



Report on the Schools Connect Shakespeare Project



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Foreword

This report was compiled during the third lockdown of the Covid-19 Pandemic (January 2021). During 2020 the creative industries, including live theatre and music, went dark due to the closure of all venues. Educational establishments, including primary and secondary schools, 6th form colleges and universities have been forced to relocate their teaching and learning online.

The afterword has been written by a member of the education team at the Royal Shakespeare Company, whose own theatrical work has had to go online.

Without the support of Artswork, HRAEN and the education team at the Royal Shakespeare Company, projects like Schools Connect Shakespeare would not be possible.

Headspin Creative Learning

Niall Whitehead

Barbara Ward Whitehead

Introduction

This report provides a commentary and evaluation of the Schools Connect programme in Hastings and Rother during 2019 and 2020. Schools Connect is an ambitious programme designed to develop Shakespeare teaching and learning across schools in the region and to support enrichment activities for young people.

The programme provides resources and training for teachers, and specific workshops for young people. The expectation is that, in addition to improving students' appreciation and engagement with Shakespeare, the programme will build important life skills including confidence, collaborative skills, leadership and resilience.

It is also designed with the intention of breaking down the 'competitive' aspect between schools and uniting them in a collaborative approach to learning in the classroom supporting a common desire to improve literacy and engagement in the arts across the community.

In March 2020 schools across the UK closed their doors to the majority of students in response to the COVID-19 pandemic. This report provides a commentary on the period preceding this and the subsequent response to the crisis. It seeks to evaluate the effectiveness of schools' engagement with the programme and recommends areas for future development.

The report will be of interest to main stakeholders in the programme - Hastings and Rother Arts Education Network (HRAEN) who commissioned the project, Artswork – Arts Council England's south-east Bridge, Hastings Opportunity Area (HOA), Culture Shift, Rother District Councils and Hastings Borough Council as well as the programme beneficiaries, the school communities, teachers, students and young people who took part.

Programme Context

Many Hastings schools draw their student intake from neighbourhoods identified as being in the most deprived 10% of the UK on the Index of Multiple Deprivation 2019, and Rother is ranked 148th of the most deprived of local authorities with one Local layer Super Output Area (LSOA), Sidley also in the most deprived 10% in the UK (IMD, Gov.uk 2019).

A report by the National Literacy Trust found that young people's levels of reading continue to decline and are at their lowest level since 2013.

Many pupils leave primary school without achieving the expected standard in reading and writing. This is particularly true for pupils from disadvantaged backgrounds. This same trend is evident in secondary schools and further education, with attainment in Hastings lower than the national average and disadvantaged pupils particularly at risk of low outcomes.

The Schools Connect programme seeks to support a wide range of students and young people, particularly those from disadvantaged backgrounds. The project was initiated by HRAEN, whose key aim is to develop projects which embed arts and culture into the everyday lives of young people. The programme was funded by Artsworld as part of their cultural education programme and the desire to increase opportunities for children and young people to lead, participate, work in and enjoy the arts and culture.

The momentum behind the programme came from recommendations from the Durham Commission on Creativity and Education. Specifically,

Recommendation 1:

A national network of Creative Collaboratives should be established, in which schools collaborate in establishing and sustaining the conditions required for nurturing creativity in the classroom, across the curriculum.

(Durham Commission, 2019 p.18)

Recommendation 3:

Schools that have successfully established and sustained conditions in which creativity is nurtured should be recognised and encouraged.

(Ibid, p.20)

Recommendation 7:

Arts and culture should be an essential part of the education of every child.

(Ibid, p.23)

Recommendation 4:

The Commission believes that in-school opportunities to develop creativity should be complemented by diverse routes to take part in creative activities outside of school hours.

(Ibid, p.25)

The idea for Schools Connect grew from a long-term partnership between Ark Helenswood Academy in Hastings and the Royal Shakespeare Company. Helenswood had been engaged with the Royal Shakespeare Company (RSC) as part of their Learning and Performance Network programme and Niall Whitehead – Head of performing Arts at Helenswood - had subsequently worked closely with the education department of the RSC and had combined with them to deliver workshops and teacher training for schools in the region.

In 2014 HRAEN funded the RSC Fearless Minds project which allowed teachers across the region to take part in teacher training days which had a significant impact on those taking part:

‘Teachers were particularly satisfied with the structure of the workshops. These met their needs through the active exploration of tools and techniques to bring Shakespeare’s texts to life in the classroom:’

‘The variety of approaches and strategies taught all lead to literacy and English skills.’
(M. Heaney, 2015, p. 36)

The Learning and Performance Network Final Impact Evaluation Report published in 2016 made a number of recommendations for the future including:

1. That RSC Education should continue to work in long term partnership with schools and regional theatre partners in transforming the way students access, engage and take ownership of the work of Shakespeare.

Considerable skill and expertise in the teaching of Shakespeare continues to be built in schools that have participated in the programme.

(RSC Education, 2016, p.13)

The long-standing success of similar projects in the past provided the foundation for the Schools Connect programme. Funding was received from East Sussex County Council and Artswork who are ambitious about developing Cultural Education Partnerships across the south-east.

Niall Whitehead and Barbara Ward Whitehead were employed to manage and enable the Schools Connect programme.

The role included the following responsibilities:

- To oversee the project until summer 2020
- To work with schools identified in the Schools Connect project to understand how the project can work in each school. To identify and help support those schools who are looking to set up after school facilities
- To help each school develop a cohort of children who will partake in the planning of a Shakespeare takeover day at the De La Warr Pavilion summer 2020
- To support schools who wish to take students through an Arts Award as part of the project
- To deliver a Shakespeare takeover day at the De La Warr Pavilion in summer 2020
- To evaluate the project during its delivery and following the end of this stage of the project

Programme Aim

- Objective 1: Enable children and young people to grow their confidence, skills and attainment in literacy through workshops and creative engagement
- Objective 2: Strengthen creative approaches to English curriculum delivery by providing CPD for teachers and school staff in performance techniques for classroom delivery
- Objective 3: Develop the partnership between schools and arts and cultural organisations by sustaining a high quality effective cultural education network
- Objective 4: Strengthen and embed opportunities for creative education and pupil attainment by ensuring participating schools register or re-register for Artsmark
- Objective 5: Support skills development and educational progression by enabling children and young people to achieve Arts Award Certification
- Objective 6: Strengthen Hastings & Rother CEP by sharing the development and progression of cultural engagement in schools with The Culture East Sussex Board

Schools Connect provides an innovative approach to creativity, literacy and the arts. It seeks to develop classroom practice in the teaching of Shakespeare by using RSC rehearsal room techniques. These are acquired through workshops, teacher training and developed resources to assist both primary and secondary school teachers.

The programme is also intended to support enrichment opportunities for young people through after school clubs, trips, workshops and opportunities to develop Arts Award qualifications. This is designed to give individual students a creative voice and bring about a change in the way young people experience, engage with, and take ownership of Shakespeare's work.

The initial intention was to celebrate the achievements of the young people with a festival 'take over' day at the De La Warr Pavilion in the summer of 2020, with a series of Creative Cafes to support literacy development.

It is intended that the programme will lead to a depth of engagement with arts and creativity so, aligned with the aims are opportunities for schools to commit to begin the process of application for Artsmark status, the expectation being to recruit up to ten schools to apply.

Underlying the programme's aim is a desire to continue to promote HRAEN's consistent ambition to develop the arts as a means to support young people's social and emotional capabilities.

Artsmark

The Artsmark journey requires real commitment from a school. An Arts lead and senior leader must attend a development day to initiate the process. This is then followed by the school writing a Statement of Commitment for the arts in the school which is submitted to the Artsmark team. This is followed by a sustained period of development and engagement in arts in the school which is reviewed finally through a Statement of Impact. Artsmark has three potential outcomes – Silver, Gold, Platinum.

It was agreed with HRAEN that the Schools Connect programme would support schools in their applications both through support with the construction of the Statement of Commitment and through developing practical arts practice within the schools.

Arts Award

‘Arts Award inspires young people to grow their arts and leadership talents: it’s creative, valuable and accessible’ [Arts Award](#)

As part of the project, it was agreed that we would support young people in achieving Arts Award and ensure a number of people are trained as advisors for the programme.

Planning has been done to support young people in their Arts Award.

(2 People have been trained in Bronze/Silver; 1 teacher has been trained in Discover/Explore; 1 teacher has been signed up to be trained in Gold).

The Arts Award would be part of the Schools Connect programme. The aim is to encourage individuals or classes to undertake the award. Due to curriculum challenges, the teachers (even if they were already trained) felt they were not able to offer the Arts Award. The leaders of the Schools Connect programme offered to support them but it was still not taken up.

