

EXPRESSIVE ARTS EDUCATION

To make art is to create, not replicate.

IS YOUR SCHOOL MEETING THE REQUIREMENTS OF THE EXPRESSIVE ARTS AOLE?

Schools are required to develop pupils' high level, creative thinking skills, deepen artistic understanding, cultivate a range of skills and inspire expression, while providing meaningful experiences with specialist practitioners.

Lack of experience, confidence and time can sometimes create challenges for teachers when making meaningful, authentic connections to the expressive arts. Creative lessons may result in learners replicating others' art instead of creating their own art. Focus can fall on the end product instead of the process, where transferrable skills may be developed.

Expressive Arts Education (EAE) offers dance workshops that focus on developing learners' creative and critical thinking skills, meeting the requirements of the Expressive Arts Area of Learning and Experience.

Pupils are guided through tasks and challenges as they explore their own physical expression through play. They are motivated to build skills in problem-solving, communication, and teamwork while growing in confidence and resilience.

Workshops are carried out by a professional dance artist, who will adapt and apply processes and devices used in the industry.

Workshop formats are adapted to meet the needs of each individual school. They can be tailored to support each school's chosen topics, which will be the stimulus for creating our movement.

WORKSHOPS CRAFTED TO SUIT YOUR SCHOOL

Whitchurch Primary School booked a workshop day for their three Year 4 classes, focusing on Cynefin. We delivered three workshops, each one 1 hour 30 minutes.

In the sessions we used their chosen book and Welsh culture as our stimulus. Together we studied Celtic symbols, we completed challenges and played games to inspire our movement. In groups we applied choreographic devices to our movement, motivated by their story. Working collaboratively we developed communication and creative thinking skills.

Pupils explored different ways of moving and supported each others expressions.

“ EAE provided a brilliant day of dance! The children were excited to work with a professional dancer and had a fab time developing new skills. The workshops made meaningful links with our topic and guided the children to express their own creative ideas. Di iawn! ”

Ann Griffin, Headteacher,
Whitchurch Primary School



Lakeside Primary School booked a workshop day for their Year 1, 2 and 3 classes, celebrating Diwali. Workshop times varied for different year groups.

Each session was differentiated to suit the needs of the year group but used the same stimulus, looking at the story of Rama & Sita, along with light and fireworks. We created movement inspired by the fight between good and evil, travelling across different landscapes and also looked at how we could create explosive movement as individuals and as groups. Pupils gained confidence in expressing themselves and overcame challenges working as a team. Through the performance they learnt to appreciate each others art and found value in their own creations.

WHAT DOES A WORKSHOP DAY LOOK LIKE?

Workshop formats are adapted to meet the needs of each individual school.

They can be tailored to support each school's chosen topics, which will be the stimulus for creating our movement.

Workshops are crafted to meaningfully fit into pupils' learning. We can create movement using stories, poems, visuals or, music linking to your topics.

We can also explore themes such as diversity, community, celebrations or, individual, social or, cultural identity. Ideas can be collaborative or provided by EAE.

Workshop durations and objectives are adjusted to suit each school's preference.

WORKSHOP DAY:

WARM UP - Pupils develop an awareness of their physical self and learn a combination of social grooves.

MAKING MOVES - Creating movement inspired by a school's chosen topic (book, poem, image, music), concept (diversity, community, identity, cynefin) or celebration (Diwali, St Davids Day, World Book Day) through tasks and challenges.

CREATING ART - Applying choreographic devices to moves to create a dance piece. Pupils make artistic choices and evaluate work.

PERFORMANCE - Pupils grow confidence performing their art for audience or camera.

DAY WORKSHOP EXAMPLE 1. THREE 1.5-HOUR SESSIONS & SHARING

- **WARM UP** (Developing spatial & physical awareness)
- **MAKING MOVES** (Playing games to create moves)
- **CREATING ART** (Applying devices to moves)
- **PERFORMANCE** (Sharing art with others)

DAY WORKSHOP EXAMPLE 2. FIVE 1-HOUR SESSIONS

- **WARM UP** (Developing spatial & physical awareness)
- **MAKING MOVES** (Playing games to create moves)

WHY IS THE EXPRESSIVE ARTS AOLE IMPORTANT?

Employers and industry experts warn that while technology continues to develop, it is imperative that learners are supported to develop high level thinking skills (creative and critical thinking skills), which are essential for 21st century citizens.

Education should be the active process of exploration to develop understandings.

WHAT DOES IT HOPE TO ACHIEVE?

The Expressive Arts AoLE aims to provide opportunities to develop skills in:

- creativity
- problem solving
- innovation
- resilience
- observation
- evaluation
- communication
- listening
- collaboration
- teamwork
- leadership
- physical awareness
- confidence
- self-esteem
- time management

WHAT ARE THE CHALLENGES?

Teachers may feel they lack the knowledge and experience to lead sessions on creativity.

Challenges of busy schedules may lead to less time to make meaningful, authentic connections to the expressive arts.

Often, unintentionally, creative lessons result in learners replicating others' art instead of creating their own art.

Focus can fall on the end product instead of the process, where transferrable skills may be developed.

WHAT CAN EAE WORKSHOPS PROVIDE?

EAE workshops allow schools to meet the needs of the Expressive Arts AoLE by providing experiences with a specialist practitioner engaging with creative processes. Learners will follow the same format as industry professionals to create their own art.

They have the opportunity to develop desired high-level skills by engaging with new information and ideas, exploring through play. Learners are supported to work collaboratively, taking on tasks and challenges in innovative and imaginative ways. The practitioner guides learners so that they can be reflective artists, evaluating work and implementing changes.

Learners are encouraged to understand that their ideas and creations are valuable so that they can grow in confidence when sharing their art.

