



# Project Planning & Management in Partnership with Schools

Produced January 2011



**Children in Scotland**  
every child - every childhood



# **Guidelines for developing and delivering a quality assured project in partnership with schools:**

## **Example project checklist:**

1. Develop a short synopsis of your project idea and what you hope to achieve through delivery
2. Create a mini-LEAP (Learning Evaluation and Planning) document using Curriculum for Excellence experiences & outcomes.
3. Secure funds, if required
4. Decide upon project roles & responsibilities, and advertise opportunity for project staff, if required
5. Identify project staff you wish to recruit and check Disclosure status and Public Liability Insurance
6. Begin Disclosure process if necessary
7. Prepare letter of engagement when Disclosure and Insurance are in place
8. Send Letter of Engagement (contract) to project staff along with the Moray Council Child Protection Policy, Equality Strategy, Suppliers Information sheet and any other project-specific information
9. All project managers should have copies of LOE documents
10. Decide the responsibility for collating evaluation data and project evidence
11. Deliver project
12. Undertake Illuminating Practice (if project is externally funded, this will inform the end of project report)
13. Undertake external grant reporting where appropriate

For the purposes of example, this guide will progress through the above giving examples using information from a previous Cultural Co-ordinator project; Discover Moray Documentaries.

For a full description of Curriculum for Excellence experiences and outcomes, view the example LEAP alongside the CfE planning PDF available to download from the Moray CLN web page [http://www.moray.gov.uk/moray\\_standard/page\\_41529.html](http://www.moray.gov.uk/moray_standard/page_41529.html)

## **1. Develop a short synopsis of your project idea and what you hope to achieve through delivery**

The Discover Moray Documentaries project will aim to involve 8 Moray primary schools (one from each Associated Schools Group area if possible) and other community participants to research and profile 8 different Moray cultural organisations with a view to producing a DVD of short films made by each of the schools, which can be circulated to all other schools in Moray to encourage more engagement between the education and arts/cultural sectors in the area.

## 2. Create a mini-LEAP (Learning Evaluation and Planning) document, using Curriculum for Excellence experiences & outcomes

EXAMPLE LEAP

**Name of Project/Group:** Discover Moray Documentaries

**Project dates:** October 2009 – March 2010

<b>ISSUE</b>	<b>Identified Need</b>
	Greater use of local arts, creative and cultural experiences and organisations in Moray
	<b>Evidence of Need</b>
	Cultural Co-ordinator Team Cultural Audit shows limited use of local arts and cultural opportunities available to schools
	<b>What national priorities will be addressed?</b>
	Curriculum for Excellence <ul style="list-style-type: none"> <li>- Developing confident individuals</li> <li>- Developing effective contributors</li> <li>- Developing successful learners</li> <li>- Developing responsible citizens</li> </ul>
	Working and learning together to build stronger communities Scottish Executive Guidance for Community Learning and Development <ul style="list-style-type: none"> <li>- Achievement through learning for young people</li> <li>- Achievement through building community capacity</li> </ul>
<b>OUTPUT</b>	<b>What will we do? Where? When? Whom?</b>
	We will access funding through Awards for All to work with young people in Primary 1-Primary 7 and community participants across Moray to make a documentary DVD to showcase and promote local arts, creative and cultural opportunities. This will be circulated to all schools in Moray, local libraries, community centres and museums/galleries to encourage increased engagement between education and the arts/cultural sector locally. The DVD will also be screened at free public viewings as part of Moray Film Festival 2010
<b>INPUT</b>	<b>Resources needed</b>
	<ul style="list-style-type: none"> <li>- Funding (Awards for All)</li> <li>- Staff time (Applying for funding, recruitment and selection of arts professionals to deliver project, promoting opportunity to community/schools (where appropriate), scheduling activity)</li> <li>- Equipment (camera &amp; tripod)</li> <li>- Support to access and promote project to community (Arts Development/CLD)</li> </ul>
<b>PROCESS/ METHOD</b>	<b>How are we going to achieve outcome?</b>
	<p>Stage 1: Develop project idea, timetable for delivery (when, where and what sessions will be happening) and budget</p> <p>Stage 2: Secure arts/cultural organisation participation</p> <p>Stage 3: Complete and submit Awards for All Application</p> <p>Stage 4: Promote opportunity to schools/community. Collate responses and identify one school per ASG to participate. Assign partner arts and cultural organisations to schools.</p> <p>Stage 5: Recruit and select documentary film-maker to undertake the project.</p> <p>Stage 6: Develop and administer project specific evaluations process</p> <p>Stage 7: Complete and return Awards for All End of Project monitoring report.</p>
<b>QUALITY ASSURANCE</b>	<b>How will we evidence the impact of output?</b>
	<ul style="list-style-type: none"> <li>- Evaluation questionnaires (Participants, Arts Professionals/Organisations, Cultural Co-ordinator, Lead practitioner)</li> <li>- Photographs</li> <li>- DVD</li> <li>- Observation</li> <li>- Illuminating Practice</li> <li>- Publicity</li> </ul>