We anticipated, therefore, that we would incorporate the Arts Award into the takeover day at the De La Warr Pavilion. The planning, creative work, development workshops and takeover day itself was to lead to Arts Awards. The primary work in art and drama would lead to Discover; KS3 workshops and performances would lead to Bronze; leadership, organisation, arts ambassadors, performances and evaluation of the project would lead to Silver.

Programme Delivery

In the summer of 2019, an RSC Training Day took place at Ark Helenswood Academy (now Ark Alexandra Academy). This was a prelude to the main programme and served as an introduction to the project and an opportunity to recruit schools from the region. (Obj 2, 3)



The schools that expressed interest in the programme were Sacred Heart Primary, Staplecross Primary, Salehurst Primary, Chantry Community Primary, King Offa Primary, Robsack Wood Primary, St Mary Magdalene Primary, Ark Castledown Primary, Bexhill College, Bexhill Academy, Robertsbridge Community College, St Leonards Academy, Hastings Academy, Ark William Parker Academy, Ark Helenswood Academy.

Of these schools, eleven were applying or re-applying for Artsmark status: Sacred Heart, Staplecross, Salehurst, Chantry, King Offa, Robsack, St Mary's, Bexhill Academy, Robertsbridge, William Parker, Helenswood. (William Parker and Helenswood subsequently merged to form one school – Ark Alexandra Academy.)

Artswork organised a series of Artsmark Development Days to support the application process. (Obj 4)

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In the autumn term of 2019, a second training day was held at the De La Warr Pavilion, for teachers from all participating schools. This allowed us to identify key lead teachers and their aspirations for the programme. With so many schools, all with different objectives for their school and different levels of experience in teaching Shakespeare, it became clear that we would need to adapt the programme to support individual needs. We began the process of conducting individual meetings with teachers and identifying bespoke learning activities for different schools. (Obj 2, 3)

All the attending schools agreed on participating in a festival at the De La Warr Pavilion and this was booked in the calendar to take place on 26th June 2020, with Creative Cafes run by Culture Shift to take place in the week prior to this date.

It became clear from discussion that the majority of teachers had a preference for engaging with the programme through the daily curriculum rather than through after school activities. After school clubs would recruit less students, whereas introducing the programme within the timetable allowed for whole classes to take part. Consequently, we began to plan to offer daytime workshops for those schools that were able to be flexible with their timetable, and to offer a range of resources to support teachers in English, Drama or Literacy lessons.

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We began the process of interviewing teachers from different schools, identifying key requirements and implementing a programme of practical work. We provided key resources to primary and secondary schools.

In Autumn term 1 and 2 2019 Barbara Ward Whitehead ran after school enrichment Drama lessons at Ark Alexandra for years 7 and 8 students. These took place on Monday and Tuesday afternoons in twilight time. (Obj 1, 5) This was a short-term project so would not suit a long-term Arts Award course, however it provided important support for students in developing confidence and collaborative skills.

After interviewing lead teachers at Hastings Academy and St Leonards Academy we booked one week in the Easter holidays to run enrichment workshops with KS3 students from the three main secondary schools in Hastings. At least 50% of these students were to be from disadvantaged backgrounds and / or have SEND. The workshops were to be followed by a trip to Shakespeare's Globe theatre on the Southbank in London where the students would partake in professional workshops and a tour. The outcome of the workshops would have led to a performance piece for the festival day. (Obj 1, 3, 6)

CPD

Nine schools took part in the training at the De La Warr Pavilion. There were also representatives from the Pavilion itself, HRAEN and East Sussex County Council. In total, there were fourteen participants. There was a drama workshop, discussion, planning and tour of the venue.

The workshop focused on the rehearsal room techniques of the RSC, utilising King Lear. The tour centred on opportunities for creativity and performance at the De La Warr Pavilion. Discussions were held between the teachers about Shakespeare in the classroom; opportunities for creativity and enrichment; Artsmark, Arts Award and the take-over day planned for June 2020.

Evaluative questions following the training identified the following results:

- All agreed that the workshop would support learning in their school

- All agreed the workshop had increased their confidence to explore Shakespeare in their school
- All agreed they had learnt new strategies for teaching and learning
- All agreed the workshop would support enrichment in their schools
- The majority agreed that Arts Award could support their enrichment provision (13/14)

The training encouraged participants to identify ways that Schools Connect could support them for the future.

Schools Connect will enhance teaching across the school, not just with Shakespeare but other texts too.

Giving me training and guidance so I feel confident in teaching the areas I'm unsure of.

Developing Shakespeare across KS3 and 4.

To assist with the Statement of Commitment for Artsmark.

Supporting me with advice, workshops and guidance.

Creating a site-specific piece, using the architecture of space to inform performance.

Shakespeare in Primary Schools

The Schools Connect project developed Shakespeare weeks for primary schools prior to the pandemic.

We ran a full day of drama workshops at Sacred Heart Catholic Primary School as part of their Shakespeare week. Every student in the school took part and we provided resources to support their learning during the week. The workshops introduced *The Tempest* to the students engaging them with key events and characters. The final assembly at the end of the week was attended by parents, carers and governors, with students and teachers demonstrating the work they had created over the five days. This included drama, dance and movement, creative writing, music and art. (Obj 1,2, 6)

This was followed by two days of similar workshops at King Offa, attended by every student in the school. The workshops formed a key part of their Shakespeare week and led to a final assembly performance and presentation to students, staff, parents, carers and governors.

The school workshops developed work which would have formed a key part of the festival.

Headspin support included: producing ideas for Shakespeare week; liaising with staff; leading staff meetings; developing resources; running drama workshops; supporting literacy.

Shakespeare's *The Tempest* was chosen for primary schools this year, as it is accessible to primary children and has scope for literacy/drama activities.

For those schools that fully engaged with the Schools Connect programme, it became a fruitful journey. A prime example is Sacred Heart Catholic Primary School. They attended CPD events; utilised our resources; developed a Shakespeare week with support from Schools Connect; sought advice while completing their Artsmark application; were working towards the takeover day at the De La Warr Pavilion; fully engaged with the Spirit of Youth Virtual Arts Festival (every year group took part) and are working with us to develop resources and support for the next Shakespeare week, thereby ensuring longevity and consistency for the future.

The resulting comments from staff and students following our workshops are testament to the impact on staff and students:

Castledown Primary School, Hastings

(Age: 2-11 / Roll: 445 / Almost 2/3 students available for PP)

Niall Whitehead ran drama workshops for Year 5.

We had a year 5 take over week of Shakespeare. We used the Tempest as our script and worked with character profiles and descriptions. The children loved the introductory workshop with Niall and really engaged in drama (something they don't always have an opportunity to do). They also were able to discuss in detail the characters and brief synopsis of the story.

The aim next year is to have a whole school take over week.

– Regional English Lead Hastings, Ark Schools

Sacred Heart Catholic Primary School, Hastings

(Age: 4-11 / Roll: 237)

Barbara Ward Whitehead ran drama workshops for the whole school, working with each class individually. She also supported the school's weekly assembly where the children shared their work.



Teacher Survey:

- All staff rated Shakespeare week very good or excellent.
- All Staff believed that working with Schools Connect had greatly improved student engagement with Shakespeare.
- Most teachers felt that having Shakespeare week benefitted disengaged students.
- All staff felt that the drama workshop was an effective introduction to Shakespeare and that the week helped develop the children's confidence.

Staff comments:

Shakespeare week far exceeded my expectations. I am thrilled with the engagement from children and staff alike. The week was a huge success but I am already thinking to how we can make it even more of a success next year!

Excellent organisation and lots of effective resources identified to make this straightforward and enjoyable for teachers and students.

Drama workshop was great – it was a shame they could not have had longer.

Amazing week, thank you so much for all your ideas and support in planning and executing the week. All the children were engaged and enthusiastic while learning about the Tempest and the drama. We also had some children perform in assembly who would have previously not had the confidence. Can't wait for next year!

During the week the children were asked to make 'comment leaves' about their experience of Shakespeare week.

Comments included:

Year 1

(mainly pictures)

I like writing about the storm.

I lovd (sic) doing the stom (sic) wavs (sic) and the storees (sic)

I really enjoyed making Shakesperes (sic) globe.

Year 2

I enjoyed doing all the writing.

My favourite bit of Shakespeare week was the sharing assembly.

*My favourite thing in Shakespeare week was everything
I loved Shakespeare week!*

Year 3

I loved Shakespeare week because we got to see what everyone did.

I have very much enjoyed our Shakespeare week this year and I don't think I found ANYTHING bad about it. Thank you for the experience. 6 stars!!!!

