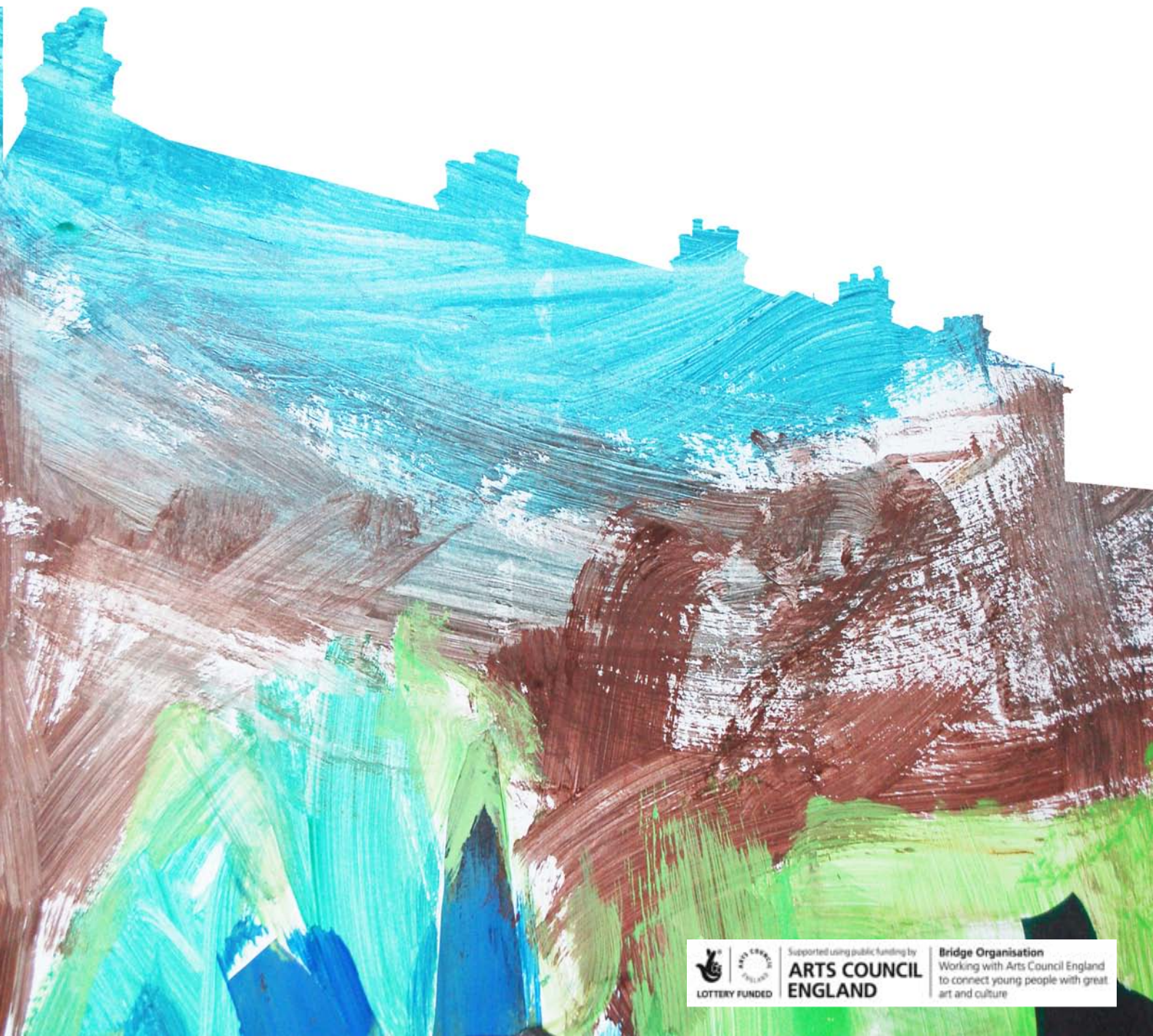


HERITAGE ARTS AWARD

Other Creative Ideas



Just to get you going, here are some brief starting points for developing other arts based activities to explore heritage.

The key to the Arts Award is supporting your pupils to reflect on and record these experiences in their Log Books at any level of Arts Award. Please ensure that you refer to your Advisor Toolkit throughout the Arts Award process.

