

# Art@heart

Arts activities for out-of-school-hours learning

*'Schools already play a major role in helping to support pupils' personal and social development by preparing pupils for the opportunities, responsibilities and experiences of later life. Guidelines on promoting and supporting pupils' personal and social development (ACCAC, 2000) recognise: "... the challenges schools face in a diverse developing society ... in empowering pupils to be active, informed and responsible citizens ... and the challenges of being a citizen in Wales and the world".'*

*(Transforming schools, Estyn, 2007, para 41)*



## Contents

Introduction	2
What the arts can offer	2
National strategies	3
The Arts Council of Wales	4
Arts Council of Wales strategies	5
Community arts	6
Applied arts and crafts	6
New media	7
Visual arts	9
Dance	9
Music	10
Theatre and drama	12
Literature	12
Useful contacts and websites	14

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Newid bywydau drwy ddysgu  
Changing lives through learning

# Introduction

The way in which children and young people spend their time when they are out of school, as well as when they are at school, can change and shape their lives. The benefits of taking part in out-of-school-hours learning (oshl) are well documented. Some young people may only discover what they are good at or passionate about outside of formal education. A leisure or out-of-school-hours interest may provide their first real experience of being motivated – a critical factor in achievement.

At the end of the school day, the atmosphere within an art room, a community hall or a youth club can be transformed from the hubbub created by excited, noisy, edgy, giggly children and young people, into a state of calm and tranquillity, as children immerse themselves in their arts projects, cocooned in their own creativity. Cultural and artistic activities can do a lot to help young people develop their skills and confidence.

This guide aims to show how arts experiences or interests, pursued outside school hours, provide real experiences of engagement and motivation. The guide can be used alongside ContinYou's publication *Out-of-school-hours learning: a code of practice* ([www.continyou.org.uk/files/documents/documents/doc\\_717.pdf](http://www.continyou.org.uk/files/documents/documents/doc_717.pdf)) to provide information and support for anyone with an interest in developing arts projects as an out-of-school-hours learning activity.

## What the arts can offer

A wide and varied range of arts activities takes place within formal and informal groups, both inside and outside the school environment. Children and young people may join in on social grounds or because they have a specific interest. They continue because they enjoy the activity and the opportunity to learn new skills at their own pace, often alongside professional artists, in a relaxed environment.

Within these arts activities, artists, tutors and teachers play a key part in children's and young people's involvement. They act as role models, and children and young people will aspire to the particular proficiencies which they attribute to these leaders. Children and young people are inspired and transformed by the skills, efforts and motivation of committed artists.

Arts projects provide extensive opportunities for children and young people of all ability levels to engage with activities linked to arts bodies and art forms of all kinds: galleries, museums, festivals, theatres, libraries, drama, TV, film, media, dance and music schools. While the school curriculum is more about a prescribed set of skills and knowledge, informal learning through arts activities can help young people to make real contributions and develop an understanding of what they learn. This translates into the development of specialist vocabulary and, in many cases, continued studies within further education, to meet career aspirations.

Out-of-school-hours learning, also known as study support, describes the wide variety of informal learning opportunities that young people take part in voluntarily outside normal school hours and/or during school holidays. An increasing number of organisations is developing and providing artistic opportunities for learning, not just for young people but also involving families and the wider community. Developing a partnership approach can bring great benefits to everyone involved. More information about effective partnership work can be found in *Community Focused Schools: making it happen: a toolkit* and in the *Training and resource pack: out-of school-hours learning*. You can download these from [www.continyou.org.uk/cfstoolkit](http://www.continyou.org.uk/cfstoolkit) and [www.continyou.org.uk/welshtraining](http://www.continyou.org.uk/welshtraining).

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In 2005 the Welsh Assembly Government issued its Rights to Action guidance (on the Children Act 2004), which set out what had been achieved by partnerships throughout Wales and outlined a national approach to developing policy, improving services and demonstrating the difference made to children's and young people's lives. Children and Young People's Partnerships are required to prepare the first Children and Young People's single plan setting out their priorities for 2008–2011. The final plan should come into force in September 2009.

Core aim 4 of Rights to Action outlines the need for children and young people to have access to cultural activities.