**OUTCOME****What will be achieved?****Curriculum for Excellence****Literacy Experiences & Outcomes***Literacy Experiences & Outcomes*  
**Listening & Talking***(Project activities that will contribute to achieving: communicating, collaborating and building relationships, interviewing)*

LIT 1-01a/2-01a      LIT 1-02a/2-02a      LIT 1-06a/2-06a

LIT 1-07a/2-07a      LIT 1-09a/2-09a      LIT 1-10a/2-10a

**Reading***(Project activities that will contribute to achieving: Reading scripts/interviewing)*

LIT 1-13a/2-13a      LIT 1-14a/2-14a      LIT 1-15a/2-15a

LIT 1-16a/2-16a

**Writing***(Project activities that will contribute to achieving: Writing scripts, writing invitations to screening, creating end credits for DVD)*

LIT 1-20a/2-20a      LIT 1-21a/2-21a      LIT 1-22a/2-22a

LIT 1-23a/2-23a      LIT 1-24a/2-24a      LIT 1-25a/2-25a

LIT 1-26a/2-26a      LIT 1-28a/2-28a      LIT 1-29a/2-29a

**Health & Wellbeing Experiences & Outcomes***Health & Wellbeing Experiences & Outcomes*  
**Social wellbeing***(Project activities that will contribute to achieving: pupils representing school in DVD and at premiere screening event)*

HWB 1-12a/2-12a

**Planning for choices and changes***(Project activities that will contribute to achieving: throughout project – recognition of own and others' skills and abilities, opportunity to carry out activities in different settings)*

HWB 1-19a/2-19a      HWB 1-20a/2-20a

**Expressive Arts Experiences & Outcomes***Expressive Arts Experiences & Outcomes*  
**Participation in performances & presentations***(Project activities that will contribute to achieving: production of DVD and pupils' presentation of own short films at premiere screening)*

EXA 1-01a/2-01a

**Art & Design***(Project activities that will contribute to achieving: visual art workshops)*

EXA 1-02a/2-02a\*      EXA 1-03a/2-03a\*      EXA 1-04a/2-04a\*

EXA 1-05a/2-05a\*

*\*only applicable to pupils working with visual arts organisations as part of project***Drama***(Project activities that will contribute to achieving: drama workshops)*

EXA 1-12a/2-12a\*      EXA 1-13a/2-13a\*      EXA 1-14a/2-14a

EXA 1-15a/2-15a

*\*only applicable to pupils working with drama/theatre organisations as part of project***Dance***(Project activities that will contribute to achieving: dance workshops)*

EXA 1-08a/2-08a\*      EXA 1-09a/2-09a\*      EXA 1-10a/2-10a\*

*\*only applicable to pupils working with dance organisations as part of project*

