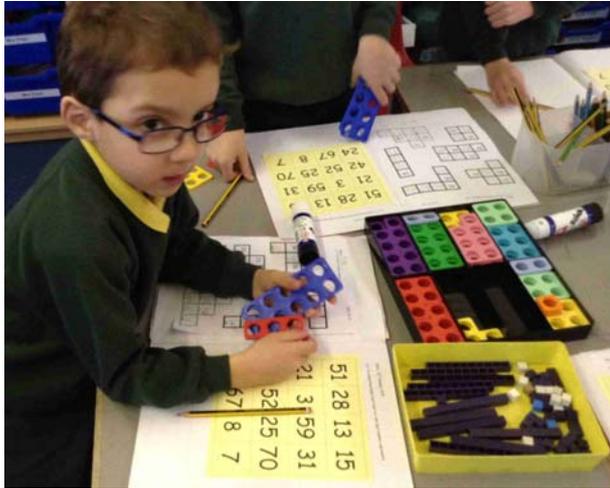


REPORTS ON GRANTS AWARDED
A selection of recent grant recipients – October 2015

FLEET INFANT SCHOOL

£1,495



This Hampshire school used its ECT grant to buy Numicon teaching resources, and to raise numeracy levels for the school's 300 pupils. In reception class, children play with the Numicon shapes, drawing around them and colouring them in to familiarise themselves the numbers. Year 1 children are helped to understand the place value of numbers, while in Year 2 the resources are used to stretch problem-solving ability. Teachers are overwhelmingly positive about results achieved using Numicon.

SCIENCE4U

£1,500

This organisation held the 12th Annual Schools Science Conference with its partner the University of Westminster. The conference provided interactive stands and workshops for 250 students, plus teachers' workshops. The 45 stands, supported with an ECT grant in December 2014, linked science with survival, covering medical science and engineering, the environment and space, offering an introduction to a range of career options. Many stands focused on different aspects of clinical microbiology while the environmental forensics stand explained how bioinformatics - an interdisciplinary field developing methods and software tools for understanding biological data - can predict the effects of environmental pollutants in river ecology. The event was judged a great success by teachers and students.

GILWERN PRIMARY SCHOOL

£2,000

A grant in June 2013 enabled this Abergavenny school to organise a Mammoth Maths Fest to develop mathematical language, reasoning and skills. Each class took part in a maths trail created by pupils in the school grounds. Pupils then did a range of activities using maths as a key skill across the curriculum to show how numbers are used in everyday situations. Visitors from a variety of industries explained how maths is used in their chosen career and demonstrated how numbers are all around us. At the end of the day, each pupil was given a toolkit to boost home-school learning, consisting of a ruler, pencil, measuring tape, calculator, compass, number square and dice, bringing a 70 per cent improvement in completed homework.



LAKELAND ARTS TRUST

£10,000

A grant in April 2014 supported this trust's learning team to deliver a programme for primary schools. Eleven themed workshops have been developed across three Lake District sites - Abbot Hall art gallery, the museum of Lakeland Life & Industry and Blackwell, the Arts & Crafts house. The workshops include landscapes, the creative process, patterns from nature, a Victorian holiday home, hedgerows and nests, and industry and work. The trust has also been able to improve information and resources on its website, and has reached 1,913 pupils through the learning programme.



CUMBRIA DEVELOPMENT EDUCATION CENTRE

£7,733

A grant in April 2014 allowed 11 craftspeople, 287 children and 150 parents to take part in a series of workshops to introduce children to crafts and food production on their doorstep. Each craftspeople created a 'Day in the Life' story in a range of formats to pass on to the teachers for the classroom activities. Each school then liaised with their partner craftspeople to plan and deliver a series of after-school sessions. The organisation collected a range of activity ideas and lesson plans into a 'Practitioner Handbook' which will be available to download, and created three topic boxes to go out on loan to participating schools, and eventually, to schools across Cumbria.