## National strategies

The Welsh Assembly Government has set out its vision for children and young people in key documents. Out-of-school-hours learning opportunities contribute to all of these strategies, which include:

- *Stronger partnerships for better outcomes*  
<http://new.wales.gov.uk/publications/accessinfo/drnewhomepage/educationdrs2/educationdrs2008/publshskoolevectnesfrmwrk/?lang=en>
- *Children and young people: a framework for partnership*  
<http://new.wales.gov.uk/topics/childrenyoungpeople/publications/policyguidance/childframeworkpartnership?lang=en>
- *Extending entitlement: supporting young people in Wales*  
<http://new.wales.gov.uk/topics/childrenyoungpeople/publications/reports/extendingentitlement?lang=en>
- *Children and young people: rights to action*  
<http://wales.gov.uk/topics/childrenyoungpeople/publications/consultation/past/rightstoaction?lang=en>
- *School effectiveness framework*  
<http://new.wales.gov.uk/publications/accessinfo/drnewhomepage/educationdrs2/educationdrs2008/publshskoolevectnesfrmwrk/?lang=en>
- RAISE  
<http://new.wales.gov.uk/news/archivepress/educationpress/edpress2006/1087630/?lang=en>.

*These are based on a number of core themes:*

- *a foundation of principle in the UN Convention on the Rights of the Child*
- *entitlement to services based on the needs of the child or young person*
- *listening to and acting on the views of children, young people and families*
- *giving the highest priority to those most in need*
- *a commitment to partnership working between different local organisations as the only way in which these aspirations can be achieved.*

National Assembly for Wales Circular No: 35/2006:  
*Stronger partnerships for better outcomes*

## Case study

**Splash Cymru Arts Projects** – working in partnership to promote inclusion and tackle offending

Working in partnership with the Youth Justice Board, the Arts Council of Wales has funded the Splash Cymru Arts Projects for the last four years. The young people involved have been those aged 13 to 17 who are at risk of offending. The financial support from the Arts Council of Wales provides arts opportunities for these young people during holiday periods. The Splash Cymru Arts Projects have been rich and varied. For example, the Prince's Trust worked with young people to create an urban project, involving the construction of a garden and a graffiti wall for use by the community. Arts projects included the design and construction of woven willow sculptures and nature mosaics, and traditional wood turning with a pole lathe. The Venture at Wrexham ran Splash schemes offering drama workshops and the opportunity for young people to attend a pantomime at the theatre. Young people had the chance to use musical instruments, create fire sculptures, make masks, and experiment with graffiti art and theatre make-up. Neath Port Talbot organised a dance project at Sandfields Youth Centre, which the young people had requested. Other activities included graffiti art, costume and design workshops, using computers to design t-shirts, and a visit to a West End musical.



## The Arts Council of Wales

The Arts Council of Wales (ACW) was set up in 1994 by Royal Charter. It is responsible for funding and developing the arts in Wales. The Welsh Assembly Government provides ACW with grant in aid to fund the arts in Wales and, as an Assembly Sponsored Public Body (ASPB), ACW is responsible to the Welsh Assembly Government for the way this money is spent. ACW is also the distributor of lottery money for the arts in Wales. National Lottery funds are allocated to ACW by the Department of Culture, Media and Sport (DCMS), based in London.

ACW is the main funder of arts activities in Wales. Details of grants available for the arts can be downloaded from its website: [www.artswales.org.uk](http://www.artswales.org.uk).

*ACW's values are rooted in a passion for the arts in all their forms and a belief that:*

- *all the people of Wales should have opportunities to experience and participate in the arts*
- *a dynamic and creative arts sector will make Wales a better country*
- *the success of artists should be celebrated and best practice promoted*
- *new ideas and initiatives should be nurtured and entrepreneurial approaches adopted.*

*ACW needs to work in partnership with others to achieve shared goals and to encourage others to do so. Best use must be made of resources, while always offering a service of high quality.*

*ACW seeks to raise the standard of the arts in Wales and to ensure that the arts infrastructure is artistically, financially and organisationally strong.*

*ACW Annual Report, December 2007*

## Arts Council of Wales strategies

ACW has endeavoured to look at the needs of the arts but also to place them in a broad context and to reflect their developing role in many aspects of Welsh life, including education, the creative economy and cultural tourism. ACW's Art Form Strategies consider how the arts embrace and promote equality, inclusion and diversity. In preparing its strategies, ACW has studied each art form individually and collectively. The strategies relate to the following art forms:

- applied arts and crafts
- visual arts
- dance
- music
- theatre and drama
- literature.