<p><b>OUTCOME CONT...</b></p>	<p><b>Social Studies</b>  <i>People, past events &amp; societies</i>  <i>( Project activities that will contribute to achieving introductions to historical venues, expert Q&amp;A sessions, participatory activity at historical venues)</i>  SOC 1-02a/2-02a*      SOC 1-03a/2-03a*</p> <p><i>*only applicable to pupils working with historical sites/venues as part of project</i></p> <p><b>Technologies</b>  <i>Technological developments in society</i>  <i>( Project activities that will contribute to achieving : product design/design solution workshops, filmmaking, editing, creation of stop-motion animation)</i>  TCH 1-01a*      TCH 2-01b*      TCH 1-04a/1-04b  TCH 1-08a/2-08a      TCH 1-09a</p> <p><i>*only applicable to pupils working with design organisations as part of project</i></p> <p><i>Craft, design, engineering &amp; graphics contexts for developing technological skills&amp; knowledge</i>  <i>(project activities that contributed to achieving (creation of models for stop-motion animation)</i>  TCH 1-14a/2-14a</p> <p><b>Working and learning together to build stronger communities Scottish Executive Guidance for Community Learning and Development</b></p> <p><b>Quality Indicators from ‘How Good Is Our Community Learning &amp; Development2’</b>  <b>QI 2.1    QI 4.1    QI 5.1    QI 5.2    QI 5.5</b></p> <ul style="list-style-type: none"> <li>● Cultural Co-ordinator is recognised for leading-edge practice that successfully addresses Awards for All priorities through creative processes</li> <li>● Participants are motivated by the range of creative and innovative opportunities that exist to support them taking part in the community through the project</li> <li>● Participants are more actively involved in the community through the volunteering opportunities the project provides and the public screening of Discover Moray Documentaries DVD</li> <li>● Participants have better chances in life with greater connection to their communities through experience of the arts, creative and cultural activities taking place in Moray</li> <li>● Participants are healthier with an improved sense of well-being brought about by their community contribution and experience of new activities</li> <li>● Arts, creative and cultural communities in Moray are more sustainable with greater audiences and an increased voluntary workforce</li> <li>● Participants develop their capacities as confident individuals with self respect, able to communicate their knowledge and understanding about Moray in a range of creative ways</li> </ul>
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### 3. Secure funds, if required

In this case, funds were secured from Awards For All. Some projects rely on in-kind support/partnership working alone, some projects have been financed by school funds and some require grant finance. For more information on securing grant funding, see the Grant Funding Guide, available on the Moray Creative Learning Network web page at [http://www.moray.gov.uk/moray\\_standard/page\\_41529.html](http://www.moray.gov.uk/moray_standard/page_41529.html)

#### **4. Decide project roles/responsibilities & advertise opportunities for project staff, if required**

Decide who your project management team will consist of and what their responsibilities will be. For instance:

Cultural Co-ordinator Manager, responsible for:

- Developing LEAP in partnership with team
- Securing funds and reporting to funders
- Processing Disclosures
- Preparing LOE in partnership with team
- Decide on methods of evaluation with team
- Budget management and financial administration
- Prepare Illuminating Practice at close of project

Cultural Co-ordinator, responsible for:

- Developing LEAP in partnership with team
- Preparing LOE details in partnership with team
- Secure resources (except funding)
- Circulate opportunities where appropriate
- Set project timetable in partnership with team
- Oversee project delivery
- Undertake evaluation
- Contribute to Illuminating Practice

Teaching staff, responsible for:

- Developing LEAP in partnership with team
- Preparing LOE in partnership with team
- Decide on methods of evaluation with team
- Take responsibility for ensuring visiting practitioners are aware of all relevant internal school procedures and facilities

Head teachers, overall responsibility for:

- Child protection in school
- Ensuring project team are aware of children not permitted to have photographs/video footage taken of them

Creative Practitioner responsible for:

- Delivery of workshop sessions
- Final production and delivery of DVDs
- Participating in evaluation process

Opportunities can be promoted through the Creative Learning Network artist database, available at [http://www.moray.gov.uk/moray\\_standard/page\\_41529.html](http://www.moray.gov.uk/moray_standard/page_41529.html) or through Hi-Arts at [www.hi-arts.co.uk](http://www.hi-arts.co.uk), through the Moray Council Arts Development Team, contact Nick Fearn [nick.fearne@moray.gov.uk](mailto:nick.fearne@moray.gov.uk), through the Artists Newsletter at [www.a-n.co.uk](http://www.a-n.co.uk) or through local press advertising if budget allows.

#### **5. Identify project staff you wish to recruit and check Disclosure status and Public Liability Insurance**

Any project staff working in schools will require an Enhanced Disclosure certificate from Moray Council. If a member of the project staff holds a Disclosure for another area or post, then they are encouraged to supply the existing certificate number when applying for a Moray Disclosure, as this helps to speed up the process of obtaining the new certificate.

Project staff should also hold Public Liability Insurance to a minimum of £5,000,000. Creative practitioners can obtain free Public Liability insurance when they become a member of the Scottish Artists Union for an annual membership fee of £35, see <http://www.sau.org.uk/membership/insurance.php> for further information.

#### **6. Begin Disclosure process, if necessary**

Each school is able to process Disclosures through Moray's Education Department.