BERKSHIRE YOUNG MUSICIANS TRUST

£4,800



This trust was awarded a grant in April 2014, allowing some of the most talented and promising young brass players to rehearse and perform with Superbrass. The opportunity for these young gifted and talented students to play alongside such high-calibre players is an experience they will never forget. Superbrass worked directly with 30 intermediate level students and coached 14 members of the Berkshire Youth Symphony Orchestra

brass section. The young players' sound quality, precision and characterisation of playing improved markedly during the workshop. The occasion also allowed the trust to build links with the Guildhall School of Music by inviting their brass dectet to share the stage.

THE TETLEY

£1,000

A grant in March 2014 supported this Leeds contemporary art centre's six-month training programme for undergraduates or recent graduates in fine art and design who wish to gain experience in presenting workshops to children and young people. Trainees devised and delivered sessions including 3D photo mapping of the Tetley building, a zine workshop, Tetley colour treasure hunt and making light catchers. As a result of the programme, one trainee has become a part-time staff member at the Tetley, helping to deliver weekly after-school clubs for local primary schools.

ALDEBURGH MUSIC

£9,500



Friday Afternoons is Aldeburgh Music's flagship education project. Created for the Britten Centenary in 2013, this initially aimed to engage Suffolk schoolchildren in singing, but has escalated to fill a gap in music education around the world with over 70,000 children and young people engaged globally. A grant in April 2014 supported the project in Suffolk and Greater Manchester. Suffolk County Music Service used the

project in their whole-class ensemble tuition across 32 primary schools, culminating in the Big Sing at the Snape Maltings where 800 children from 26 local schools were live streamed singing their songs. The Wigan school developed a cross-curricular project looking at different aspects of Gwyneth Herbert's composition Baiskeli (Swahili for bicycle), researching the lives of children in Mombasa and learning how bicycles are represented in visual arts. Aldeburgh Music plans to embed Friday Afternoons into singing activity in music education throughout England, to making it a leading resource and network for singing with children and young people by 2025.

SWISS COTTAGE SCHOOL

£7,272

This London school of 237 special needs pupils aged two to 19 received a grant in April 2014 towards an art tutor and resources for an out-of-hours learning project, ensuring learning throughout the year. Children make significant progress during term time but tend to regress during the holidays. The creative arts programme ensured that young people, primarily 11-16s, broadened their experiences by trying new arts activities with a strong educational element. Activities with a proven benefit for child development ranged from painting with hands and feet, and collecting materials outside to make collages, to using innovative recycling to build models and objects.



SOCIETY FOR THE PROTECTION OF ANCIENT BUILDINGS

£10,000



The William Morris Craft Fellowship is recognised across the heritage sector as a leading programme in traditional building conservation and repair. The annual fellowship provides in-the-round training in different crafts, allowing participants to build expertise in their own specialism and develop skills in other trades. An ECT grant in April 2015 allowed SPAB to offer the fellowships to three craftspeople; Joe Coombes-Jackman, is a 22 year-old blacksmith who has helped make complex gate hinges for the Old Royal Naval College, Greenwich and worked on the repair of six cannon dating from the battle of Waterloo – he hopes to use the fellowship to gain a better understanding of associated crafts. Ben Hornberger, is a 26 year-old carpenter who worked on the roof repairs at Hagley Hall and a variety of timber-framed projects in Ludlow. Ben, who now works for himself as well as volunteering for SPAB, is looking forward to meeting and learning from

fellow carpenters and craftspeople. Emma Teale, a 36 year-old stone conservator with experience in stone cleaning techniques, plaster conservation, decorative arts work and mosaic conservation, is keen to explore the architects' side of the industry while learning more about brickwork, metalwork, glazing and modern materials.