Awesome. We split, we split, we split. I think Shakespeare week can improve by having more workshops with Jessie and Barbara.

Year 4

I liked performing my monologue in assembly. I also enjoyed the workshop.

My favourite part of Shakespear (sic) week was when the ladies came into assembly.

My favourite part of Shakespeare week was the workshop.

Year 5

I enjoyed the Celebration Assembly and the T-Shirts and the Tempest videos.

I enjoyed the celebration assembly because I loved hearing and seeing everything. I want to look more into Shakespeare's life.

I enjoyed learning about the Shakespearean language.

Year 6

I liked Shakespeare week because of the art and the poem writing as well as the drama session.

I really liked the workshop because I got to express myself. It was really loud because we recreated the waves in the Tempest. I loved making the waves because we got to use different materials.

I liked Shakespeare week mostly because we don't usually study Shakespeare a lot.

Parents were invited to attend the Assembly at the end of the week and were also asked to comment:

The boys have been very enthused by 'The Tempest' and we have talked about Shakespeare and the characters in this play. Thank you for all your hard work.

Diverse selection of work, excellent.

FABULOUS!!! MORE, MORE, MORE PLEASE!

How brilliant to see such a creative response from reception all the way to Yr 6. I really enjoyed the assembly and experiencing what you've learnt.

I love that Shakespeare became magical for my daughter.

King Offa Primary School, Bexhill-on-Sea

(Age: 5-11 / Roll: 415)

Comment from Deputy Headteacher:

We have had a very busy time! Pupils have been learning about Shakespeare's The Tempest this week and were lucky enough to have the opportunity to take part in creative workshops led by Barbara Whitehead from the Shakespeare Connect Project. She has been thoroughly impressed by the engagement and enthusiasm of the pupils. A big thank you to Miss Langton for the organisation of this fabulous project. Amongst this excitement, we also celebrated World Book Day on Thursday and enjoyed some fun filled activities!

Each class have studied the story 'The Tempest'...

EYFS have worked beautifully together to create a collage of the storm and the island; there were some super drawings of the character's too! Ariel looked particularly colourful! Year 1 have explored a range of vocabulary to describe the storm and made beautiful tissue paper creations. Einstein class have made a fantastic boat in which they had all contributed. Year 2 pupils have recreated the ship in The Tempest and had written instructions about a storm to support their designs. Year 3 have worked well to write messages in a bottle and even tea stained the paper to give an authentic feel. Year 4 have been busy writing diary entries from the characters point of view, designed shipwrecked images and even recreated the invisibility scene. Year 5 have used a range of skills, making maps, and plotting co-ordinates. As a year group they worked brilliantly together to write and perform a poem. We had the pleasure of watching this in assembly! Year 6 have been busy working on character descriptions and writing their own summaries of the infamous story. Every class has worked hard and produced some high-quality artwork, drama, poetry and writing, well done to them all!

NB A full list of comments is available in the appendices.

Staplecross and Salehurst Primary Schools, Rother

Plans were made to have a Shakespeare day with Staplecross and Salehurst working with Robertsbridge Community College. Drama workshops and activities were planned, and subsequent work was going to be part of the takeover day at The De La Warr Pavilion. Please note that preparation was done but Shakespeare Day was suspended due to Covid-19.

Secondary Schools / Colleges

Ark Alexandra Academy

Year 7 and 8 Drama workshops were held in the Autumn Term 2019. This was a short-term project to support social and emotional skill development. Students explored a range of activities using improvisation, role play and playwriting and performance skills.

St Leonards Academy

We provided training and support to the Drama lead, to support enrichment leading to a Shakespeare production. Following the performance we reviewed the process with the Drama teacher.

Year 8 were studying *Romeo and Juliet* and it was felt that a cross curricular approach would be of value. The teacher felt that *Romeo and Juliet* would be 'a good one to start with'. The drama teacher chose students from Year 7,8 and 9, who rehearsed and performed *Romeo and Juliet* (with a double cast of lead actors). They workshoped the play for two hours twice a week. It was an inclusive production. Staff support for the production was reasonable, but the teacher had to ask others to be involved. Senior staff watched the production, and it was generally well-attended by students, parents, and carers.

The teacher felt there were real benefits to working on the play. They worked on the shortened version which allowed for inclusivity. The students learnt self-discipline, and developed confidence. They were committed and it helped build their relationship with their teacher. It engaged parents in the community and supported the framework for Artsmark.

The Schools Connect team suggested supporting Year 9 to do an Arts Award and a teacher doing Arts Award training but this was not taken up. The restructuring of the school and the teacher being moved into a different role had an impact.

Planning 2020

At the beginning of March 2020, contact had been made with all participating schools and a schedule of workshops was in place.

School Workshops - Secondary Schools in Hastings

Easter workshops had been booked for three schools at Ark Alexandra theatre space (formerly Phoenix Theatre) and a coach had been booked for the Globe Theatre visit for thirty students.

Community Workshops - 1066 Youth Theatre



The 1066 Youth Theatre is based at the Stables Theatre, Hastings and is directed by Niall and Barbara. It is a yearly ongoing programme for 14-to-19-year-olds from a range of schools and colleges in the Hastings area. The YT members were to act as Arts Ambassadors to support younger performers. The aim was that they would help facilitate the whole group workshop and performance. The youth theatre was going to produce a series of Shakespeare scenes as part in the takeover day following a series of workshops. This was to be followed up with a full-scale production in the summer at the Stables Theatre.

Takeover Day – De La Warr Pavilion



The festival day was to be the culmination of the Schools Connect Shakespeare programme and was to take place in June 2020, with student champions organised to support the day. The take-over day at the pavilion was set to include a mixture of dance, drama, music, writing and art by primary schools, secondary schools, and 6th form colleges. Plans were in place to ensure a variety of performances throughout the entire building through the day including spaces such as the stage, auditorium, café, stairs, corridors, terrace, and bandstand. Performances were to include drama work; dance displays; live music (bands and individuals); music soundtrack in the café (curated by Music's Not Dead); films; costume parades; and site-specific work. Student champions would be engaging with the public

through presentations; arts ambassadors supporting younger pupils. The day would have culminated with a live Shakespeare workshop (stage/auditorium) with every participant involved, utilising RSC rehearsal room techniques. We were on course to engage with all schools in the Schools Connect programme and support the development of work for the festival and the work created was due to be part of the Arts Award programme, covering Explore/Bronze/Silver/Gold. (Obj 1, 3, 5, 6)

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Lockdown

On 20th March, the government closed all schools indefinitely with only community classrooms running. Remote learning commenced in many schools via video calls or simply relying on students accessing sites such Show My Homework or Google Classrooms.

Adapting the Plan



Following the closure of schools, it became clear that the Schools Connect plan would not be able to continue as planned. Schools entered a period of training in online tuition and engaging with students' learning remotely. During this initial period, we maintained contact with schools by offering resources to support the online tuition. (Obj 2)

In late 2019, we had started a learning partnership to produce extra-curricular resources and workshops but decided to launch ourselves formally as, Headspin Creative Learning, in response to the situation with a view to developing an online presence. The idea was to move the work online. We created a website, YouTube channel, and both Instagram and Twitter accounts.

Recommendation 6 from the Durham Commission on Creativity and Education advocates that young people should 'engage creatively and critically with the digital technology that is now a significant part of their daily lives.' (Durham Commission, 2019, p. 22). Recognising the importance of this, Headspin's response to lockdown was to launch an original virtual festival, based on our original aims and intentions, giving young people in Hastings and Rother an opportunity to engage in producing creative work through a range of medium and form. (Obj 1) It was hoped that providing opportunities to contribute different artistic genres would reach a wider range of potential contributors. We also wanted to extend the age group as we believed the lockdown situation was restricting the creative opportunities for so many young people. We were keen to remove the need for high quality production, demonstrating that art can be created anywhere and can be shared with others through

something as simple as a mobile phone. We decided to keep the central theme of Shakespeare connections to remain true to the Schools Connect original aim.

Spirit of Youth Virtual Arts Festival



The *Spirit of Youth* virtual arts festival call-out was launched online in May 2020. The call-out was designed to reach young people aged up to twenty-five and was sent to key personnel in schools and colleges across Hastings and Rother. It was advertised through Hastings and Rother District Council members and on the Headspin website. It was also advertised through the Stables Theatre and was reported in the Hastings Observer newspaper, Bexhill and Rye Observer, Brighton and Hove Independent, Hastings Independent, and Hastings in Focus. Details were sent to local radio stations. We also directly contacted a range of young people who have worked with us in some way in the past. Word of mouth played an important part in developing interest. We maintained a high profile on social media platforms with regular repeat call outs on Facebook and Instagram and Ark Alexandra website.