A full list of arts strategies for Wales is available to download at [www.artswales.org.uk/publicationscheme.asp?pubcatid=7](http://www.artswales.org.uk/publicationscheme.asp?pubcatid=7).

### *Arts in Health and Well-being*

This strategy builds on the success of a dynamic and inspiring sector in Wales in promoting the arts in health and well-being. It aims to increase further the contribution that the arts can make to this agenda. It sets out to create a partnership approach to resourcing, supporting and developing arts in health and well-being initiatives in Wales. Underpinning this strategy is the recognition that education, evaluation and research are crucial to the establishment and analysis of evidence of the impact of arts activities on health and well-being.

### *Moving beyond:*

#### *an Arts and Disability Strategy for Wales*

Since the publication of its first Arts and Disability Strategy in 1995, the Arts Council of Wales, in partnership with the arts and disability sectors, has made great strides forward in ensuring that disabled people have full and equal access to the arts in Wales.

## Case study

### **Maytree Autistic Unit**

A professional artist who works with Maytree Autistic Unit has many years' experience of running out-of-school learning arts activities in different settings. This artist has an amazing rapport with children and young people of all ability levels. As a result those taking part reach a high level of achievement. He gives children and young people the space and time they need to explore many different art forms at their own learning pace, and encourages those who are more reluctant to get involved.

One of the young people within the autistic unit was very introverted and reluctant to communicate or participate. Gradually he became interested in art through finding out what he could make by folding paper – a form of origami. Each careful fold went towards forming an amazing piece of artwork: 'Cinderella's ball gown'. With scraps of material, and a needle and cotton, he was soon creating a wide variety of miniature-sized 'ball gowns'. Amazed by this pupil's new-found skills with textiles, the artist made the most of an unwanted dressmaker's dummy and presented it to his pupil with masses of unwanted scrap material and an old, but functioning, sewing machine. The pupil discarded the sewing machine, as he didn't like the noise it made, but he was happy to spend hours carefully hand sewing, stitch by stitch, full-size ball gowns. As the size of the artwork grew, so did the pupil's confidence, self-esteem and vocabulary. To enhance the ball gowns, the artist taught his pupil how to make tiaras by twisting and bending lengths of scrap metal and threading them with discarded beads.

Soon there was enough artwork to put together the pupil's first art exhibition, which was held in the public gallery of County Hall. This is an amazing example of achievement, with the pupil and artist each inspiring the other. On leaving the autistic unit, the pupil continued to study and to pursue his passion for art at a local college.

There is quantitative research on the Arts Council website showing the positive impact of cultural and artistic activity on health and well-being. Many case studies can be downloaded from [www.artscouncil.org.uk/documents/publications/phpOUyKfF.pdf](http://www.artscouncil.org.uk/documents/publications/phpOUyKfF.pdf).

The Welsh Assembly Government's document *Creative future: a culture strategy for Wales* stresses the importance of developing our understanding and of targeting activity to increase the benefits of art for health. You can find this document at <http://wales.gov.uk/topics/cultureandsport/publications/creativefuture/?lang=en>.

## Community arts

Community arts projects play a huge role in bringing people together, and in enabling them to develop their skills and confidence. Such projects offer opportunities for children and young people to take part in creative intergenerational activities that can also support community regeneration. For many children and young people, it is also a route to experiencing and enjoying wider cultural activity. As the key development agency for the arts in Wales, ACW tries to ensure that community arts investment goes to areas where it will make the biggest difference.

The practice of community arts involves community arts professionals working within communities to create opportunities for people to develop their skills while exploring ideas through active participation. Underpinning community arts practice is the aim of bringing about change and ownership.

A full database of community artists, community arts groups and organisations that may be available to help with the development of out-of-school-hours learning projects can be found at <http://ccc-acw.org.uk/artssdb.asp>.

### Case study

#### **Valley and Vale Community Art – around the world in ten days**

Valley and Vale Community Arts is based in an old chapel in the former mining village of Betws, South Wales. It has been working in South Wales since 1981. It came into the Garw Valley to work with the local community during the miners' strikes, offering community arts as an effective way for local people to document their lives at a time of huge socio-economic change.

In August 2007, Valley and Vale Community Arts devised and facilitated an international summer arts project, working with local children and young people in the village of Betws. In this project they used creativity to explore global themes, learning and sharing knowledge about different countries, cultures and communities with the children. The project uses positive action to encourage equal opportunities, based on its belief that everyone should have the right to be heard and the opportunity to express themselves creatively.