EAE AND THE DESCRIPTIONS OF LEARNING

Develop an awareness of physical self and safety when moving.

Explore and apply techniques.

Investigate and analyse creative work.

Explore how meanings can be communicated.

Apply technical skills and make safe creative choices.

Work collaboratively, listening and responding to others.

Find solutions to overcome challenges and refine creative ideas with imagination and resilience.

Demonstrate flexibility to develop and modify ideas.

WARM UP

MAKING MOVES

CREATING ART

PERFORMANCE

Explore, experiment with and apply a variety of processes, techniques and ideas, and use them to create own art.

Explore personal, social and cultural identity, moods and feelings, memories and understandings.

Make connections and draw on experiences.

Safely and confidently use creative tools.

Apply knowledge, understanding and experience.

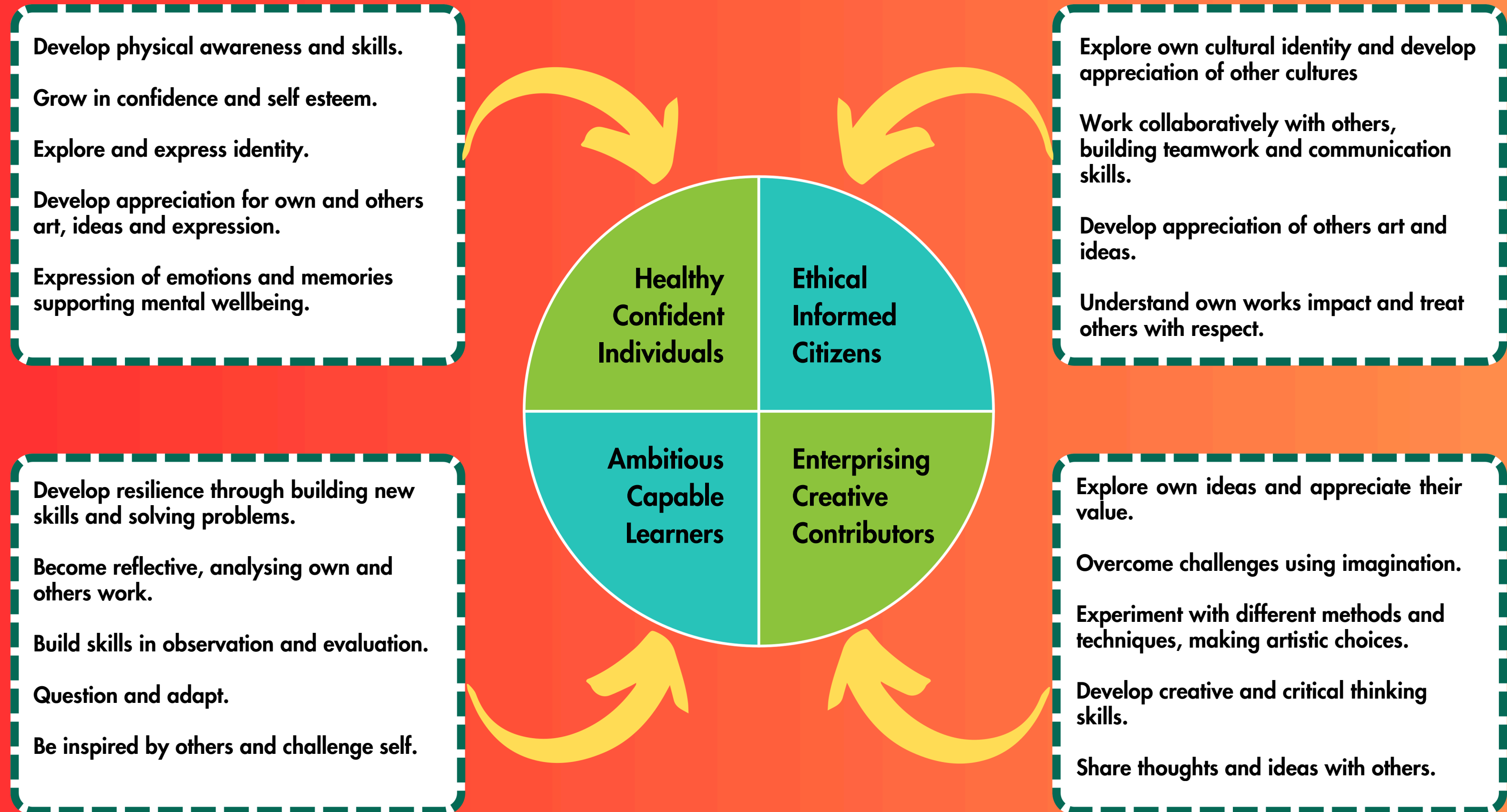
Share creative work, with an awareness of audience and work's impact.

Reflect on and evaluate creative work.

Accept and share feedback.

Recognise strengths and growth in resilience and confidence.

EAE AND THE FOUR PURPOSES OF THE CURRICULUM



"I've been lucky enough to devise educational, creative workshops for Danny Boyle (Free Your Mind, Slumdog Millionaire, The Beach) and create work for the Barbican and Sadlers Wells stages for Boy Blue (Olivier Award-winning Pied Piper, 2012 London Olympics Opening Ceremony, Platinum Jubilee Pageant).
I want to bring something special to Wales too."



Jess Lewis, founder of EAE and professional dance artist, is based in both Cardiff and London. She has a career spanning 18 years as a performer, choreographer, and teacher. Her experiences range from grass-root community projects to global commercial events. Jess' involvement in both the arts and education (BA Primary Education with QTS and extensive experience as a classroom teacher) has provided her with a unique talent for fostering creativity.

EAE

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