ASHMOLEAN MUSEUM

£10,000

In April 2014 ECT awarded the first of three grants of to support a new secondary education officer to meet an increasing demand from Oxford secondary schools. The post went to a qualified secondary English teacher who has an MA in museum studies. The Ashmolean held its first ever sixth form study day for classics students, with two future study days for philosophy and archaeology planned for 2016. An Arts Award bronze project is underway for Year 9 pupils from Cheney School, taking inspiration from the Ashmolean's textile collection. Working with the Oxford Education Business Alliance, a two-day project is planned to give schoolchildren the chance to see behind the scenes of the museum as part of a work experience programme. A key priority has been to create teachers' notes to support self-directed visits for the museum's exhibitions, plus online sketchbook introductions for pupils studying art and design, a session on Ancient Greek mythology and a cross-museums discovery day in conjunction with other Oxford museums. The education officer has begun exploring the potential for an out-of-hours programme to give young people access to the collections beyond the school day, resulting in a coding workshop during Easter holidays.

DORSET WILDLIFE TRUST

£8,700

An award in September 2013 enabled Dorset Wildlife Trust to employ an education and engagement officer for the Poole, Bournemouth and Christchurch areas. The officer has delivered a range of activities, including classroom sessions and visits to nature reserves, engaging 770 children and young people. The grant also paid for field equipment such



as sweep nets, magnifiers, pond dipping nets, trays and sample boxes.

REELSCAPE COMMUNITY

£2,500

A grant in September 2014 allowed this not-for-profit community group in Northamptonshire to work with 70 disaffected young people to create a film. Across the scheme, workshops were linked to school subjects such as photography, English, maths, drama, art, music, science, design technology and construction. The project helped the schools to reflect better the professional realities of filmmaking, as well as giving students an appreciation of unseen jobs such as accountancy and focus pulling. The workshops included script analysis and getting to know fictional characters so that students could design a set, build the set with the construction team, design and source costumes and rehearse actors.



REDMOOR ACADEMY

£2,500

A grant in February 2015 allowed this Leicestershire academy to go ahead with its new project, STEM Performers, combining dance and performance with science to try and make difficult concepts more readily understood. A choreographer worked alongside science staff to create a short piece about biodiversity in the oceans, and the impact of a species being hunted to extinction. As well as a performance in school, the piece was also performed at local primary schools and the regional STEM conference. Now a new piece is being created to demonstrate how an iPad works. The school found that in a few short months, the concept of STEM Performers captured the imagination of the school. Many children who did not engage with science now do so because of their love of dance or drama, while the project challenged many students who love science to see the arts differently. The concept has been most successful in primary schools, making difficult ideas clear and making science more accessible for children who are visual or kinaesthetic learners.

Z-ARTS

£1,030

This charity in Manchester received a grant in February 2015 to work with 60 children from Barlow Hall Primary School and create a bespoke 'digital panel'. The artist demonstrated a range of drawing and painting techniques based on the environmental theme of a coral reef, helping children to develop their creative



skills while learning about the undersea world. The children's artwork was collated digitally to make a montage, which was printed and laminated to create a finished piece of art – this was exhibited in the Wired, Wild and Alive exhibition alongside other artists' work, and was used in performance to help children identify the difference between a healthy living coral reef and a bleached one. The work has since gone on permanent display in the school, and forms the basis for creative writing and discussions about creatures and their habitats.

ROYAL INSTITUTE OF BRITISH ARCHITECTS

£10,000



The RIBA is appointing a dedicated learning manager for schools and young people thanks to an ECT grant in April 2014. The education programme will engage primary and secondary schoolchildren with the built environment by demonstrating how architecture can support teaching across the curriculum through RIBA exhibitions and collections. The manager will build on existing activities, eg Skill Up workshops with 15 to 18 year-olds which include sessions on building your first portfolio and creating a project to present to RIBA experts,

workshops in Cass Art stores, LEGO days, workshops themed on exhibitions such as Mackintosh Architecture and a digital learning opportunity linked to the exhibition Palladian Design.

CAST CYMRU

£8,350

This Welsh charity manages the CanSing project, a national initiative developed to address concerns about the decline in singing in schools, choirs and communities. As well as an impact on singing, the project has had a positive effect on literacy, a major priority of the Welsh government. A grant in April 2014 allowed the charity to develop its literacy resources, training and support, which it offers throughout Wales to benefit teachers and pupils. The charity developed new resources to enhance existing materials, piloted the new resources in a range of schools and at two teacher training events, refined and designed the material for public use, and provided resources and training to schools throughout Wales.