Arts Award Discover - Part A Discover

Visual Art

1. Ask pupils to design and build a 3D model of their own imaginary heritage site.

2. Visit a local museum, gallery or archives exhibition. You could:

Curation Design

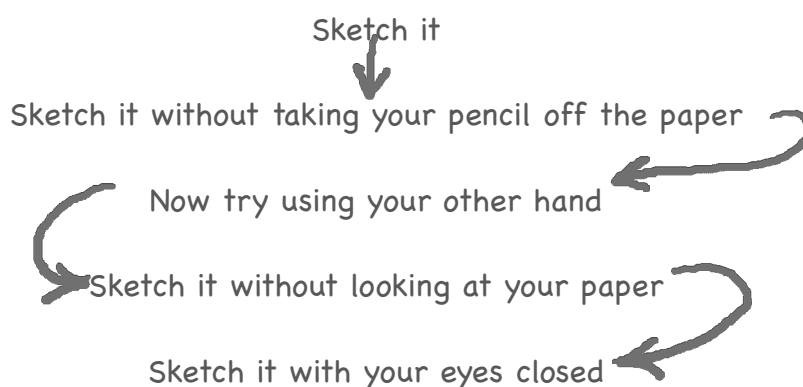
Encourage pupils to look at how the objects and archives are displayed and the stories they tell. Now curate your own classroom exhibition of heritage objects that pupils either bring in or create themselves.

Multi Arts

Ask pupils to select one object, draw it or take pictures and explore different aspects of their object. Back in the classroom encourage pupils to make a painting, sculpture, a piece of music, a documentary or other piece of artwork in response to their object.

Visual Art

Ask your pupils to choose an object from a visit. Now tell them to try each of the following activities for 1 minute. You can discuss how each different sketching activity felt and what the results are like.



Creative Writing

Place pupils in pairs. Ask each of them to choose one museum object. Ask them not to tell their partner what they have chosen. Tell them in turn to describe their object in five words and ask their partner to guess what it is. If their partner can't guess tell them to try changing their descriptive words.

Creative Writing

Place objects from the Museum handling collection individually in 'feely bags'. Ask pupils to use their hands to explore the objects and write notes about the shape, texture and 'what it reminds them of'. Get them to think about a name for their object, these can be literal or silly if they want. Use the words that they come up with to create poems about their objects.

Creative Writing

Choose an object from the museum collection. Ask pupils to imagine this object could tell you all its secrets. Who has owned it? Who has touched it? Where has it been? What adventures has it been on? Help them to write a short cartoon story about their chosen object's adventures.

Music

Help pupils to record the different sounds that they hear on site both manmade and natural using digital sound recorders. Back in the classroom put the sounds together to create a soundscape. You can add art work to this too.

3. Visit a historic site, for example, a castle, a historic house or an industrial site. You could:

Design

Get pupils to imagine all the people who lived and worked on the site. Give pupils time to research and design a costume for someone who may have lived or worked there.

Creative Writing Drama

When imagining the lives of different people who inhabited the site ask your pupils to use the following sentences to complete: I see....., I hear....., I feel....., I smell..... Now ask them to create role cards that explore the characters of all the people who lived at a site. You could use these role cards for re enactment activities or even to play a Britain's Got Talent or Pop Idol type game.

Visual Art

Using a ruined site ask pupils to draw what they see and then draw or make a model of an artists' impression of what the building may have looked like when it was originally built. This could be from their imaginations or based on research.

Design

Encourage pupils to explore all the design features they can find in a historic house. For example decorative furniture and fabrics. Ask them to take pictures or draw some of the designs. They can use their designs back in the classroom to create a piece of printed fabric, wallpaper or a design for a new item to sell in the shop e.g. a mug, tea towel etc.

Visual Art

Industrial sites provide great subject matter for strong shape artwork. Sketches of things like towers, wheels and gears can be made into simple screen prints, linocuts or potato prints for a really effective piece of work that captures mood.

Drama

At a working industrial site ask pupils to watch the movements and listen to the sounds of different parts of machinery. Ask them to decide in small groups how they might reproduce these sounds vocally and the moving parts with body movements. Now put all the parts together to create a whole class sound orchestra and moving body machine.

Music

Ask pupils to listen to the sounds they hear on an industrial site, for example the sounds of the moving machinery. Help them to recreate these sounds vocally or with objects and instruments in small groups. Now ask them to listen to one another's sounds. Put all the sounds together to recreate the moving machinery. Remember to record it all!

4. Visit a local archive or local studies library. Archival documents including census records, manuscripts and old photographs are excellent stimuli for creative work. You could:

Drama

Use role play and drama create a freeze frame or scene from one of the documents or photographs.

Visual Art

Use different visual art forms to create a large scale graphic family tree based on research using census records.

