the artefacts/ archive linked to the theme of the 'UN rights of a child'. We took photos and pupils produced sketches based on the collection, these were used to inspire the ceramic pieces which pupils produced in the next session.

Pupils were incredibly inspired by their visit and in particular, interested in linking the 'rights of a child theme' with the ideas inspired by the archive collection.

Next we hosted a series of workshops in school by Charlie. These included a craft ceramics workshop to create a vessel; a transfer design session, inspired

by our research and a final photoshop session during which pupils digitized their design images. Charlie was then able to take the pupils work into ManMet to 'fire' the vessels during which the transfer images were permanently bonded to the vessels. The final pieces were displayed at a 'celebration event' at MOSI, which was hosted by the students for parents, staff and peers.

## NEXT STEPS

The pupils really enjoyed being involved in the project and all the work which was produced, which also included artists research pages and a diary of their visit will be used in their GCSE coursework and displayed in their final GCSE exhibition next year. Pupils have really been inspired by the work seen at the MOSI and also by working with a practicing artist and a few pupils have decided to continue with the technique of ceramics in their own coursework.

Pupils are looking forward enormously to a 'Private View' for family friends at MOSI where their work will be showcased.

As a final stage of the project we will be taking the pupils to the Manchester School of Art degree shows in June where they will be able to see work and learn about the full range of design areas, that they may wish to consider for future careers including 3-dimensional design.





# CDDIR: SCIENCE AND ARTS

Helen Henrys & Harry Miller

*The Derby High School, Manchester Metropolitan University School of Art & Bury Art Museum and Sculpture Centre*

## CONTEXT

The project aimed to bring digital design skills to students through the context of science and arts. Students focused on nature and looked at scientific processes involved in photography. They created striking art work that highlighted change in nature as a parallel to change in digital technology.

## OBJECTIVES

Our digital designer in residence, Harry from MMU, began the project by looking at photography technology which is almost obsolete. Students took photographs using disposable cameras of interesting aspects of nature around them. It was then interesting to look at the film strips they had produced through the microscope and detail the scientific make up of the photos they had produced. To develop their artwork students used inks and markers to customize their film strips which produced an eerie quality to the work and emphasized changes we see in nature. They then used digital skills to collate their work and to further modify it using Photoshop. The students are extremely proud that their work is going to form an exhibition within Bury Art Gallery.

## PROCESS

The formal outcome of the project was that all the students in the class have a sound knowledge of the history of photographic art and are able to demonstrate photo editing skills in Photoshop. Alongside this though, the students gained a real appreciation of photography and the skills involved in that process. Students very often stayed behind after class to talk to the designer in residence about photography or to continue looking at artwork that he brought in.

The success of the project has inspired us to create a new scheme of learning to be rolled out across the year 7 curriculum for all students to experience with a view of using this with future classes. It is important to prepare our students with the necessary skills to thrive in a digital world.







## CONTEXT

As a result of the major review of Vocational Education by Professor Alison Woolf in 2011; the requirements for work related elements of Vocational Education courses at 16 – 19 have been significantly increased. Each young person whose study programme involves a vocational qualification must evidence at least 10 days of vocationally relevant work related experience in each year of their post 16 qualification years.

Whilst many sectors have a mature and robust framework for employer engagement in skills and training, the Creative and Digital Industries have always been one of the hardest to reach employment sectors for education.

The picture in Manchester is particularly urgent, whilst the creative and digital sector is the region's fastest growing economy, policy makers agree that routes to entry level careers, particularly for young people in the city's most disadvantaged communities are obscure whilst progression signposting and opportunities are often out of date and incomplete.

## PROCESS

This was a new pilot programme which we developed with our partner school and college in response to their real difficulties finding work led experience for their creative vocational students.



# CREATIVE INDUSTRIES EMPLOYABILITY BOOTCAMP

Bernadette Furey, Adrian Camman, Katherine Rushton, Ben Elson & Louise Orgill  
*St Ambrose Barlow RC Sixth Form College & The Manchester College*

Students competed through a 6 month long series of tasks and challenges for a place on our ground breaking industry coaching programme. We carefully recruited and coached 37 industry professionals from Manchester's biggest creative companies to be ready to undertake the coaching as the students came through.