## Applied arts and crafts

Creative industries are the fastest growing sector of the UK economy, employing more than two million people. Developing creative out-of-school activities in partnership with local artists, organisations and industry offers children and young people an understanding of work-based skills, and the knowledge and opportunity to build their confidence within the field of arts and design.

Applied arts encompasses art forms of two-dimensional and three-dimensional media, such as ceramics, jewellery and textile crafts, including embroidery, hand-knits, printed surfaces, leather crafts, paper, ceramics, glass, metal, wood, clothing, accessories, objects for interiors and architectural embellishments.

For example, a simple mask-making activity can inspire young children to develop their construction skills. They can design their own shapes based on research or they can use templates, as appropriate. They can easily mould papier mâché or use card to create shapes on various themes. Once these are dry, they can be painted and used to experiment with various textures. Fur, feathers or scales can generate flamboyant designs and also enhance discussion. The mask can then be used to stimulate a child's interest in another art form such as dance or drama. This can further enhance pupils' confidence, and can be a powerful tool for people of all ages. There are many educational websites offering downloadable designs, such as easy-to-make paper sculptures. These include [www.focus-educational.com](http://www.focus-educational.com). You can also find some that feature absurd inventions, which can help to get pupils into a creative and reflective frame of mind for out-of-school learning activities – for example, [www.totallyabsurd.com](http://www.totallyabsurd.com).



## Case study

### Welsh heritage at Porth Community School

Pupils from Porth Community School benefited from a series of out-of-school-hours art projects, supported by grants from the Heritage Lottery Fund.

Pit to Port – this project involved a group of 32 young people from Porth County Community School, Trehafod Primary School and Trehafod Youth Centre. The groups researched the growth of coal mining in the Rhondda valley, the expansion of the railways and the significance of Cardiff as a coal exporting city, as well as the lives of the men and women who worked in these industries and the eventual closure of the pits. They gained valuable experience in research, interviewing techniques, ICT and artistic skills, which resulted in the production of two 40 by 5 foot mosaics, which are now sited at Trehafod railway station and Rhondda Heritage Park. A mini-version of the mosaic is proudly displayed in the school hall.

SELAW: 'A Reflection of Wales' – this project engaged 300 young people aged between 9 and 18 years in a programme of over 50 activity workshops to enable them to research, identify and celebrate their heritage. Young people had the opportunity to nominate inspirational Welsh heroes and to consider the importance of their heritage in terms of music, drama, sport, politics, architecture, engineering and literature. They also visited and explored the beautiful coastline of Wales, providing valuable learning experiences that fed into creative workshops. The group produced an exhibition, now displayed in the school hall, which reflects Wales as seen by the young people of Porth and the surrounding community.

## New media

The internet, TV, radio, computer games, digital equipment and computer software provide a host of opportunities for children and young people to engage with out-of-school-hours learning activities. The digital and computer age has meant that it's quick and easy to develop film and radio projects, making photography and film making enjoyable for children and young people of all ages.

Out-of-school-hours learning projects using new media offer children and young people the opportunity to explore and learn, and to contribute to developments within their local community through photography, website design, radio programmes, film making, computer clubs and digital storytelling. Community groups across Wales are keen to engage with children and young people who share their interest in digital media.

Digital stories are 'mini-movies' – short, personal, multimedia scraps of TV that children and young people can make for themselves. Desktop computers with video-editing software are used to synchronise recorded spoken narratives with scans of personal photographs. Alongside all the technical stuff that children learn,

they also need script-writing, picture-editing and performance skills. Children and young people of all ages and abilities can make digital stories. Many have testified to how rewarding the experience is – when they share their story with their friends and family or post it on the web, they find that they have discovered a new voice. A full guide to creating digital stories can be downloaded from the BBC website: [www.bbc.co.uk/wales/audiovideo/sites/about/pages/howto.shtml](http://www.bbc.co.uk/wales/audiovideo/sites/about/pages/howto.shtml).

## Case study

### Wales FILMCLUB pilot scheme

The Film Agency for Wales and Skillset Screen Academy Wales have joined forces with ContinYou Cymru to bring FILMCLUB to Wales. Working with six local authorities, they have set up seventeen film clubs for a one-year pilot, which started in April 2008. This aims to develop film literacy and to enable children and young people to gain practical film-making experience. Children and young people will rate and review films that are screened by their film club and will share their views with others. The aim is also for actors, directors, writers and other leading figures in the film industry to visit schools, giving personal talks about their experiences.