OLDHAM COLISEUM THEATRE

£1,450

Thanks to a grant in August 2014, this theatre worked with three local primary schools in a cross-curricular exploration of Michael Morpurgo's *Farm Boy*. The project was designed to engage and inspire teachers in drama, for children to explore the novel in class through drama, and to give children an opportunity to present their responses in an inter-school performance at the theatre. Although the teacher training was linked



to literacy, it also comprised approaches to leading practical drama workshops. The teachers felt the training helped them to use the activities more broadly in their teaching practice - they went on to deliver the scheme with the children, developing a theme from the novel to include learning from the land, the First

World War and the trenches, letters from home and Joey the war horse. The inter-school performance allowed the children to experience their pieces on stage with lighting and sound, and a cellist was commissioned to play during and between the pieces. The project exceeded the theatre's expectations.

PHOTOWORKS

£7,500



'A Day in the Life' was a creative arts learning project in which young people from Brighton and Hove created photographic and text-based accounts of their lives in their locality, working alongside artists and photographers. A core group of youngsters worked with an artist and photographer in response to a directive from the Mass Observation Archive to develop a commentary

on their locality. The group participated in some of the city's key arts festivals and gained their Bronze or Silver Arts Award. Another area of the project was the development of a digital strand, resulting in the launch of Young People's Showcase on the Photoworks website, allowing young people to create and curate work and to have their images and writing professionally presented and seen by a wide audience. Two of the group have gone on to apply to study photography after their GCSEs, three are continuing to work together to make and publish their work, and one is aiming to achieve her Gold Arts Award.

LONDON SONG FESTIVAL

£1,500

A grant in June 2014 enabled this organisation to present a programme of workshops in nine schools in Hackney, Haringey and Bexley. In most cases this has been the children's first opportunity to hear a live classical singer and pianist, and their first exposure to the works of the Art-song repertoire with songs ranging from Schubert and Brahms to Rachmaninov and Britten. The workshops explore how song tells stories and paints pictures in words and music and how a singer and pianist can evoke many emotions through the music. Feedback from schools has shown that classical music is an inspiring and enjoyable experience for children from all backgrounds.

ARNOLFINI

£6,000

A grant was awarded in April 2014 to support the salary of the assistant curator of learning and participation. This has allowed this Bristol gallery to deliver an innovative programme of schools workshops, teacher training sessions and professional development support for artists. The project worked directly with 655 primary school pupils, 332 teachers and 16 local artists. Experience gained through the project has given confidence and motivation to improve bespoke



professional development opportunities for teachers. The schools worked with individual artists on commissions - in particular, ECT funding allowed an artist to facilitate a series of workshop with Year 4 and 5 pupils, introducing them to the artist's work and creating their own tiles to directly inform the final design for the interior of the structure. The grant also supported a series of workshops at another school in which students learned origami and used it to create designs for The Hide, a small sculptural timber building to be situated in a woodland clearing behind the school. The artist also observed and worked with Forest School classes to see how the woodland was used and how the artwork could enhance it. Since its installation, the work has been used almost every day by pupils. The gallery says it has been a privilege to deliver the project, which would not have been possible without support from ECT.

2-FACED DANCE

£3,000

A grant in December 2014 allowed this non-profit organisation in Hereford – the county's only professional touring dance company - to work with 13 primary and secondary school across Herefordshire, creating dance performances on the WW1 theme during in-school workshops with professional dancers. A teachers' resource pack was distributed and a two-hour teacher-training workshop was held initially in each school. Students' workshops included film, original music and artwork, textiles, poetry IT skills, literacy, video making and dance. Taking 27 names inscribed on the village of Lugwardine's war memorial, the project brought the memories, stories and legacies of these men to life, culminating in a multimedia physical theatre performance. The company was particularly pleased that it involved boys - including the Year 9 rugby team - in dance.