#### **7. Prepare letter of engagement when Disclosure and Insurance are in place**

The Moray Cultural Co-ordinator Team have devised the below contractual Letter of Engagement (LOE) and Terms & Conditions in partnership with Moray Council Legal Services. This LOE has been used solely for the purpose of contracting creative practitioners on a short-term basis for projects in schools.

Please see following two pages for an example LOE and Terms & Conditions. All enclosures mentioned are available from The Moray Council [www.moray.gov.uk](http://www.moray.gov.uk)

LOEs should be presented on Moray Council, School or lead organisation headed paper where appropriate.

EXAMPLE LOE

Dear XXXXXXX,

### **Discover Moray Documentaries Project**

*Letter of Engagement for the delivery of workshops, forming part of the above project.*

Following our recent correspondence I am writing to confirm our interest in the proposals agreed and to set out the terms and conditions of the agreement between The Moray Council and yourself.

If the contents of this letter are not in accordance with your understanding of the arrangements made, we shall be pleased to receive observations and to give any further information required. In this event, final terms agreed will be written into an amended contract for signature before work commences.

Please confirm, by signing below, your agreement to this engagement letter and the attached terms & conditions. Once signed, this letter should be sent back to me at the above address and will then form a contract between The Moray Council and yourself.

#### Project delivery details

##### **Engagement dates:**

You will lead 56 workshops, delivered according to the project timetable attached (unless rescheduling is required as a result of weather, accident, illness or bereavement) to 8 Primary Schools between 10<sup>th</sup> November 2009 & 8<sup>th</sup> February 2010. The Cultural Co-ordinator will ensure you have full details of the schools you will be attending prior to the start of the project.

Workshops will include an introduction to filmmaking, how to create a film documentary including scriptwriting & interview questions, filming a documentary, an introduction to editing and editing in detail.

Participating schools will provide appropriate workshop space (a classroom) as requested by you in advance of project delivery.

200 finished DVDs, complete with packaging are required to be with the Cultural Co-ordinator Team by 26<sup>th</sup> February 2010.

##### **Your fee:**

Your fee for this project is £X inclusive of travel and preparation time.

##### **Child Protection Co-ordinators for this project:**

School A	Teacher Name	School E	Teacher Name
School B	Teacher Name	School F	Teacher Name
School C	Teacher Name	School G	Teacher Name
School D	Teacher Name	School H	Teacher Name

***Please read the attached Terms and Conditions carefully, as they form part of this agreement.***

Please confirm your acceptance of this offer by signing, dating and returning one copy of this letter along with evidence of your Public Liability Insurance. We will not be able to proceed without receiving your signed letter of engagement. Please retain the other copy for your records.

Yours sincerely,

Danielle Daglan

**Cultural Co-ordinator Manager**

##### **Enclosed:**

Terms & Conditions for Contract for Services  
The Moray Council Suppliers Charter  
The Moray Council Child Protection Policy  
Guidelines for Arts Professionals working in Schools  
The Moray Council Equality Strategy