According to its website, [www.filmclub.org](http://www.filmclub.org), FILMCLUB is 'a chance to enter the incredible, limitless cosmos of films – a rollercoaster ride through worlds that enrich, challenge, inspire, unite and amaze us'. FILMCLUB believes that film broadens our minds in extraordinary and unexpected ways. It works with teachers and other adults in schools, and with children and young people to set up out-of-school-hours film clubs where films can be screened.



Fuelled by the new technologies that drive websites and social network domains such as Facebook and MySpace, large numbers of teenagers spend much of their free time outside the school day networking, and creating and sharing materials online. Adults have varying views – both positive and negative – on the use of social network domains by children and young people.

According to research carried out by the American New Media Institute, about a third of online users are using their time positively. The New Media Institute gathers the latest facts, statistics, research and analysis related to the internet and other forms of new media. It has found that:

- 39 per cent of teenagers going online share their own artistic creations, such as artwork, photos stories and videos
- 33 per cent of teenagers going online create or work on web pages or blogs for others, including friends or groups they belong to, or as school assignments
- 28 per cent of teenagers going online have created their own blogs – this is up from 19 per cent in 2004, and is almost completely driven by the popularity of blogging among girls
- 27 per cent of teenagers going online maintain their own web pages
- 26 per cent of teenagers going online remix content they find online into their own creations.

(See the New Media Institute's website – [www.newmedia.org/articles/100/1/More-Teens-Creating-and-Sharing-Material-on-the-Internet](http://www.newmedia.org/articles/100/1/More-Teens-Creating-and-Sharing-Material-on-the-Internet) – for the full article.)

## Visual arts

Visual arts can be defined as artwork, such as painting, photography and sculpture, that appeals primarily to the visual sense and that exists in a permanent form.

Children and young people enjoy experimenting with paint and sculpture. From an early age, children begin to explore simple techniques such as 'marbling', using a tray, a sheet of A4 paper, a variety of poster paints and a marble. With plasticine and modelling dough, they create their earliest sculptures. These can be the easiest of activities to set up within an out-of-school-hours learning setting.

Museums and art galleries across Wales provide a wide range of out-of-school-hours learning activities and educational programmes. The case study which follows is one of many that can be found on the National Museum Wales website: [www.museumwales.ac.uk/en/home](http://www.museumwales.ac.uk/en/home).



### Case study

#### On Common Ground

'Museums, heritage and culture – what's that all about?' This is the question put to groups of young people in Rhondda Cynon Taff, Ceredigion, Torfaen, Caerphilly and Swansea.

On Common Ground was an innovative outreach scheme that took place outside the school day. It aimed to engage young people between the ages of 14 and 24 in community-based arts activities with a broad heritage or cultural theme. It was launched as a pilot in 2002 by Amgueddfa Cymru – National Museum Wales, with funding from the Heritage Lottery Fund and other funders. All the groups worked with experienced artists to explore aspects of their cultural heritage and to create high-quality project work in the media of their choice, from animation to web design.

On Common Ground has provided opportunities and Open College Network (OCN) accreditation for young people. It has also shown that museums in the 21st century have something to offer to everyone in a community, irrespective of age, ability or cultural background. Each project generated a process and a product. The process helped participants gain 'soft' and 'hard' skills, including self-esteem, group working, investigative research, communication, presentation, photography, painting, film making, sculpture, web-page design and sound recording. Many of these were learnt subtly as a project unfolded, but the OCN course structure encouraged reflection, recognition and recording of these learning experiences. The product – the artwork – was a more tangible outcome, which was always a source of pride and which enabled participants to show other children, as well as their families and communities and the general public, what they were capable of achieving. Another distinctive feature of the scheme was the way in which Amgueddfa Cymru – National Museum Wales used its prestigious facilities to exhibit all of these high-quality artworks so that thousands of people appreciated the creative skills that young people use to explore their place in the world and the influences that the past has upon them.

To find out more, visit the website: [www.oncommonground.co.uk/home.htm](http://www.oncommonground.co.uk/home.htm).

## Dance

Dance, in all its forms, offers many opportunities for children and young people to take part in public performance and self-expression, within communities and at national festivals and events. Cultural events, carnivals and festivals are great opportunities for celebrating cultural diversity and developing community cohesion.