YORKSHIRE SCULPTURE PARK

£8,000



Thanks to this grant the YSP was able to continue its outreach programme Spark in 2014-2015, engaging schools from deprived areas of Wakefield and Calderdale. An introductory day was held for teachers, passing on creative skills and ways to engage children. The project's artists worked with students, introducing them to sculpture and the environment by spending time outdoors exploring the natural world, looking at and collecting materials, and discussing the origins, methods and inspirations behind the sculptures on site. Spark engaged 451 pupils and 70 teachers from 17 schools -

the participation rate was 50 per cent greater than expected. The project had a significant impact on students and teachers, with schools hoping to continue working with YSP.

BLACK COUNTRY MUSEUM

£10,000



activities tailored to young people with special educational needs. In August 2015 the museum's learning programme received the Sandford Award.

A grant to this West Midlands charity has supported the salary of the learning programmer who has developed activities to support Science, Technology, Engineering and Maths (STEM). The museum has held a four-day Chemistry in Work programme and a two-day Manufacturing at Work event, which were attended by 600 primary and secondary school students. New STEM workshops, including 'Under Pressure – Exploring Steam Power and Levers and Linkages', have been piloted with 300 students. The museum is also developing new workshops and

BORDEN GRAMMAR SCHOOL

£1,800

A grant in June 2014 allowed this boys' school in Sittingbourne to purchase an etching press, and GCSE students are to run an Arts Award competition; they will give Key Stage 3 pupils a brief to create an etching print inspired by the Sittingbourne paper mill and its demise. The students will research their evolving local environment, particularly how industry has changed due to the demise of paper-making in the town. Thirty drawings will be selected to turn into prints and students will be invited to attend after-school sessions to turn their drawings into etchings - finally, they will plan, curate and host an exhibition on the technical craft of printing. In an environment where art and design can be undervalued, the school wants to retain the boys' interest in practical craftsmanship.

WHIRLOW HALL FARM TRUST

£10,000

In September 2014 the ECT gave a grant to support an education officer's salary at this trust in Sheffield. Between April 2014 and March 2015, the trust welcomed 10,309 children from across Yorkshire to sessions on harvesting and cooking fresh produce, a WW2 farm tour, creative farm art, den building, A level biology and food production, maths on the farm, lifecycles and mini-beasts. The farm has welcomed local secondary school students to study for Level 2 in animal care alongside their GCSEs, all of whom achieved distinction or merit. To keep pace with National Curriculum changes, last September the trust revised its programmes to include literacy and schools' interest in having a wider programme of farm-based living history. Working with Sheffield schools, the trust also delivered farm art and storytelling activities - the Wonderland of Book event. Children created story-based art with a local artist, sang farmyard songs and took part in farm-based story sessions, with teachers



having access to a range of reading resources for follow-up sessions in the classroom. Before visiting Whirlow, many of the children had never visited the countryside, seen a farm animal, tasted or seen fresh fruit and vegetables, or understood the link between their food and where it comes from. ECT's grant played a vital role in helping give these children the experiences.

BADINAGE

£7,880

A grant to this charity generated tailor-made music scores and musical education material for 15 music workshops in four schools in the London borough of Newham. The charity prepared a special piece of music with different levels of technical ability. Year 6 children played a range of instruments, including violins, clarinets, trumpets, horns, guitars, pianos and flutes, and by grading the different parts, all 180 children were able to participate.



The workshops enabled collaboration between children from very different backgrounds, and the children greatly improved their standard of playing. Music scores and parts have been curated and will be used in future workshops.

PIMLICO OPERA

£2,000

This Hampshire-based charity specialises in performances in unusual places and is well known for its acclaimed work in prisons. Last year Pimlico Opera began a new initiative in primary schools, giving children who normally have little exposure to songs and music, a half-hour singing class every week. ECT's grant allowed the project to expand, benefiting a new group of schools with disadvantaged children in Kent and Durham. Children sit around a piano together every week and learn traditional songs, in sessions led by a music teacher and teaching assistant. As a result of the sessions, a Year 4 boy diagnosed as a selective mute volunteered to sing a solo, and a Year 5 boy, who would read a book or leave the classroom rather than sing, joined in and offered to become part of a small group of singers. Since the programme began in 2013, the charity has been contacted by schools throughout the country keen to use the model.