The festival included six virtual 'tents' in the style of a summer live arts festival:

- *Shakespeare's Words* – inviting performances of soliloquies, poems, duologues and scenes from Shakespeare's writing.
- *Original Writing* – inviting performances of new and original work, poems, monologues and scenes.
- *Dance* – inviting young people to create original choreography in a range of genres and styles.
- *Music* – inviting entries of new compositions of any genre or instrument.
- *Creative Art* – inviting a range of genres from participants
- *Voices* – inviting contributions to offer personal thoughts on the arts and creativity.

Each tent had a personal introduction from individuals who were specialists in each genre. These specialists also acted as mentors and provided a range of resources to support creativity. Some young people took advantage of this and so engaged in a collaborative approach. In some cases, this relied on socially distanced meeting and creating outside. Local parks, woods and beaches became imaginative locations for creating performing arts pieces. Sometimes the collaboration happened through messaging, phone and Zoom calls or similar, supporting others to develop individual contributions. In many cases the creative work was encouraged by teachers using online classroom facilities to promote the festival. Many contributions were developed by young solo artists working from home. Creativity happened in unexpected ways.

We provided an independent Gmail account for contributors to send recorded work free of charge, and the account stayed open throughout the summer to allow for contributions and to give young people a focus. After the start of the schools' autumn term, we recontacted schools to allow for late contributions should teachers wish to encourage their students to participate.

We set the date for the festival to go live in early November 2020. It was launched on its own YouTube channel and remains available to watch.

Creative Café Films



Café Careers Events are the heart of Culture Shift's flagship careers and skills programme. With face-to-face engagement restricted due to pandemic restrictions Culture Shift found other ways to explore how young people could continue to participate in meaningful encounters with a variety of professionals. Unable to run live events Culture Shift developed a sequence of films. Making the films showed just how important it is during this time to continue to prioritise career education and to provide opportunities for our young people to engage with a range of inspiring professionals and employers. The project also created an opportunity during the pandemic to showcase six local professionals successfully working in different creative sectors and to use a local production team from Hastings. Four local young people were recruited to take part in the Q and A element of the films and their involvement and feedback was key in the development of the content.

The films provided an easy way to include careers into the curriculum. The online conversations each included a professional introduction, Q&A session, top tips for being successful in a specific industry, and a task-based creative challenge. The films were shared via our YouTube channel, LinkedIn and other social media accounts and through Careers East Sussex to all schools and colleges across the county.

Impact - Spirit of Youth Virtual Arts Festival



Once the lockdown was in place in the summer, schools had to prioritise learning and adapt the curriculum accordingly. In schools, community classrooms were in place for vulnerable students and children of key workers and structured learning took place to ensure key parts of the curriculum were being covered. For some, the *Spirit of Youth* virtual arts festival provided opportunities for students to explore creativity when so much potential or personal expression was limited. For others, the festival was a luxury which was not as important as keeping up with core curriculum subjects. During this time, Headspin found it difficult to maintain regular contact with some schools and to keep them engaged with the programme. At this time, we offered young people the opportunity to develop Arts Awards, however there seemed to be a reluctance to commit to this without a regular supervisor, and regular communication with individuals proved difficult.

For many young people, creativity is a collaborative process where modelling and response invigorate learning. This was missing from many people's lives over summer 2020 and lack of motivation restricted many people's proactive engagement in arts activities. The festival offered ways to keep communication open and opportunities for collaboration in different forms. The success of the festival rests on the fact that young people were taking ownership of the work they were creating both collaboratively and alone. Examples of effective collaborative ownership can be seen in pieces such as *Essence of Nature* and *Arial View* in the Dance tent, *Shakespeare in the Woods* in the Shakespeare's Words tent, Blabbermouth's *Make It* video in the Music tent, and Jackson, Rundle and Young's comedy performance in the Original Writing tent.

Where students were given support and encouragement by teachers the work was often of a high quality which can be seen in the eclectic mix of creative art in the Art tent, including Sacred Heart's Shakespeare week exhibition. It can also be seen in the Shakespeare Words tent, where the recordings of school primary classes such as King Offa's poetry based on

Tempest scenes and solo Shakespeare speeches from Bexhill college students demonstrate clear guidance. The Original Writing and Music tents also had effective submissions from solo artists who had direct ownership of the work they were creating, which produced a range of monologues, poetry and group performances, and solo song and instrumental compositions.

During extended periods of isolation and school closure, engagement with the arts provided a means to support wellbeing and mental health. As one contributor to the festival said:

'Contributing to the festival gave me a sense of motivation. It reminded me of that hardworking, supportive community the creative arts provides; it allowed us all to view lockdown as a creative task instead, giving our minds something positive to focus and aim towards again.'

Sixth Form student

The festival has provided a platform for young people to showcase their talents. Two contributors, Jess Jayne and Blabbermouth have since been chosen as a *BBC Music Introducing...* artists. Another artist, Ellie Peacock was interviewed on BBC Sussex Radio regarding her dance performances in the festival and her leadership skills supported her appointment as student representative at The Place in London.

The festival received work provided by over 100 contributors aged between 5 and 25. Artists included primary and secondary students; Sixth Form and college students; university students; young people on furlough or unemployed; individuals and groups.

The standard of work received was of a high quality demonstrating the great skills and potential of young people in the region. In the spirit of the virtual festival, work was often created in extreme circumstances and challenging conditions recorded often on primitive devices in strange locations. From back gardens to bedrooms, parks, beaches, castles and woods, the ability of young people to continue to create was and remains inspirational.

The festival remains on YouTube and continues to attract visitors with over 2,000 views to date.

Associate Schools Programme

The commitment to the teaching of Shakespeare through the Schools Connect programme and the development of the virtual festival has had a positive result for schools in the region.

The RSC is developing a strand of their UK scheme the Associate Schools programme in East Sussex. Ark Alexandra has been invited to become a Lead Associate School with the RSC, and to support the development of up to ten other schools in the region to become Associate Schools. This will develop a strong partnership between schools and the RSC with extensive opportunities for workshops, teacher training, student voice, festivals, and performances. This will also support future Artsmark applications.

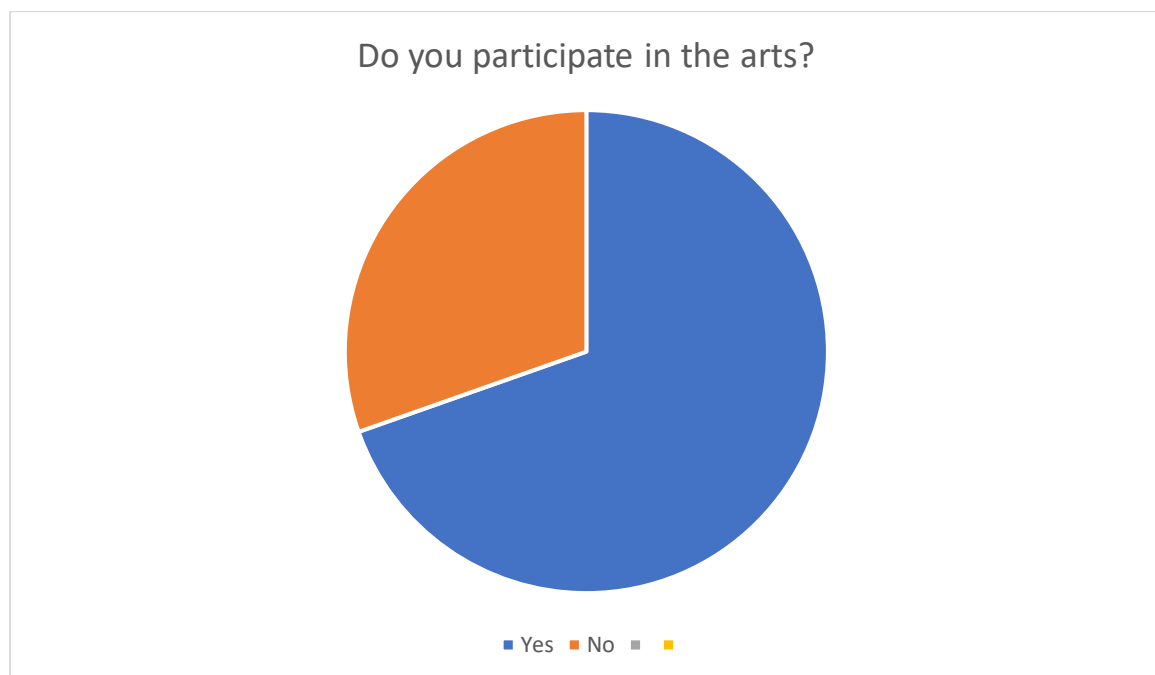
The Associate Schools programme is open to primary, secondary, and special state-maintained schools in England, with a specific focus on schools serving areas of socio-economic disadvantage. It is built around the principle of schools working in local partnerships to develop communities of practice. Each local partnership consists of a Lead Associate School, who in turn recruits up to ten Associate Schools.