**RETURN SIGNATURE:**

**Practitioner Name:**

**Date:**



## TERMS AND CONDITIONS FOR CONTRACT FOR SERVICES

1. The host school you are working in/with will provide appropriate workshop space. All of your requirement requests should be made to the Cultural Co-ordinator Manager.
2. Any residual materials left over at the end of the session remain property of the council to be left with the school, distributed to participants or failing that, returned to the Cultural Co-ordinator Manager.
3. All communication with schools should be directed through the Cultural Co-ordinator Manager, Danielle Daglan, [danielle.daglan@moray.gov.uk](mailto:danielle.daglan@moray.gov.uk) 01343 557297.
4. You are required to complete the enclosed project evaluation form and return to Danielle Daglan at 9 North Guildry Street, Elgin IV30 1JR, no later than one month from the end of the project.
5. Schools will remain responsible for the **Safety, Care & Discipline of pupils** throughout the duration of the project and you must not do anything to interfere with or compromise these principles.
6. You are required to hold an Enhanced Disclosure with Moray Council that is less than one year old in order to undertake any work in Moray schools. If you do not hold a Moray Council Disclosure you must liaise with the Cultural Co-ordinator Team who will assist you in obtaining one with Moray Council Education Department. Your personal details will be used for the Disclosure process only and will not be retained.
7. The person named in the Letter of Engagement and no other parties will carry out all work relating to this agreement.
8. You should not be present in the classroom/workspace without a teacher or teaching assistant present and in the absence of such a person, you shall remove yourself and notify the Head teacher and Cultural Co-ordinator Manager.
9. Details of your fee are indicated in the covering Letter of Engagement, which forms part of these Terms & Conditions.
- 9.1 *If by special agreement indicated in your Letter of Engagement we have agreed to make payments by instalments throughout the project duration (e.g. for long term projects) details of what is required to be delivered/complete to achieve each payment, will be included in your Letter of Engagement.*
10. On completion of the activities outlined in your Letter of Engagement your fee will be paid following receipt of an invoice made out to 'The Moray Council' and sent to the address on your Letter of Engagement. Please include the return of your evaluation paperwork with your final invoice if you have not submitted it by this point.
11. If the project is unable to continue within the timeframe agreed and reasons for this are beyond the control of either party, every effort will be made by both to reschedule activity. In the unlikely event that the project cannot be completed, you will be paid for the work you have undertaken to the point of termination of the project.
12. All fees are to be inclusive of VAT where appropriate.
13. This is a contract for services and if you are an individual you will be classed as self employed, not an employee of the Council. You will be responsible for your own tax liability, returns, NI etc
14. You will carry your own Public Liability Insurance up to a minimum of £2 million and ensure that this is in place and evidence of it provided to The Moray Council Cultural Co-ordinator Team when you return your signed copy of this agreement.
15. You will complete and return Moray Council's Suppliers Information sheet contained within the enclosed Suppliers Charter if you have not previously done so.
16. All practitioners must have **good timekeeping** - all schools have tight timetables and being even five minutes late can have an impact on the rest of the day's learning. Good timekeeping also applies to after-school and lunchtime classes. **Be prepared** – if your class or workshop begins at 11.15am, please be ready five minutes prior. If you require set up time, ensure you arrive in good time to do this. **Be reliable** – teachers can get very frustrated if continuity is broken.
17. All practitioners should ensure they are properly briefed on the health & safety requirements of the venue(s) in which they will operate. Please ask for details at the reception of each school you are attending.
18. All practitioners must make sure that the teacher/teaching assistant they are working with in each school identifies all pupils that are not to be photographed or filmed and observe/respect these restrictions.
19. If applicable, and as they arise, any **problems with the project** should be drawn to the attention of the Cultural Co-ordinator Manager to ensure they are resolved swiftly.
20. Copyright of any artwork created jointly by the practitioners and pupils/teachers will remain with Moray Council.
21. Work should not be undertaken whilst under the influence of alcohol or any unlawful substances.
22. The Moray Council operates a No Smoking policy on all its premises. Practitioners should not smoke on any premises where they are conducting work and should be mindful of the example they are setting to others e.g. young people.
23. All participants will be treated with respect.
24. During the project, if your behaviour is found to be inappropriate and/or the project is not delivering the arts, creative or cultural experiences in the manner detailed within this Letter of Engagement the Head Teacher will inform the Cultural Co-ordinator Manager directly. No further delivery (in any school) will take place until the issue is resolved. All parties will endeavour to seek a solution to the problem and the Cultural Co-ordinator Manager will request a meeting with both the practitioner and head teacher of the school involved in order to achieve an agreed suitable solution. If no resolution can be found within one month of the dispute arising, we reserve the right to terminate the contract. You will be paid for the professional time, materials and agreed travel expenses incurred to that point.
25. The enclosed documents: The Moray Council Suppliers Charter, The Moray Council Child Protection Policy and The Moray Council Equality Strategy form part of the Terms & Conditions of engagement. By signing this agreement you agree to accept those terms.
26. This contract will be governed by the law of Scotland.



## **8. Send Letter of Engagement (contract) to project staff along relevant enclosures and any other project-specific information**

As mentioned, enclosures detailed in the LOE example are available from The Moray Council. It is also a good idea to furnish the contracted member of staff with all other relevant information about the project, such as a schedule of when workshops are due to take place, who the project partners are and what their contact details are, and your project synopsis and LEAP document so that all partners are aware of what the creative and educational aims of the project are.

## **9. All project managers should have copies of LOE documents**

Ensure that all project managers hold copies of LOE documents so they are aware of what is expected of each contracted practitioner and retain control of the activities within the project, and ensuring timescales are on track.

