

## Learning Programme: Artists in Schools

The learning programme in schools will engage 2 primary schools over the autumn term in a series of workshops leading towards a sharing of work/ discoveries.

September

Term dates: Autumn term

03 Sept – 22 Oct (London)

03 Sept - 27 Oct (Hampshire)

Half term

27 Oct – 19 Dec (London)

31 Oct – 22 Dec (Hampshire)

Please see the attached outline for how workshops could happen. The sessions are flexible, and will depend on your availability as well as the school timetable. We will negotiate this amongst ourselves.

**As with all great arts education, the Mary Neal Project learning programme in schools will provide artists with a framework for learning, which relies on the zest, vigour and creative force inherent within the artists' own practice to define the specific learning within schools. We are interested in the unique mix different artists can have collaborating within schools. What is practiced within the school, how you engage learners, and the end result will be up to the artists to define and deliver.**

We are interested in offering a learning programme that unpacks an old box, asking children to engage playfully with some historical material to learn and create something new.

### AIMS:

The Mary Neal Project aims :

- to explore in a participatory way through the arts, the concept of 'Englishness', 'tradition'
- to examine traditional English folk dance and music in a playful way
- to see English folk dance and music as a valid and rich source of method and form in devising contemporary art forms
- to celebrate English song and dance traditions
- to explore how English indigenous song and dance traditions are inherited and to whom do they now belong?
- to explore the subject of Mary Neal and the girls of the Esperance Club (based in London) as a character within a specific context:
- How were these girls' lives transformed by dancing? What was it about the dancing in particular? And how did they manage to become such good teachers over night and therefore passers on/inheritors of the tradition.

In schools the practical research questions asked by the artists are:

- How does learning 'by heart' contribute to the passing on of cultural traditions?
- What is tradition and what is the role of creativity in tradition?

For artists:

- How do these traditions connect to a continuum of (participatory) arts practice today?

### **OBJECTIVES During the Schools Learning Programme:**

- To engage 2 schools in a learning programme with one class over 5 months
- To work in partnership with teachers and artists to engage learners across the curriculum
- To explore folk music and traditional English Dance steps
- To explore the story of the Esperance Club and the young dance teachers
- To develop stories and dramas around the character of Mary Neal, Cecil Sharp, and the girls
- To transform traditional music and dance with other knowledges/ traditions/ styles
- To discover what contemporary lessons we can learn from past stories (about music/ dance/ arts education)

### **OUTCOMES:**

- To develop a performed event celebrating the learning in the local community
- To travel to London for a large scale public performance of the celebratory event
- To create a living archive which young people contribute to which will be lodged in a national library/ archive

Teachers working in partnership with the artists may choose to engage with the following curriculum areas for Key Stage 2

**English:** Speaking & Listening, Reading, Writing

**Citizenship & Personal, Social and Health Education:**

Civil Societies  
Communities, Culture & identities

**Music:** Genres, styles & traditions  
Contexts (live performance/ cultural contexts/ intention)  
Features (rhythm/ structure)

**Phys Ed:** Skills and abilities  
Learning actions  
Dance

**Cross curricular mapping can be done in the following areas:**

Art & design:	drawing or designing space
Drama:	role playing characters
ICT:	engaging with learning materials on the MN website/ choosing and designing materials for the website
Literacy:	reading and writing of letters and archival resources
Numeracy:	counting rhythms and steps in dance and music