Creativity and the Arts

As part of the festival, Headspin were keen to develop student voice and hear young people's attitude towards creativity and the arts. We interviewed a range of young people and sent out a questionnaire to schools via Survey Monkey and Forms. The intention was to consider the importance of the arts in young people's lives and to help guide our ideas for developing arts projects for the future.

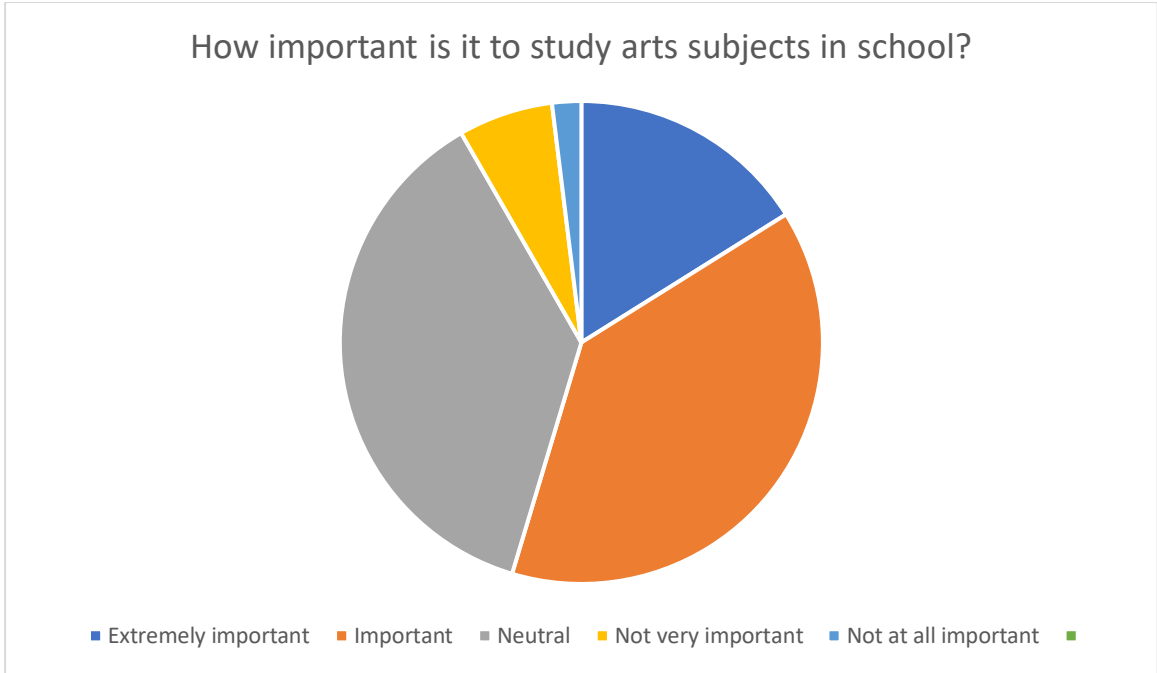
Findings

The questionnaire asked questions regarding arts and creativity. There were 200 participants.



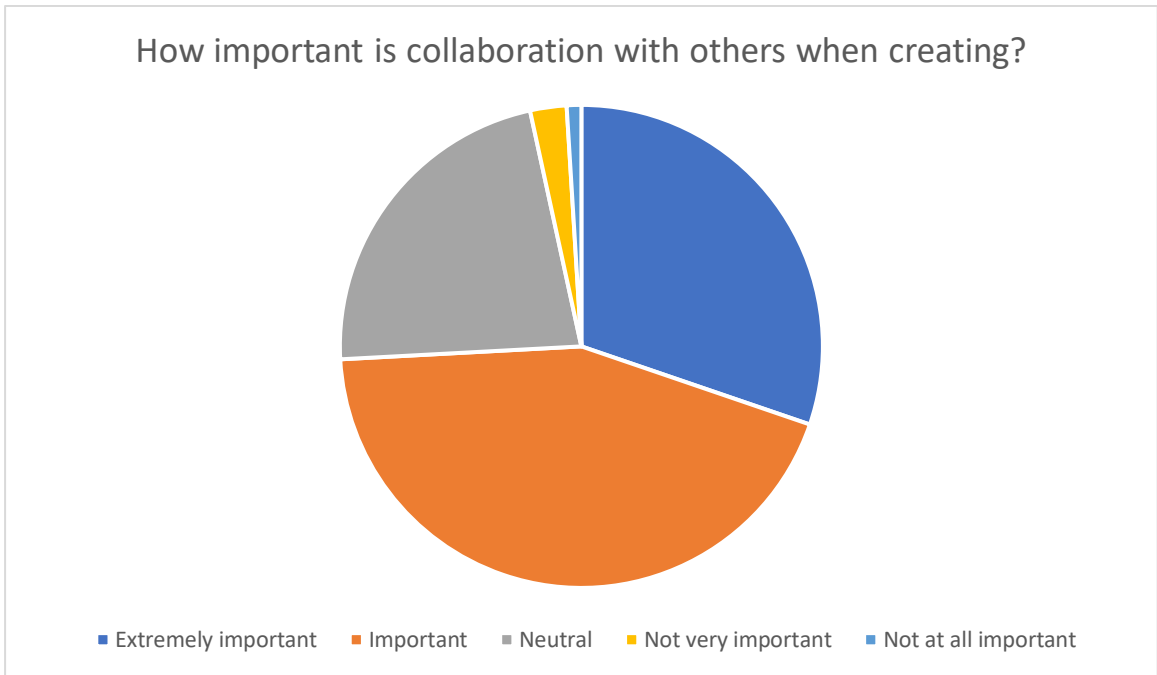
70% of participants acknowledge participation in the arts. Because of the need for brevity and immediacy we do not ask for details but there is a recognition that the arts feature in some way in their lives.

How important is it to study arts subjects in school?



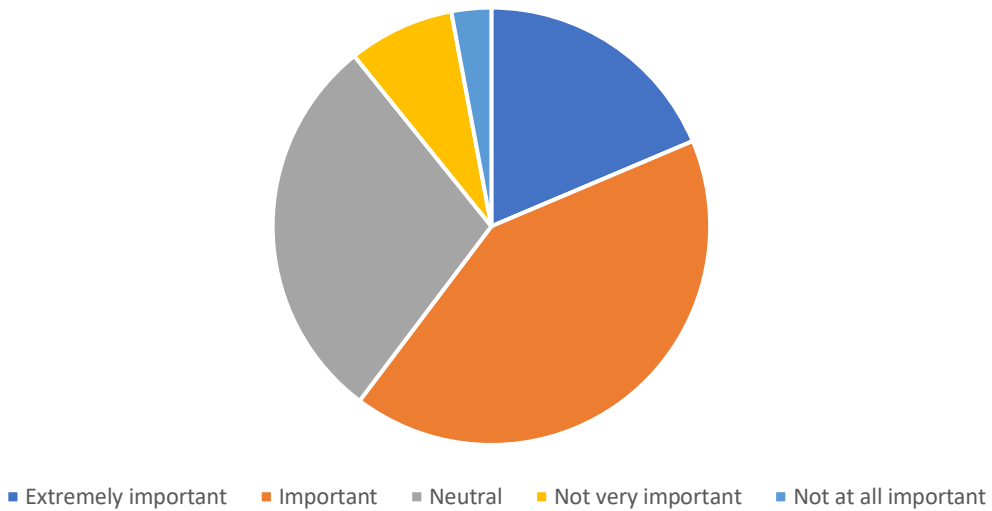
55% of participants recognise the importance of studying arts subjects in school. While 37% remain neutral only 8% deemed the arts unimportant.

How important is collaboration with others when creating?