## **10. Decide the responsibility for collating evaluation data and project evidence**

Consider who within the team responsible for collating evaluation evidence will undertake which specific tasks, for instance:

Cultural Co-ordinator, responsible for:

- Photographing engagement
- Preparing evaluation questionnaires
- Circulating and collating evaluation questionnaires to adult participants (contracted practitioners, teaching staff etc)

Teaching staff responsible for:

- Guiding child participants through evaluation questionnaire process and returning collated results to Cultural Co-ordinator/Cultural Co-ordinator Manager
- Observation of engagement

Cultural Co-ordinator Manager responsible for:

- Pulling all evaluative evidence together and leading on Illuminating Practice at close of project

## **11. Deliver project**

Self explanatory – deliver project according to LEAP and project timetable.

## **12. Undertake Illuminating Practice (if project is externally funded, this will inform the end of project report)**

Illuminating Practice is a process Moray Council Community Learning & Development Teams have undertaken at the end of projects to assess whether the project has been delivered according to plan, how well the project went and lessons have been learned. It is a useful tool for informing reports to external funders and also to share good practice.

An example Illuminating Practice follows over the next four pages.

## EXAMPLE ILLUMINATING PRACTICE

**Name of Project/Group:** Discover Moray Documentaries

**Project dates:** October 2009 – March 2010

### PROJECT SUMMARY

8 Moray primary schools profiling 8 local cultural organisations and producing a DVD of their showcases to be sent to every school in Moray to encourage more engagement between the education and arts/cultural sector in the area. Pupils led the project from start to finish – selecting their subject, conducting interviews, learning filmmaking, direction, production and editing skills. The project took place in class time but also incorporated an extra-curricular element through additional filmmaking workshops after school.

Pupils attended a public preview screening of their DVD at the end of the project and participated in an awards ceremony.

### WHAT WAS THE NEED TO BE ADDRESSED?

Cultural Co-ordinator Team Cultural Audit 2008 shows limited use of local arts and cultural opportunities available to schools.

### WHO WAS INVOLVED?

Primary School A	Primary School B	Primary School C	Primary School D
Primary School E	Primary School F	Primary School G	Primary School H
Moray Art Centre	Distance Lab	Findhorn Pottery	Red Shoes Theatre
Ecosse Performer's College	Elgin Cathedral	Brodie Castle	Film Practitioner

Sara Harkins – Cbeebies (Speaker and awards presenter at public screening)

### WHAT WERE THE LEARNING OUTCOMES FOR THE PROJECT?

#### Curriculum for Excellence

#### Literacy Experiences & Outcomes

##### *Listening & Talking*

*(Project activities that contributed to achieving: communicating, collaborating and building relationships to devise each school's 5 minute film for the DVD, interviewing creative/cultural partners for DVD)*

LIT 1-01a/2-01a      LIT 1-02a/2-02a      LIT 1-06a/2-06a

LIT 1-07a/2-07a      LIT 1-09a/2-09a      LIT 1-10a/2-10a

##### *Reading*

*(Project activities that contributed to achieving: Reading scripts/interviewing)*

LIT 1-13a/2-13a      LIT 1-14a/2-14a      LIT 1-15a/2-15a

LIT 1-16a/2-16a

##### *Writing*

*(Project activities that contributed to achieving: Writing scripts, writing invitations to screening, creating end credits for DVD)*

LIT 1-20a/2-20a      LIT 1-21a/2-21a      LIT 1-22a/2-22a

LIT 1-23a/2-23a      LIT 1-24a/2-24a      LIT 1-25a/2-25a

LIT 1-26a/2-26a      LIT 1-28a/2-28a      LIT 1-29a/2-29a

#### Health & Wellbeing Experiences & Outcomes

##### *Social wellbeing*

*(Project activities that contributed to achieving: pupils representing school in DVD and at premiere screening event)*

HWB 1-12a/2-12a

##### *Planning for choices and changes*

*(Project activities that contributed to achieving: throughout project – recognition of own and others' skills and abilities, opportunity to carry out activities in different settings)*

HWB 1-19a/2-19a      HWB 1-20a/2-20a

#### Expressive Arts Experiences & Outcomes

##### *Participation in performances & presentations*

*(Project activities that contributed to achieving: production of DVD and pupils' presentation of own short films at premiere screening)*

EXA 1-01a/2-01a

## Art & Design

(Project activities that contributed to achieving: visual art workshops)

