

Creative Wellbeing Projects for Spring or Summer Term 2021

NURSERY & KS1

Project title	WE ALL LIVE UNDER THE SAME SKY
Artist/Artform	Jo Coles/3D Construction
Wellbeing need	Lacking a sense of belonging, respect for diversity
Key skills	3D making, talking about and celebrating everyone being different, exploring diversity
Suitable for	Age 3 to Year 2 In class with artist present
Project description	A series of creative storytelling sessions about identity and diversity. Books can be adapted to suit specific ages, but for example: Read 'Frog is Frog', talk about who we are and create 'mini me' peg dolls of themselves. Read 'Home', talk about the possibilities of what a home can be and draw homes for their 'mini me' to live in. Read 'The Tin Forest', talk about what makes our environment special, and create an environment for their 'mini me' to live in out of scrap materials. Embedded throughout the sessions are opportunities for interactive play and conversations about being special and being individual.



Project title	DO IT WITH SINGING!
Artist/Artform	Al Start/Singing
Wellbeing need	Delayed speech and language skills, communication and engagement during times/routines of the day that can be challenging, such as tidying up, washing hands and sharing
Key skills	Communication and speech, interaction and confidence
Suitable for	Age 3 to Year 1 In class with artist present
Project description	Children use song, Makaton and movements to develop speech and communication skills, and improve confidence and sense of belonging. The songs are created working with a class of children and can then be learned by

the whole school. The tunes are familiar, but with new words and the song subjects focussed on activities during the day that children find challenging eg: sharing, tidying up, washing hands properly. Children devise words and actions to give them agency over the songs. The project incorporates teacher training and recordings/film of the songs with Makaton signs to allow the staff team to use them every day, and to teach them to new members of staff.



PRIMARY KS1 & KS2

Project title	MONSTERS
Artist/Artform	Jo Coles/3D Construction
Wellbeing need	Anxiety, lack of resilience to trying new things or things going wrong
Key skills	Creative experimentation, working individually and in teams, developing understanding and language to recognise and express feelings
Suitable for	Year 2 – Year 6 In class with artist present or working remotely
Project description	A 3D monster making process exploring self-expression and feelings. Students try group techniques to transform their classroom, and then begin to create individual monsters with changeable expressions. They work on identifying different feelings and expressing those in mark-making, and then collaboratively create 3D environments based on one feeling to house their monsters.



PRIMARY KS2 OR SECONDARY KS3

Project title	CONSTABLE IN BRIGHTON
Artist/Artform	Sharon Mee/Watercolour
Wellbeing need	Anxiety, and a lack of coping strategies.
Key skills	Research and artist inspiration, watercolour techniques, mindfulness and creative techniques to apply in everyday life
Suitable for	Year 4 – Year 7 In class with artist present or working remotely
Project description	Students are guided through a selection of Constable paintings made in Brighton. They are detectives, discovering how Constable worked, that he came to Brighton to improve his family's health and how we walked and worked across the beach and downs. Children take a guided walk within or near their school, and combine creative techniques with mindfulness to engage with their environment. They explore a range of watercolour techniques, trying out different brushes and mark making. They complete a watercolour masterclass where they create an individual landscape painting. This project can incorporate Discover or Explore Arts Awards.



Project title	WE ARE PLANET CREATORS
Artist/Artform	Sarah Bennett/Mixed Media
Wellbeing need	Low self-esteem, friendship issues, lack of resilience and tendency towards negativity. Fear of failure, easily overwhelmed and difficulty accepting success or achievements
Key skills	Working collaboratively, managing friendship issues, sense of belonging, empathy and working as a team. Mindful seeing and noticing, sustaining a more positive mind-set for longer
Suitable for	Year 4 to Year 7 In class with artist present or working remotely
Project description	An incredible new planet has communicated with Earth. Your class are the very first people to receive a message from life there. The life forms on the planet have asked your class to help them with the important task of creating a beautiful planet where its people will be well and happy, enjoying living there together. We will imagine and make this planet together. We are Planet Creators. After receiving communication from life forms on the

	new planet, students will 'travel there' as a special team of 'Planet Creators' and discover an almost blank planet. Using ideas from earth and their imagination they will create elements of the new planet together.
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Project title	THE TIME CAPSULE
Artist/Artform	Sarah Bennett/Mixed Media (Photography/Visual Arts /Creative Writing/Movement)
Wellbeing need	Poor class cohesion, difficulty working as a team, helping each other and listening. Boys and girls not mixing with some children isolated. Friendship group fall outs
Key skills	Working collaboratively, getting along being kind, making a safe space to be creative without criticism, shared pride and a sense of achievement. Connection, respect, empathy and resilience
Suitable for	Year 4 to year 8 In class with artist present or working remotely, or with Y7/Y8 students working from home
Project description	Students produce a time capsule documenting the individuals, community, environment and predictions for the future of their class. They will take photos, create artworks, decide what should go into the time capsule and how far into the future to send it. They will explore ideas about portraiture, ways of looking and seeing (considering their environment through 'time travellers eyes'), how they would like to portray themselves collectively and develop visions of the/their future. The time capsule can be buried on school grounds or stored online.



Project title	DANCE TALES
Artist/Artform	Rosaria Gracia/Dance
Wellbeing need	Poor class cohesion, lack of a sense of belonging and anxiety

Key skills	Working collaboratively, managing friendship issues, devising using spoken word, movement and props, overcoming shyness
Suitable for	Year 4 to year 8 In class with artist present
Project description	Students explore modern and traditional dances as a way to explore feelings and tell stories. Using a theme chosen by the school, children work in groups to devise different sections of a dance to describe different situations and feelings. Using music, spoken word, props and a variety of movement styles they create a piece incorporating all their ideas.



Project title	CLAY IN COLOUR
Artist/Artform	Sharon Mee/Sculpture
Wellbeing need	Respecting one another's emotions and accepting each other's differences. Difficulty managing anxiety, frustration or disappointment and maintaining focus
Key skills	3D sculpting, risk taking, growing in independence, managing feelings and making adjustments based on how others are feeling. Recognising achievement in themselves and others
Suitable for	Year 4 to Year 8 In class with artist present or working remotely, or with students working from home
Project description	Starting small, students will try out new materials making an individualised key ring using foam and silk clay. Students move onto creating moulded domes with fretwork patterns to create indoor or outdoor lanterns, which can be made individually or on a larger scale in groups. Their skills are then honed in a mask making activity using pearlised beads with clear clay to create a bespoke celebration of their individual characters.



SECONDARY KS3

Project title	MY STORY
Artist/Artform	Sarah Brownlow/Photography
Wellbeing need	Low self-esteem or confidence, resulting in apathy/low motivation towards tasks, further exacerbated by lockdown and isolation from friends and teachers. Fear of failure, anxiety around taking risks, being different to others, and how they will be perceived as a result.
Key skills	Photography techniques, exploring identity, manipulating composition to create a narrative, developing constructive criticism, sharing their story with peers to build understanding and acceptance
Suitable for	Year 7 to Year 9 In class with artist present or working remotely, or with students working from home
Project description	<p>Using cameras, tablets or phones to explore students own stories and identity. Photography as a wonderful story telling vehicle will be introduced to the students as well as some basic composition techniques to help improve their picture taking skills. Students create a mind map to explore their identity and story, and recognise the things that matter to them or that they enjoy. Using the mind map and professional photographers as inspiration, students will take a series of images using composition and narrative exercises, and then curate a photo-story about themselves from the best images.</p> <p>This project can result in a student takeover of a school social media channel to share their work and to provide agency to students in school and among peers.</p>