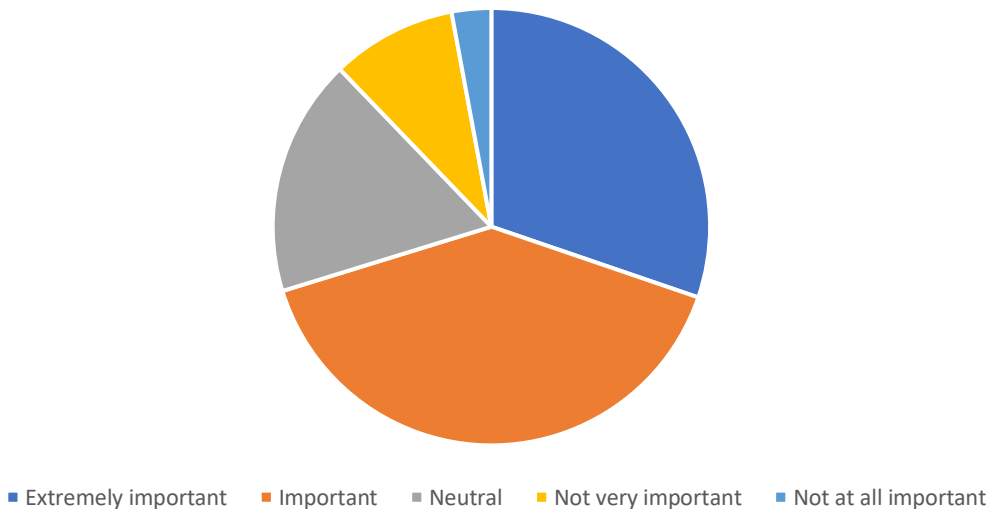
Significantly, 74% of participants recognised the importance of collaboration. This may have been as a direct result and recognition of the effects of isolation.

How important are online creativity opportunities during this time?



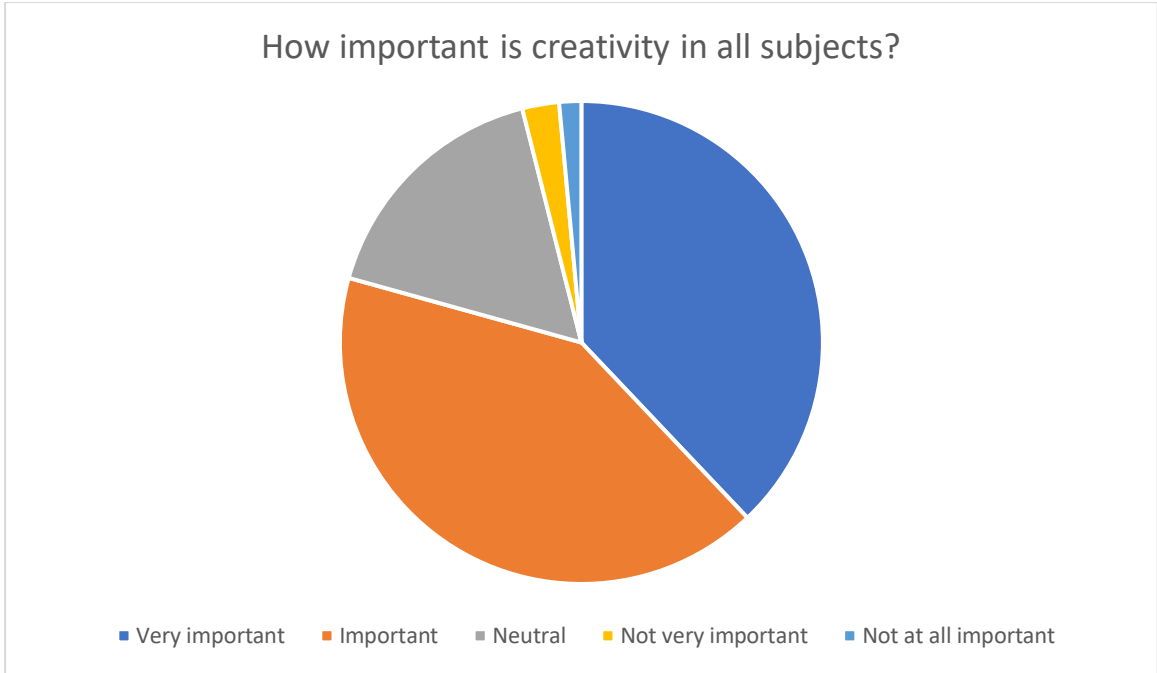
61% of participants identify online creativity opportunities as important. This may reflect young people's growing engagement with social media and online activities.

How important are drama, dance, music and art for your mental health and wellbeing?



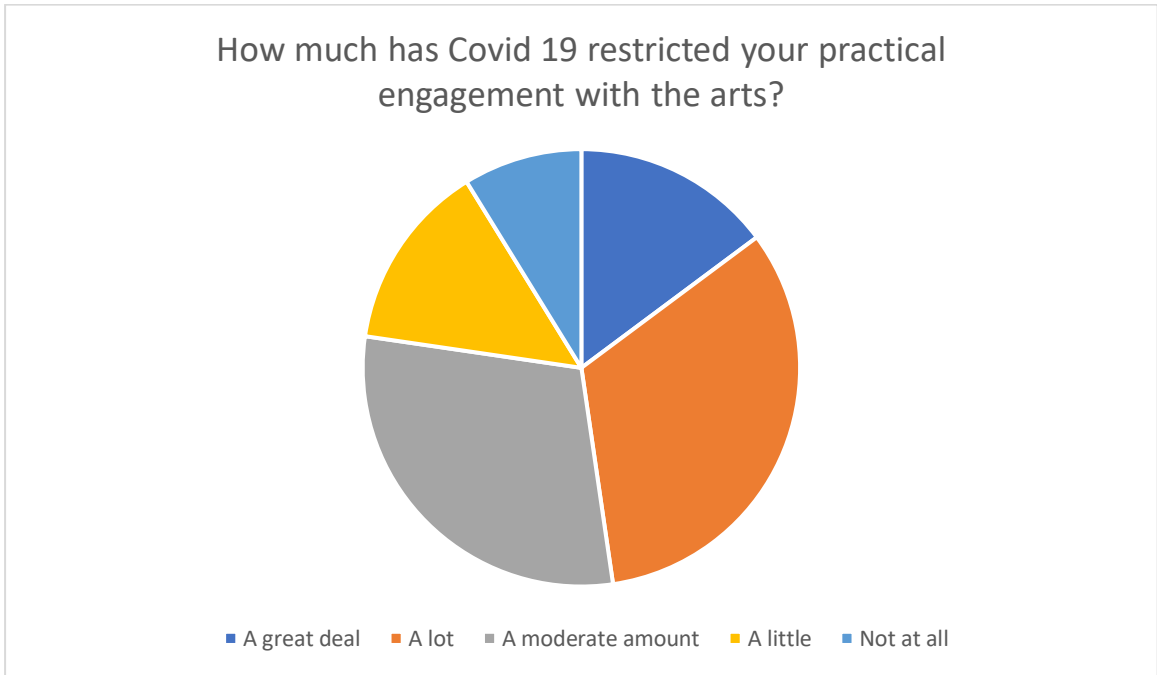
It is significant that 70% of participants recognise the importance of the arts for mental health and wellbeing. This is also reflected in the comments that follow suggesting an increased awareness of the importance of the arts in creating more than just a cultural experience.

How important is creativity in all subjects?



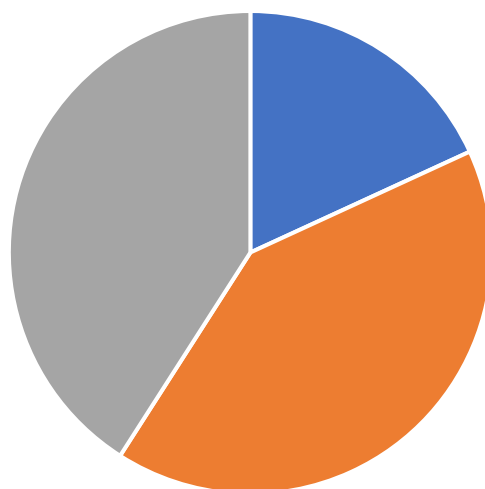
70% of participants recognise that creativity is not exclusive to the arts. Again, this is reflected in comments in the questionnaire and in the virtual voice tent that the skills developed in arts activities develop skills to support all subjects.

How much has Covid 19 restricted your practical engagement with the arts?



The chart suggests that a large percentage (78%) of participants' engagement in the arts has been restricted in some way by the restrictions of the pandemic.

Would you like to create something for an online festival?



■ Yes ■ No ■ I don't know ■

It could be argued that a reluctance to create and participate relates to a loss of confidence during the period of lockdown. Uncertainty is a key factor here, and it may be that young people need guidance and modelling for the future.

We also asked young people to comment on why the arts are important to them. Some of the responses are printed below. The comments are testimony to young people's awareness of the power of the arts to invigorate lives, support progress in other subjects and help mental health and wellbeing.