EXA 1-02a/2-02a\*      EXA 1-03a/2-03a\*      EXA 1-04a/2-04a\*

EXA 1-05a/2-05a\*

*\*only applicable to pupils working with visual arts organisations as part of project*

## Drama

(Project activities that contributed to achieving: drama workshops)

EXA 1-12a/2-12a\*      EXA 1-13a/2-13a\*      EXA 1-14a/2-14a

EXA 1-15a/2-15a

*\*only applicable to pupils working with drama/theatre organisations as part of project*

## Dance

(Project activities that contributed to achieving: dance workshops)

EXA 1-08a/2-08a\*      EXA 1-09a/2-09a\*      EXA 1-10a/2-10a\*

*\*only applicable to pupils working with dance organisations as part of project*

## Social Studies

*People, past events & societies*

(Project activities that will contribute to achieving introductions to historical venues, expert Q&A sessions, participatory activity at historical venues)

SOC 1-02a/2-02a\*      SOC 1-03a/2-03a\*

*\*only applicable to pupils working with historical sites/venues as part of project*

## Technologies

*Technological developments in society*

(Project activities that will contribute to achieving: product design/design solution workshops, filmmaking, editing, creation of stop-motion animation)

TCH 1-01a\*      TCH 2-01b\*      TCH 1-04a/1-04b

TCH 1-08a/2-08a      TCH 1-09a

*\*only applicable to pupils working with design organisations as part of project*

*Craft, design, engineering & graphics contexts for developing technological skills& knowledge*

(Project activities that contributed to achieving (creation of models for stop-motion animation)

TCH 1-14a/2-14a

## Working and learning together to build stronger communities Scottish Executive Guidance for Community Learning and Development

### Quality Indicators from 'How Good Is Our Community Learning & Development2'

QI 2.1    QI 4.1    QI 5.1    QI 5.2    QI 5.5

- Cultural Co-ordinator Team is recognised for leading-edge practice that successfully addresses Awards for All priorities through creative processes
- Participants have been motivated by the range of creative and innovative opportunities that have existed to support them taking part in the community through the project
- Participants are more actively involved in the community through the volunteering opportunities the project has provided and the public screening of Discover Moray Documentaries DVD
- Participants have better chances in life with greater connection to their communities through experience of the arts, creative and cultural activities taking place in Moray
- Participants are healthier with an improved sense of well-being brought about by their community contribution and experience of new activities
- Arts, creative and cultural communities in Moray are more sustainable with greater audiences and an increased voluntary workforce
- Participants have developed their capacities as confident individuals with self respect, able to communicate their knowledge and understanding about Moray in a range of creative ways

## **HOW DID THE PROJECT CONTRIBUTE TO ACHIEVING THE SINGLE OUTCOME AGREEMENT?**

Discover Moray Documentaries contributed to achieving National Outcome 4 of the Single Outcome Agreement specifically in relation to action area point 17 of The Moray Council Educational Services Improvement Plan 2009-12.

## **HOW DID THE PROJECT OPERATE?**

The Cultural Co-ordinator Team sourced funding from Awards for All to support the project, offered the opportunity to Moray schools, recruited cultural organisations & filmmaker and planned, managed delivery and evaluated the project. The Cultural Co-ordinator planned and delivered the screening event with help from pupils at the end of the project, at which the Cultural Co-ordinator Manager presented along with the Head of Programming for Cbeebies, Sara Harkins.

## **WHAT WERE THE RESOURCES NEEDED?**

- Funding (Awards for All)
- Staff time (Applying for funding, recruitment and selection of arts professionals to deliver project, promoting opportunity to community/schools (where appropriate), scheduling activity)
- Equipment (camera & tripod)
- Support to access and promote project to community (Arts Development/CLD)

## **WHAT WAS THE OUTPUT OF THE PROJECT?**

173 pupils took part in the project along with numerous volunteer individuals working for and with the cultural organisations the participants showcased. A series of eight 5-minute films were produced and amalgamated into one DVD, which was disseminated to all schools in Moray. Around 300 people attended the public preview screening and awards ceremony at Universal Hall at the end of the project and the DVD is also due to be shown at the 2010 Moray Film Festival.