Street dance is very popular as an out-of-school-hours learning activity. It has been successful in engaging children and young people of all ages, including boys. Street dance is seen as 'cool' – because of its name, it has a hint of 'street cred'. In comparison with other forms of dance, its techniques are fairly easy to perform.

Many Community Focused Schools across Wales host 'traditional tea dances' within their areas, providing opportunities for their schools and pupils to engage more widely with their communities.

Intergenerational activities create opportunities not only to share knowledge and skills across the age gap, but also to break down perceptions and promote positive images of children and young people within the community.

## Case study

### Powys Dance

Powys Dance works alongside the local education authority, offering a programme of touring residencies and workshops for out-of-school-hours learning in mainstream and special primary and secondary schools, working with both pupils and staff. These workshops vary in content, and through dance, they address and explore issues that affect young people. Powys Dance hosts a network of community classes for people of different ages and abilities, which meet weekly during term time throughout the county. An annual programme of dance workshops, courses and performances aims to bring the work of these groups together and to offer dance performances and workshops to the wider public.



## Music

A survey commissioned by Arts Council of Wales, *The arts in Wales 2005*, found that an overwhelming majority of people (95 per cent) think that school children should have the opportunity to learn an instrument or take part in other arts activities. Restricted school budgets mean that children and young people do not always have the opportunity to learn to play a musical instrument within the school curriculum. Music clubs developed within an out-of-school-hours learning programme can help provide greater opportunities for children young people, without the need to incur high costs.

Across Wales, many children enjoy taking part in African drumming. This can often benefit those with low self-esteem, poor motor skills, low achievement or poor behaviour, who benefit from the teamwork and rhythm. It improves group cohesion, promotes tolerance of other people's cultures and increases self-discipline, all of which can help prevent bullying and isolation from other children.

Singing is an excellent way of encouraging children of all ages to make a positive contribution to their communities. Choirs, school plays and bands can all be used in school or in the community to bring about social cohesion and increase community spirit. All children can sing. Singing is something that many children are eager to be involved in. If harnessed, this natural enthusiasm can be a huge force for good. It helps children feel good about themselves. The very act of singing produces endorphins that give a sense of well-being. If singing is taught in the right way, it is a great way of increasing confidence and boosting self-esteem.

Singing is part of everyone's lives. It can provide situations from which everyone gains, enabling members of the community to see children and young people in a positive way and giving children and young people the chance to feel valued by society at large.

At the heart of all this activity, and central to its development, is the chance to perform before live audiences at regional and national level – a vital element in inspiring young people to take up further opportunities.

A small town of some 3,000 people, Llangollen is steeped in myth and legend. It is best known for hosting the Llangollen International Musical Eisteddfod every July. This brings in some 120,000 visitors and turns the town into a vibrant international stage. International Children's Day offers children and young people the opportunity to deliver the message of peace and goodwill on the World Stage in the Royal Pavilion. Special performances, workshops, demonstrations and crafts are designed for primary school children.

Urdd Gobaith Cymru is the largest youth movement in Wales and its National Eisteddfod is one of Europe's largest youth festivals. It is held in a different part of Wales every year. Most of the preparation for this takes place outside school hours. Urdd Gobaith Cymru has continued to go from strength to strength over the last ten years. The movement has over 50,000 members. Activities in local branches are essential to the success of the Urdd. To find out more, visit [www.urdd.org](http://www.urdd.org).



## Case study

### **Blaenau Gwent Music Centre**

The music centre is run by Gwent Music Support Service on behalf of Blaenau Gwent County Borough Council. It meets on Saturday mornings for 30 sessions over the course of the academic year, at Abertillery Comprehensive School.

Staff at the centre say: 'We have many examples of our students achieving high levels of success and performing in Welsh national groups, national competitions, school proms and on international tours. Similarly, many have gone on to study the arts within higher education.

'As a music centre, we have undertaken two very successful European tours to France and Belgium, with the students gaining hugely from the experiences. These trips were heavily subsidised by the fundraising activities of our "Friends" group. We strive to expose students to new experiences and annually take children to theatres, concerts and theme parks at reduced cost through fundraising.'

The music service encourages school clusters to set up projects in partnership. It offers a very successful steel pan project. This helps to support inclusion and transition and is 'bought in' by the schools.

Celtic Band is extremely popular in Blaenau Gwent schools, due to its inclusive nature. A fortnightly group meets at the centre. Students of this genre of music are now medal winners at national level.