Arts is so important because it's a way to prove yourself and to be seen as a hard worker

It helps build confidence and help us kind of understand other people and how they feel even if they are only characters

The arts are very important to me as it helps me to express myself and I have met so many amazing people during my time in the performing arts. I really enjoy being creative and it allows me to do well in other lessons

The arts are important to me because they can help me express the way i feel , it can let me be creative on a free will and it also helps me enjoy time at school as i love to sing dance and act

It makes me feel happy and alive

It lets people express their creativity without being judged

Arts are important to me as it helps when I feel low

The arts can help you relax and take you mind of stuff

It's a way I can express myself through different forms

I think the arts are important because they enhance creativity and promotes good mental health

To help build my confidence and self-awareness

The arts are important to me because, I love team working together I think that is a big part of our lives. I love collaborating with other people because I love other people's contribution in the drama. I love working with our people to create a play or a set the scene. It's also very important because I like to put a smile on people's faces and to help their wellbeing and for their own health

They're important because it boosts your confidence and clears your mind

They are important to me because they help me relax and have some fun

In my opinion the arts are a fantastic way to engage in a way we can't in a classroom

I think they are somewhat important as they build confidence

They are important as they take my mind of the everyday world

It's fun and makes me feel in a happier mood

Because it helps to give me confidence

To help me be creative in other subjects as well

It helps evolve my creativity and helps keep me active

The arts are important to me as it is a more fun way to learn

I find it improves teamwork skills and creativity in all minds

Because at this time people may be closing in on themselves and drama is a time to express their feelings and emotions without being judged by others.

The full list of responses can be found in the appendices.

Challenges

The Schools Connect Shakespeare programme faced challenges.

- COVID-19 pandemic
- School restructuring
- School merging
- Staff changes
- School competition
- Communicating with relevant staff in schools
- Different priorities emerging for the schools

Recommendations

The Schools Connect programme has successfully delivered training, resources, and workshops to the school community across Hastings and Rother and engaged young people in support of the programme's main aim. It is the recommendation of this report:

1. That arts, culture and education sectors continue to find imaginative ways to work together to provide vital cultural and arts education for young people.
2. That the arts should be embedded in the school curriculum, as a means of promoting creativity, and social and emotional capabilities.
3. That Schools Connect should continue, in some form, to build partnerships across schools supporting engagement in the arts, allowing young people to lead and take ownership of the way the arts are accessed.
4. That the Associate Schools programme is established to create a community of schools dedicated to developing innovative pedagogy and practice in literacy and the teaching of Shakespeare and that skills, learning and opportunities are disseminated and exchanged across the school community.
5. That student voice plays a key role in the development of the arts through arts champions and councils.
6. That any future programme offers opportunities for young people to engage creatively with digital technology and develops online resources to support creative learning and showcasing.
7. That schools and colleges improve communication and encourage continuity and completion of projects, ensuring that changes in staff roles allow for continuation of programmes.
8. That future projects create opportunities for advisors to offer structured programmes for young people to engage in arts activities that lead to Arts Award certification.

The Education Department of the RSC began its work in partnership with Helenswood Academy, now ARK Alexandra, in 2010 when the school joined our Learning and Performance Network (LPN), the RSC's national long-term partnership programme with schools and regional theatres across England. We are delighted that this partnership will continue and deepen in September 2021, when ARK Alexandra will join our Associate Schools Programme (the new iteration of the LPN, which began in 2016) as a 'Lead Associate School'. Schools become a Lead Associate School only when they have already seen and experienced the impact of Shakespeare's work and RSC approaches on students and teachers in both their own and other local schools. The Schools Connect Shakespeare Project was a key factor in demonstrating to us that ARK Alexandra is committed to the teaching and learning of Shakespeare and will confidently lead a cluster of local schools, both creatively and administratively, to ensure that young people in the Hastings area have a positive experience of Shakespeare and live theatre.

Fiona Clayton
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Education Department
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Appendix 1

Sacred Heart Primary School Comments

Year 1

(mainly pictures)

I like writing about the storm.

I lovd (sic) doing the stom (sic) wavs (sic) and the storees (sic)

I really enjoyed making Shakesperes (sic) globe.

Painting the storm.

I liked the storm.

I loved looking up the Globe on Google Earth.

Year 2

I liked the storm.

I enjoyed doing all the writing.

My favourite thing about Shakespeare week was all the art.

My favourite bit of Shakespeare week was the sharing assembly.

My favourite thing in Shakespeare week was everything

I loved Shakespeare week!

I liked the storm-making workshop.

I liked learning about the Tempest and making waves.

I really like when we shared the wild waves, crashing and big waves!

Year 3

We made a Globe Theatre.

I liked it because we go to do a lot of fun stuff.

I liked everything.

I loved Shakespeare week because we got to see what everyone did.

I have very much enjoyed our Shakespeare week this year and I don't think I found ANYTHING bad about it. Thank you for the experience. 6 stars!!!!

Awesome. We split, we split, we split. I think Shakespeare week can improve by having more workshops with Jessie and Barbara.

Rate how good it was rating 1-10. 10 ½!

I want to do more Shakespeare next year.

Year 4

I liked the Shakespeare workshop because it was very dramatic and had cool words like fire and cracks and wild waves. Also I liked doing a monologue (sic) about Prospero.

My favourite bit was when we went into the music room and did the pass the clap and jump over the ball plus when we did we split we split we split. I can't wait for next Shakpere (sic) week.

I liked performing my monologue in assembly. I also enjoyed the workshop.

I liked doing the storm because you listened to the clip of the storm then painted what we heard and what we thought it would look like.

In Shakespear (sic) week I liked writing the monalouges (sic) because we performed them.

I liked doing the workshop and the assembly of Shakespeare week and my favoret (sic) character was Prospero.

My favourite part of Shakespear (sic) week was when the ladies came into assembly.

My favourite part of Shakespeare week was the workshop.

Year 5

I enjoyed the Celebration Assembly and the T-Shirts and the Tempest videos.

I enjoyed the t-shirt making. I would like to play Shakespeare football in PE.

I enjoyed the celebration assembly because I loved hearing and seeing everything. I want to look more into Shakespeare's life.

I liked watching the Tempest video and painting the stormsapes and would like to do more in PE of the storm dance and some more language.

Next year I would like to build the Globe Theatre.

I enjoyed doing the drama activities because it was fun. Next year I'd like to learn about the food they ate and maybe try some.

Next year in PE maybe play some games they played in 1500s.

Next year I would like to do more acting.

I enjoyed learning about the Shakespearean language.

Year 6

I liked Shakespeare week because of the art and the poem writing as well as the drama session.

We did a workshop which was my favourite thing we did in the week because we did lots of fun acting!

I really liked the workshop because I got to express myself. It was really loud because we recreated the waves in the Tempest. I loved making the waves because we got to use different materials.

I especially liked doing the wave art and writing poetry!

I think the best part was writing the poems.

I liked Shakespeare week mostly because we don't usually study Shakespeare a lot.

Parents were invited to attend the Assembly at the end of the week and were also asked to comment:

Amazing performance!

10/10!

Both children were so pleased with their art work and want to visit the Globe in London now!

The boys have been very enthused by 'The Tempest' and we have talked about Shakespeare and the characters in this play. Thank you for all your hard work.

Diverse selection of work, excellent.

FABULOUS!!! MORE, MORE, MORE PLEASE!

How brilliant to see such a creative response from reception all the way to Yr 6. I really enjoyed the assembly and experiencing what you've learnt.

I love that Shakespeare became magical for my daughter.

Great Presentations. All the details are brilliant!