## **WHAT IMPACT DID THE PROJECT HAVE?**

- Teachers

*'My expectations were fully met – the project was a good mix of learning and fun. I thought Graeme Roger was good with the children – he explained things at their level and was very patient. We also worked with Findhorn Pottery and they were very welcoming, more than happy to answer any questions and pitched things at the children's level. I was happy with all aspects of planning and delivery of this project by the Cultural Co-ordinator Team. The project was a super opportunity to learn something from such a specialised area, which most children would otherwise be unable to access'*

*'We enjoyed the trip to Brodie Castle and learned lots from it. The pupils enjoyed the animation workshop (for the DVD title sequence) but would have liked more time with editing. Graeme had a very good manner with the children and they enjoyed working with him. I was happy with the way the project was planned and delivered by the Cultural Co-ordinator Team and we all found the workshops at Brodie Castle interesting – the pupils liked being actively involved with things going on in the Castle. I feel that all four of the Curriculum for Excellence capacities have been interlinked and been developed during the project.'*

*'This has been an exciting project that the pupils have really enjoyed. We have worked with a range of people and learned a vast amount from them'*

- Pupils

*'I learned all about the cultural organisations in our area'*

*'I learned if paintings were not cleaned, dust would cement on them and bugs would take over'*

*'I didn't think (before) about how fragile things are (in the Castle artefacts)'*

*'I learned to identify types of insects that are a threat to the books'*

*'I learned how to use a camera'*

*'I didn't think (before the project) about how hard news crews work'*

*'I learned people are developing new technology all the time'*

*'I learned how to do an interview and record with a camera'*

*'I learned how to speak in front of an audience'*

*'I learned how to make a pot'*

*'I learned where clay comes from, what a boom microphone is and how to talk clearly slowly and loudly in front of an audience'*

*'I enjoyed making the clay items and learning about pottery and cameras'*

*'I learned lots of information from the other people's films'*

*'It was so much fun to do, and a great experience. Everyone was so friendly and we all got on well. Watching our film made me realise how much work we actually put in!'*

*'I learned that there is more to art than we thought'*

*'We didn't know Moray Art Centre existed before'*

*'We learned that art can be anything you want it to be'*

*'Using the equipment made us feel very grown up'*

*'Using the equipment made us realise how much background noise there is'*

*Watching our own film made us see how we could make it better. Watching the other films made us aware of the different places that can be used for filming'*

*'I learned how to experiment with different camera techniques'*

*'We will be going to do more filming next term in our topic'*

*'We enjoyed everything but seeing the completed documentary was great and the stop motion animation was fun'*

## **WHAT WAS LEARNT FROM THE EXPERIENCE?**

The project reinforced our view that cross-curricular learning using arts/cultural engagement as a tool for teaching other curriculum subjects, mindful of curriculum for excellence capacities, which takes place both within the classroom and in external learning spaces really works. This project can and will be used as an exemplar for creative and cultural learning.

We were also reminded through this engagement that large projects with many partners involved a lot of time investment and meant the CCT capacity was stretched at times.

## **PLANNING MECHANISM**

- Priority Focus: Curriculum for Excellence  
Achievement Through Learning for Young People
- LEAP Planner: ✓
- Quality Indicator(s):
  - Curriculum for Excellence:***
  - Literacy experiences & outcomes met as highlighted
  - Health & Wellbeing experiences & outcomes met as highlighted
  - Expressive Arts experiences & outcomes met as highlighted
  - Social studies experiences & outcomes met as highlighted
  - Technologies experiences & outcomes met as highlighted
  - Community Learning & Development:***
  - 2.1 Impact on Participants
  - 4.1 Impact on the local community
  - 5.1 Opportunities for people in the community
  - 5.2 Context for learning / development
  - 5.5 Participant learning / development
- Evidence Sources: Awards for All end of project monitoring report  
Project Evaluations
- Self Evaluation Rating: Excellent

## **IMAGES**



Seafield Primary Pupils at Moray Art Centre





Greenwards Primary Pupils at Distance Lab



Cullen Primary Pupils at Elgin Cathedral



Inveravon Primary Pupil at Brodie Castle

### **13. Undertake external grant reporting, if appropriate**

Where external funding has been received, end of project monitoring and evaluation is normally required to either gain final payment from your grant, or to close the grant. Gathering project data as you go along, observing engagement and taking photographic or video evidence, combined with evaluation questionnaire data and your Illuminating Practice will all help you to complete your end of grant reports.

The Discover Moray Documentaries film is available to view at [http://www.moray.gov.uk/moray\\_standard/page\\_41529.html](http://www.moray.gov.uk/moray_standard/page_41529.html)