Many students take up work experience placements with the music service. Attendance at the music centre shows a strong commitment, as this is in pupils' own time. It carries real rewards, through both individual and collective achievement. The ensembles depend on teamwork and co-operation. On a social level, the music centre brings together children from different communities, ages and abilities, encouraging them and fostering their aspirations. The centre celebrates all the achievements of its students – these are announced to the whole centre and reported in its newsletters, to inspire others.

# Theatre and drama

Performance and role play enable children and young people to absorb complex material in an easy way, improving their attainment in school curriculum subjects such as history, geography, citizenship and language. Communication, teamwork and role play can help children to improve their behaviour, to become more self-confident, competitive and creative, and to be better at solving problems and co-operating with others. Children learn about their world and themselves through enjoying their discoveries and challenging their own perceptions. Acting can also provide an outlet for emotions, thoughts and dreams that children might not otherwise have the means of expressing. If only for a few moments, they become someone else and explore a new role. They can experience and examine emotions and discuss consequences, without the dangers and pitfalls that such experimentation would lead to in the real world.

## Case study

### Antic Youth Theatre

The Antic Theatre Company's strong belief in the value of the arts in assisting with individual social development led to the creation of Antic Youth Theatre in July 2004. A hugely successful summer school funded by the New Opportunities Fund identified a need for regular sessions for a range of young people aged between 12 and 19 years from all over Swansea. This resulted in the launch of a permanent youth company in January 2005. Additional funding has also been received from a Cymorth development grant. Antic Youth Theatre now meets every Saturday morning from 10am to 12.30pm at Townhill Theatre in Swansea Metropolitan University.

A vibrant, mixed-ability group of between 30 and 40 young people – some from within the care system, some with special needs or low self-esteem, and some who are gifted and talented – work together, sharing their interest in performing arts, including dance, drama, singing and performance.

The parent of a young person who takes part says: 'You cannot begin to imagine exactly how life changing working with Antic has been for J. The progress he has made within the group in terms of social skills, attention and concentration has permeated into both his home and his school life. He feels valued and respected and, because of this, he has been able to assert his thoughts and feelings without aggression. Antic has quite simply made him happy, which is something that we felt at one point was unachievable.'



## Literature

Literature encompasses many genres, such as drama, poetry and novels. It has been used to express human beings' deepest observations, most profound thinking and firmest beliefs.

Literacy projects are excellent activities to provide as part of any out-of-school-hours learning programme. A breakfast club, enhanced by a reading club, makes a valuable contribution as an activity alongside the provision of a breakfast meal. Pupils' minds are positively engaged, focused and ready to learn, before they start studying curriculum subjects. *This is how we do it* is a resource created by ContinYou Cymru that helps schools in Wales set up out-of-school-hours reading programmes. The booklet is aimed at primary schools, secondary schools, local education authorities and others involved in providing out-of-school-hours programmes. It is available to download in English and Welsh from [www.continyou.org.uk/resources\\_and\\_publications/free/resource/how\\_we\\_do\\_it](http://www.continyou.org.uk/resources_and_publications/free/resource/how_we_do_it).

You can give a boost to children's interest in reading and books by inviting well-known writers to speak at your reading club. This can

inspire reluctant readers and encourage all children to explore authors and types of books they haven't read before, improving literacy and reading levels.

Writing, reciting and performing poems is guaranteed to bring out the inventive streak in young people. Poems taken from a book can be brought alive through performances. Poems can be sung in a group, delivered as a rap or performed as small dramas. From recorded poems, children and young people capture the mood and meaning behind words.

Many local libraries offer literacy and arts projects outside the school day, at weekends and during holiday periods. Wide choices of books are available in Welsh and English as well as talking books on tape and CD, music tapes, DVDs and videos. For children who find it difficult to read ordinary print, a selection of large print books is available. To find out what's happening at your nearest library, go to [www.walesontheweb.org/cayw/guides/en/33](http://www.walesontheweb.org/cayw/guides/en/33).

To enhance your out-of-school-hours reading club, set up a partnership with your local bookshop – it may agree to hold author events at your school, on the understanding that the shop can run a book stall or give a talk to members of the community. This could also promote family and community learning activities, outside the school day. Most celebrities are sympathetic to invitations and don't usually charge a fee. They can be approached directly or through their agents, publishers or production companies. You may find directories such as [www.spotlightcd.com](http://www.spotlightcd.com) or *Who's who* helpful.