Each student has had three 1 to 1 sessions with their coach and then spent time in their coaches workplace finding much more about creative business and entry level opportunities and jobs.

Challenges the students had along the way included students competing in groups to create peer advertising campaigns for the launch of the 20th Century Fox teen love story 'Love Simon'.

## NEXT STEPS

Having developed the framework for a year 12 level student; the team are taking forward proposals for a more work experience intensive second year programme for year 13 students.

## STUDENTS SAID...

People often tell me "we can show you the door but it's up to you to walk through

it". The coaching experience for me has been more like 'here's the door, we can walk through it together. Once we are through the door we can look around and find if it's the right door for you; if not we will help you find a better door.'

## TEACHING STAFF SAID...

'The experience so far for the students has been incredible. Since the first boot camp sessions I have seen students blossom and grow in their understanding of industry expectations .... the buzz and atmosphere during the coaching sessions has been brilliant and seeing our students engage with industry people has been so rewarding.'

## INDUSTRY COACHES SAID ...

'What an honour it has been to be involved in this project. I signed up on a bit of a whim but I have been blown away by the benefits for the mentees and mentors too. Firstly the training was superb and really leaves you feeling well prepared to mentor. And the mentoring itself? What can I say? It's been a privilege to get to know a brilliant young person and it has really taken me back to how I felt at that age.'



# STRONG, SAFE AND RESILIENT

Freedom Personal Safety CIC (FPS)

*The Derby High School, Falinge Park High School, St Ambrose Barlow RC High School & Abraham Moss Community School*

## CONTEXT

The Strong, Safe and Resilient project is a tailored programme of interactive learning, activities, action and empowerment with three distinct elements:

- Character education and growth mindset principles to personally develop and inspire
- Child Sexual Exploitation (CSE) awareness and prevention education
- The development of a student-led peer education campaign to raise awareness of CSE across school to keep other students' safe.

## OBJECTIVES

- To increase the aspirations, confidence and resilience of the direct participants (40 Year 8 & 9 students from each school).
- To support the participants in creating a peer-to-peer child sexual exploitation (CSE) prevention education and awareness campaign benefiting the whole school community.
- To roll out the campaign and improve the safety knowledge of students and awareness of where they can access support.
- To showcase the campaign and achievements of the participants in a celebration event.

## PROCESS

The project was completed in Abraham Moss Community School last academic year. Core delivery of the CSE and Resilience elements of the project and the Campaign Development days happens over the course of a week and this activity has already been completed at The Derby High School and Falinge Park High School. They are currently in the process of rolling out their peer education campaigns and we will shortly be assessing their impact with a final survey exercise.

The then Deputy Police and Crime Commissioner, Jim Battle with Julie and Rachel and staff from Abraham Moss Community School. Jim presented certificates to students at their Celebration Event in February 2017.

## WHAT STUDENTS SAID:

- 'I will share with my friends what I have learnt about staying safe. The drama was really good and helped me to understand' (Abraham Moss)
- 'When someone tries to take me down, I will get back up' (Falinge Park High)
- 'I will try to become a more positive role model to my siblings' (The Derby)
- 'It has made me think about things differently and I will always remember that it is never the victim's fault' (The Derby)



This programme gives the participating students the opportunity to develop a stronger awareness of issues around grooming and sexual exploitation, how they can take steps to keep themselves safe, and look out for warning signs. By including tools and techniques to improve their wellbeing, understating the concept of resilience and personal goal setting, these students will be better able to look after their mental health too. The peer education element of the programme enables the young people to share their learning and help their friends and peers keep safe too creating a collective responsibility of looking out for each other.

## FEEDBACK

Louise Pottinger, Assistant Head Teacher Falinge Park High School said 'the work the students have produced and their learning from the 3 days on the programme blew me away yesterday. Thank you for all you have done with our pupils'

'You have delivered such a fantastic experience for our children', Lynn Provoost, Assistant Head, the Derby High School.

'You have tackled some powerful subjects in a child-friendly way and you had good engagement from the students because they found it interesting' Dean Ashton, Head of House, Falinge Park High School.







## CONTEXT

St Ambrose Barlow undertake many research and development projects. The projects have been a huge success and have been shared with many schools, universities and educational organisations such as Comino, Ideas Foundation and Curious Minds. In 2015 the 'St Ambrose Barlow Research Hub' was set up, working in partnerships with the Eed.net.