Visual Art Creative Writing

Compare historic cartoons with modern ones. Some archives will have examples of historic cartoons or other artwork. Think about the different techniques and styles used. Suggest that pupils create their own cartoons with messages about an aspect of local life in your village, town or city.

Music

Find some archival musical scores. Use different instruments to play the music and guess when and for whom the music was composed.

Design

Look at some original manuscripts and the way that they have been bound. In the classroom support pupils to try out making their own manuscripts firstly making their own paper and then using different types of binding and covering.

5. Go on a historic trail of your local town or village. You could:

Multi Arts

Ask pupils to imagine they are a local artist. Tell them that the council would like to commission them to design a new arts installation to tell the story of heritage in the town (this could include sound). Get them to decide what kind of artists they are. Help them to design and create a new arts and heritage installation.

Creative Writing

Instruct pupils to gather different street names that give a clue to the past e.g. Mill Street, Quarry Bank Road, Lime Kiln Road, Foundry Alley etc. As a whole group use these names and words to create a poem about the local area.

Visual Art

Encourage pupils to draw the silhouette of one building that they find interesting (each pupil should try to draw something different). Back in the classroom, get them to draw the silhouette as large as possible onto black paper. Once they are cut out create a class frieze with all the silhouettes.

Design

Focus on the architecture of the buildings. Ask pupils to look carefully for any carvings, engravings or patterns. Make sure that they photograph or draw some of these. Back in the classroom get pupils to design and make their own architectural features e.g. gargoyles.

6. Using a local myth, legend or story can be a great stimulus for creative work including the storytelling itself. You could:

Drama

Ask pupils in pairs to think about the main scenes in a local myth, legend or story you have been learning about in class. Ask them to choose one scene that they like. Ask them to close their eyes and imagine who is there, what can they see, what is happening? Ask them to act out the scene that they have imagined with their partners. Can the rest of class guess what is happening?

Drama Music

In pairs get pupils to tell each other parts of the story using mood, emotion and feeling. Explain about the use of exaggeration to make the story more compelling. Once they have mastered their techniques get them to tell the whole class their story. They could use costumes, props and sounds to enhance the story.

Drama Visual Art Animation Creative Writing

Ask pupils in pairs to choose one local myth, legend or story. Perhaps they have a family story that has been read through various generations. Help them to recount and identify the main scenes and characters. Now ask them to create a cartoon strip or animation of their story with up to twelve frames that captures the whole story. Ask them to use the comic strip or animation to read and elaborate on their story to the whole class.

Arts Award Discover

Part B Find Out

Multi Arts Crafts

1. Help pupils to find out about local craftspeople that have made some of the objects that they can see in the places you have visited.

Multi Arts Crafts

2. Arrange to interview a local artist by Skype or online if you can't pay them to come to you. Get your pupils to think up and test out their questions on each other first.

Crafts

3. As a class research all the local historic crafts you can find. This might include Felt making, Knitting, Weaving, Dying, Printing, Pot making, Glass making, Sign making, Carving, Willow basketry, Carpentry etc. Ask your pupils to think about:

- The skills and materials that may have been involved in these crafts.
- Why the craft was popular in the local area.
- What kind of designs were used.
- What kind of people did the crafts in the past.

Have a go at a craft activity in the classroom or invite a local craftsperson to come in a run a workshop with your class.

Textiles

4. Show your class a selection of different tapestries or murals that tell historical stories. Talk about who made them and why and ask pupils to record their findings. Now select an interesting local historical story, myth or legend. Use textiles, weaving and stitching, if appropriate, to design and make a classroom tapestry telling the story for others to see.

Arts Award Discover

Part C Share

1. Support your pupils to plan and run their own creative heritage workshop for other classes to learn about heritage.
2. Ask local heritage venues or the local authority arts team for opportunities to display your pupils' work online, outside or in some of the temporary exhibition spaces available.
3. Ask your pupils to write back to the teams at the places you have visited, for example museums, sharing with them what they discovered, learnt and enjoyed.
4. Work with your pupils to deliver an assembly where they present and share the process they have been through with other pupils. Each pupil must contribute in their own individual way.
5. Develop your own school exhibition or host a celebratory sharing event with parents and the wider community.
6. Invite local artists or craftspeople to come to your celebratory events to present certificates and ask your pupils to talk to them about their Arts Award journeys and Log Books.
7. Some museums have actors to help visitors to understand what life was like in the past. This role is called a Living History Interpreter. Living History Interpreters use role play and drama to give visitors the chance to 'meet' someone from the past. To be a Living History Interpreter you need to be good at creating the right atmosphere, storytelling and drama.



Historic England