Appendix 2

Why the arts are important questionnaire (Schools and Colleges in Hastings and Rother)

- *The arts are important to me because it helps your imagination grow.*
- *Arts is so important because it's a way to prove yourself and to be seen as a hard worker*
- *It helps build confidence and help us kinda understand other people and how they feel even if they are only characters.*
- *The arts are very very important to me as it helps me to express myself and I have met so many amazing people during my time in the performing arts. I really enjoy being creative and it allows me to do well in other lessons.*
- *The arts are important to me because they can help me express the way I feel , it can let me be creative on a free will and it also helps me enjoy time at school as I love to sing dance and act.*
- *It makes me feel happy and alive*
- *It lets people express their creativity without being judged*
- *So I can make new friends, have fun, build up my courage and because I'm an outdoor sporty boy*
- *Art is important because it create you (sic) mood and people will like your art*
- *I'd love to be able to do a job surrounding the arts.*
- *Arts are important to me as it helps when I feel low. It also is fun to me*
- *The arts can help you relax and take you mind off stuff*
- *Because it expresses feelings and emotions*
- *It's a way I can express myself through different forms*
- *I think the arts are important because they enhance creativity and promotes good mental health.*
- *To help build my confidence and self awareness (sic).*
- *The arts are important to me because, I love team working together I think that is a big part of our lives. I love collaborating with other people because I love other people's contribution in the drama. I love working with our people to create a play or a set the scene. It's also very important because I like to put a smile on people's faces and to help their wellbeing and for their own health.*
- *They are important because it boosts your confidence and clears your mind*
- *As it helps me imagine*
- *It's not as important to me but there are others that absolutely love it and yeah there (sic) dreams for it i kinda (sic) think its ok i love practising but when it comes to actually performing it it's a bit wavy*
- *They are important to me because they help me relax and have some fun*
- *Even though I do not do arts, arts are Important to me because I like listening to music*
- *In my opinion the arts are a fantastic way to engage in a way we can't in a classroom*
- *I think they are somewhat important as they build confidence.*
- *Katie Godfree Because they are a little bit fun*
- *They are important as they take my mind of the everyday world*
- *It's fun and makes me feel in a happier mood*
- *Because it helps to give me confidence*
- *To help me be creative in other subjects as well*
- *It helps evolve my creativity and helps keep me active*

- *Because I can express my feelings by painting etc*
- *The arts are important to me as it is a more fun way to learn.*
- *I find it improves teamwork skills and creativity in all minds*
- *Because at this time people may be closing in on themselves and drama is a time to express their feelings and emotions without being judged by others.*
- *It can help you show your emotions in an easier way without putting how you feel into words. It can also let your mind run free and expand your imagination.*
- *In order to have fun as well as learning something along the way*
- *I enjoy drama and art because it's a way to express myself creatively.*
- *Because they give me the opportunity to express myself*
- *Arts are important to me because this is the time to relax and put in your art what you have seen or felt for the day*
- *Because your mental and physical health need them. They teach you how to express yourself and your emotions.*
- *I think the arts are important because they help develop people's creativeness. It can also be a way of relieving stress and anxiety. The arts will also help you when you are older because people probably aren't going to hire someone if they aren't going to be able to think of anything due to lack of arts.*
- *As it keep our mental health good and it's good to have fun*
- *I love to express myself through different ways and arts is an amazing way too. For example, I write songs to express emotion. Like I have written a musical about the life of Jesus so people can see how incredible it was*
- *It is important to me because I want to do drama in the future so I take great pride in it.*
- *The arts help me to express emotions or ideas in a familiar format.*
- *Because I enjoy it*
- *The arts are important to me because it is a way or trying new things and expressing yourself*
- *Because it helps you use imagination.*
- *They help me escape from real life problems*
- *To be creative in my own way*
- *It helps people express themselves without words*
- *The arts are important to me because I really like drawing and that is a big passion of mine. As well as this, acting seems like it could be a very interesting and fun thing to do.*
- *Helps with confidence, helps you be creative and work as a team.*
- *I enjoy drawing and it can help at times.*
- *They are important to me because you can learn things that can help you when you are older.*
- *Because I want to become a dress designer.*
- *It allows me to be creative*
- *The arts are important to me because it helps me with my mental and physical health and also has help me grow in confidence.*
- *To express the way drama is meant to be*
- *Because the arts allow you to express yourself while portraying something different. It can allow you escape reality and just focus on what you are doing. For me personally, the arts, especially drama and dance are part of who I am. I have got through some of my darkest days with the help of these. I was able to express myself without the fear of being judged or challenged about my own perception of things. I also found the arts have also helped me to find myself. I'm so thankful for the opportunities I have been given and I feel the arts have made me stronger!*

- *They help me be myself and explore my creative side also helps me escape from reality and stress from life*
- *It may help with your emotions and how u (sic) handle things as when you are performing u have to show a lot of character and emotion*
- *The arts are important to me because fundamental life skills, values and experiences can be learnt through opportunities from the arts!*
- *It helps you to be more creative*
- *Have fun*
- *So I can keep myself busy at times and I think doing arts is a good hobby for me.*
- *They help me to escape when I'm feeling stressed or if I need an outlet to express myself freely and confidently.*
- *Learning new things*
- *To learn new things*
- *I think it's because the person watching the act can tell your character by the way you move around and the way your voice sounds*
- *It makes me feel happy*
- *It helps you in a lot of other subjects to use your creativity to think outside the box and come up with a lot of ideas. Art is an important subject because you need art to spell earth of the planet would be named 'eh'. However on the other side, art can get you a lot of jobs and creating. For example: becoming an artist; becoming an engineer and becoming a judge where you can see people using their creativity*
- *Because it lets you express lots of emotions, also you get to feel what it's like to be someone else*
- *I listen to a lot of music*
- *Arts help me relax after a day full of lessons. Also drawing and sketching is one of my hobbies.*
- *Art is important to me because I'm learning classical Indian music at home. I also listen to pop and hip hop. When I'm older I want to be a band member.*
- *Dance and drama*
- *Drama is fun to make scenes and to act in front of people*
- *Because you can be creative and makes your mind set chill*
- *Because they are different from a normal classroom environment*
- *Fun*
- *As I get to be free and do what I want and to shine and show others how good I am*
- *Fun*
- *The arts are important to me because it gives us a chance to forget about our lives and step into someone else's shoes and view life in another perspective*
- *Because art relaxed me and calms me*
- *It is creative and you can do anything you want to.*
- *There important because it's good to have something fun and educational to look forward to in contrast to other less creative subjects, furthermore they allow you to express yourself in a way no maths equation can*
- *I do dance and to me it is very important for mental and physical Health*
- *I enjoy the arts because I have a passion for drawing and I believe that theatre and the arts are a very important subject in school.*
- *Arts are important to me because they are very enjoyable and you can do it with other people and your friends.*
- *Because it can help you understand different things in different ways*

- *It's fun and in a fun alternative to going on my phone.*
- *The arts is important to me because then you get to express yourself in a different way.*
- *It keeps me imaginative and creative*
- *It can give you a career*
- *So you can learn and just get your worries away by doing the arts*
- *I love art and its good for your mental health*
- *You can just relax and meet new people who could be your next best friend*
- *I don't like to be sitting down all day at school, I like moving around*
- *Arts are important because it boosts your creativity and creativity helps is almost every subject not only art for example in English when you are writing a story and in dance when you are making up dance moves with your partner*
- *Because it can help to express your emotions*
- *The arts is important to me because it's education but you don't have to sit and write all the time you can be active and creative and it can be very interacting*
- *Because you learn new things*
- *Because it gives others a chance to build up their character and could possibly give people a chance to get over fears*
- *It is important because we learn about how to express feelings and act*
- *Because you get to learn new stuff*
- *Because for jobs I think I would do*
- *They are important to me because I enjoy doing them and there really fun.*
- *Because there are a lot of jobs that needs creative people and you need to socialize with people to help you get better at making new friends*
- *Ever since I was little, I've always wanted to become an actor. I've been going to different drama schools. I love drama, it's my favourite subject and it really boosts my confidence.*
- *They are very intriguing*
- *I think joining in arts and having fun makes you warm hearted*
- *The arts are important to me because it gives me a way of expressing myself through creativity.*
- *I play guitar drums and a bit of piano*
- *It helps you express yourself*
- *It allows us to express ourselves and engage in activities that are relieving and interactive.*
- *It helps me develop different skills and my confidence*
- *Because they give us a chance to express ourselves and sometimes be someone else*
- *Arts is important to me because I like drama and I like how people use body language when they performing for example I like how they trying to demonstrate what they feel or what they trying to do. Drama is like for me an idea for the future that I might want to follow or if possible a dream that I want to come true one day.*
- *Art help us emotionally, financially, psychologically, and even helps to shape individual and collective personality.*
- *It keeps us motivated and creative*
- *It helps express my feelings when I can't describe them with words*
- *Because it helps get your emotions out but in many different ways*
- *It helps me explore my imagination*
- *It helps me express myself and it makes me feel more confident when I take part.*
- *The arts are important to me because I get to work with lots of new people and find out their techniques and they get to find out mine and we can all work together to put together a piece to perform using our best techniques put together.*

- *Because it can be calming and is a way to express yourself. This can make you feel better if your stressed or just passionate about something.*
- *They let you have a place where you can be yourself. Where you can relax and let your mind flow*
- *It lets you have a place where you can feel free*
- *I love art and it help my mental health.*
- *It's good for your social well-being and creativity*
- *Arts are important to me because it's relaxing and good fun*
- *It is good to Express yourself and learn New skills. Art is very Calming and stress free. You can Use your Imagination Create Your World Around you.*