The Expansive Education Network is a group of organisations, universities, schools, colleges, and individual teachers whose vision for education intersects at four essential points. It provides teacher CPD and is coordinated from The Centre for Real-World Learning at the University of Winchester in collaboration with a growing number of partner universities across the UK.

St Ambrose Barlow is an 11-16 Roman Catholic school with post 16 provision. St Ambrose Barlow is served largely by six link primary schools with the remainder of the population being drawn from a number of inner-city Catholic primary schools. St. Ambrose Barlow is in Salford, a non-selective authority. A third of the families live in poverty and there are high levels of youth unemployment. In 2016 over a third of the pupils at St Ambrose Barlow lived within the 20 per cent most deprived areas of the country.

## OBJECTIVES

The North West Hub for Expansive Education is made up of a selection of secondary and primary schools from across Greater Manchester that are interested in and

see the benefits of teacher research. The hub provides opportunities for teachers to research their own professional practice. Support is provided to help teachers choose a small thing they would like to address in their classrooms that reflects 'expansive' values and is manageable. Support is provided to help teachers prepare a plan that includes suitable methods for 'noticing' the impacts of their research. Staff carry out the research, and share it with others. Ultimately they share their learning back at school and embed good practice

## AIM & PROCESS

The aim of the hub is to:

- Develop an approach to teaching and learning that develops life-long learners
- Develop teachers as researchers. The role of the teacher is as a learner, not always an imparter of knowledge. We believe in expanding teacher professional identity so that teachers seek always to develop their own professional practice and learn to feel comfortable out of their depths, just as they expect from their students.
- Create a research culture across schools.
- Improve teaching and learning.
- Provide quality bespoke CPD for staff

In the academic year 2016/17 teachers led their own action research projects. As teacher-researchers they acted as participants and observers as they conducted research in their own classrooms. With these dual roles, they completed the following tasks:

- Developed research questions based on their own curiosity about teaching and learning in their classrooms.
- Managed the research project. This was sometimes in collaboration with other teachers, industry partners or universities.
- Analysed and interpreted the data and the research methodology.
- Created a research report and shared their findings through a presentation delivered to students, colleagues, and members of the educational community.
- Examined their underlying assumptions about teaching and learning.
- Assumed responsibility for their own professional growth

## OUTCOMES

The teacher research projects resulted in:

- Increased sharing and collaboration across departments and schools.
- Increased dialogue about student learning between teachers, parents, industry partners and universities.
- Enhanced communication between teachers and students. Teachers stated that they enjoyed having time to talk to and get to know the pupils. This was inspirational for the teachers because they engaged with pupils that are sometimes hard to reach. Teachers were delighted at the how enthused these pupils were.
- The projects impacted on the pupils attitudes to learning in other subject areas.
- Teachers built new relationships and shared learning with colleagues from their own and others schools.

# FOR ALL: MOON VILLAGE - SMART MATERIALS PROJECT

Lucy Tasker, Simon De Courcey, Bernadette Furey, Kate Moore, Dr Helen Mason & Helen Schell

*Abraham Moss Community High School, Falinge Park High School & St Ambrose Barlow RC High School, University of Cambridge & the European Space Agency*

## CONTEXT

As European Space Agency Ambassadors, Dr Helen Mason and artist Helen Schell are engaged in introducing young people across Europe, to the awe and wonder of space science, with a view to encouraging more young people to consider future employment in space science. Together they have developed a body of workshops which use immersive creative practice to help young people unpack learning about current developments in space science. A major collaborative focus for the work of ESA currently is future-proofing technology to allow humans to build a working village on the Moon.

## PROCESS

The workshops, which took place in each of the NWCCC schools first asked the young people to consider some of the extreme environments on the Moon, and the protection humans would need to survive these. Students were also invited to think about what materials they could access and use from the Moon itself to help create a survival environment. Using the information they had discovered they

then moved onto create design ideas which could help their human villagers to both survive and enjoy life on the Moon. A number of new material technologies were showcased as part of this process.

## OUTCOMES

Young people worked in groups to create design worksheets expressing their ideas. One school has used the workshop to inspire a longer project; and the young people involved will be showcasing the work from this longer project at a celebration event with Dr Helen Mason later in the year.