COMMUNITY DEVELOPMENT ASSOCIATION FOR MINORITY COMMUNITIES

£1,750

This north London charity has provided intervention literacy and numeracy classes using an online programme which identifies gaps and adapts instructions to meet individual needs at all levels. Many children attending the supplementary school have below-average levels in maths and literacy, and have requested additional online activities to help them to improve. A grant in June 2014 allowed the charity to buy five laptops, giving primary pupils access to the Success Maker programme, which helps lower-ability groups raise their literacy and numeracy levels.

KESTLE BARTON

£2,540



This project used an artistic installation as a starting point to explore the changing seasons, and the importance of the relationship with the land, with children from five primary schools in Cornwall. The installation and performance drew on traditional farming ceremonies and rituals. In workshops, children explored the four seasons, how these rotate through the year, their importance to farmers, and how they are intertwined with local ceremonies and

traditions. Movement, painting, language, visual prompts, stories and role play were used, and the children made a range of instruments. The project culminated in a day at Kestle Barton where the children engaged in a Big Draw event, producing drawings of the garden in autumn, before processing around the installation in costume and with their instruments.

TONGE MOOR COMMUNITY PRIMARY SCHOOL

£930

Thanks to the wet weather clothing bought with an ECT grant, children at this Bolton school have been outside tending their garden come rain or shine. The gardening club now runs every day with different year groups taking responsibility for their growing areas. At the end of the week, the children set up a stall in the playground and sell their produce to the parents. The clothing has also given the children access to the wildlife area and pond to investigate the flora and fauna all year round.

CASTLE PARK SCHOOL

£1,795

A grant in June 2014 enabled this school in Cumbria to purchase waterproofs and science equipment. Activities at a whole-school science week included pond dipping and identification, involving using nets, aquascopes and a pond camera system, while the garden club has used the pond even in inclement weather. Without this equipment the pupils would not have been able to pursue their pond work on



site. The equipment also allowed the children to take part in a branch shaker activity - a white sheet was put on the ground and the branches gently shaken,

and children used the bug viewers, magnifying sheets and specimen trays to identify minibeasts.

SUSTAINABILITY DEVELOPMENT

£3,000

This Liverpool charity offers young people from ethnic minority communities classes in music (guitar, keyboard and drums), singing (how to read sheet music and perform for live/online audiences), English and ICT. The charity uses music to unite people from 37 different countries, enabling them to gain skills and move into further education and work. The charity provided four sessions a week for 46 weeks in instrumental training and English, three sessions a week in ICT and two sessions a week in singing. This grant in August 2014 was used to provide teaching and learning materials for the project.

WILTSHIRE MUSIC CENTRE TRUST

£2,500

This trust in Bradford on Avon is permanent home to local orchestras, choirs and other music groups and also attracts international performers. A grant in October 2014, towards the workshops and demonstrations at the My Science Fair, encouraged local children and families to explore the relationship between music, movement and science. Over 450 young people enjoyed the project in March 2015, researching, designing and carrying out science experiments. An open-application project for any young person to design and research their own experiment was supported by drop-in sessions with the British Literary and Scientific Institute in Bath. Over 50 children entered – projects included 'how animals respond to music' by Adam aged nine, 'how a wind turbine works' by seven-year-old Beth, 'does temperature affect how high a ball bounces?' by Caitlin, ten, and 'can I make electricity from fruit and vegetables?' by five-year-old Barnaby. The day-long fair included a robotics workshop and demonstration, the bio-bug car fuelled by waste, an instrument-making workshop, 3D printing, a science rapper, and a chemistry demonstration of how to make ice cream using liquid nitrogen.