If you encourage children to write books as part of your out-of-school-hours learning literacy project, a number of organisations in the fields of education and the arts can help you with aspects of publishing. The only body in Wales concerned with the whole spectrum of publishing, from the author's manuscript to distribution and sales promotion, is the Welsh Books Council. The Books Council is also committed to promoting reading and literacy in Wales. At the request of the Welsh Assembly Government, the Books Council is responsible for co-ordinating the 2008 National Year of Reading in Wales. The Council is also responsible for co-ordinating an annual World Book Day in Wales. You can find out more about the Books Council at [www.clc.org.uk](http://www.clc.org.uk).



## Case study

### National Slate Museum 'raps' to a million words

At the National Slate Museum, hundreds of words were recently transformed into rap music when two local schools took part in the national scheme to 'Read a Million Words in Wales' (RMWW) – an exciting, enjoyable campaign that sets a goal for primary school children to read a million words in a year through innovative, interactive projects. Children from Ysgol Maesincla, Caernarfon, and Ysgol Bro Plennydd, Y Ffor, took part in rap workshops. The songs can now be heard on the museum's website. As well as performing the rap music, the children also took part in story-telling and craft sessions. For more information about the Read a Million Words in Wales project, visit [www.readamillionwordsinwales.org.uk](http://www.readamillionwordsinwales.org.uk). Find out more about the National Slate Museum at [www.museumwales.ac.uk/en/slate](http://www.museumwales.ac.uk/en/slate).

# Useful contacts and websites

## Yr Academi Gymreig – The Welsh Academy

This is the Welsh National Literature Promotion Agency and Society of Writers.  
[www.academi.org/about-academi](http://www.academi.org/about-academi)

## Arts Council of Wales

ACW is the body that supports and developing the arts in Wales. Its website hosts a comprehensive arts database featuring some of Wales' foremost arts organisations and practitioners.  
[www.artswales.org](http://www.artswales.org)

## BBC Arts

This offers a comprehensive guide to the arts.  
[www.bbc.co.uk/arts](http://www.bbc.co.uk/arts)

## BBC Blast on Tour

Blast inspires young people to become creative. In dance, music, animation, film, fashion, writing and other arts, Blast gives access to the UK's leading creative talents and an opportunity to learn the latest skills, showcase an existing talent or have a go at something new. During the summer holiday periods, the Blast truck tours locations within Wales offering free workshops, master classes and showcase platforms for young people.  
[www.bbc.co.uk/blast/ontour](http://www.bbc.co.uk/blast/ontour)

## BBC Capture Wales

Everyone has a story to tell. Digital story-telling is a simple and effective way to involve children and young people of all ages in digital media. All over Wales, people are making digital stories about real-life experiences and each story is as individual as the person who made it. Each digital story is made by the storyteller, using their own photos, words and voice. Creation of these stories offers a host of wonderful opportunities for intergenerational out-of-school-hours activities.  
[www.bbc.co.uk/wales/audiovideo/sites/galleries/pages/capturewales.shtml?page=8](http://www.bbc.co.uk/wales/audiovideo/sites/galleries/pages/capturewales.shtml?page=8)

## British Phonographic Institute

Find out more about downloads and follow links to legal download sites.  
[www.bpi.co.uk](http://www.bpi.co.uk)

## Circus Arts Forum

The Circus Arts Forum's website includes information about learning circus skills.  
[www.circusarts.org.uk](http://www.circusarts.org.uk)

## Clic Online

The Clic Project is run by the Careers Wales Association. Accurate and current local information on arts activities is posted on the CLIC website for young people, supporting extending entitlement and participation agendas for young people in Wales.  
[www.cliconline.co.uk](http://www.cliconline.co.uk)

## Crafts Council

The Crafts Council is a national development agency for contemporary crafts in the UK. Its aim is to make contemporary crafts exciting and relevant to the widest possible audience, by nurturing and supporting makers and craft professionals throughout their careers and by promoting the teaching and studying of contemporary crafts within schools.  
[www.craftscouncil.org.uk/about-us](http://www.craftscouncil.org.uk/about-us)

## Community Dance Wales

Find your nearest dance class by contacting Community Dance Wales.  
[www.communitydancewales.com](http://www.communitydancewales.com)

## Computer Clubs for Girls (CC4G)

CC4G has been developed by e-skills UK, the sector skills council for IT and telecoms, which has been working with global leaders in the IT industry and education to develop exciting and far-reaching e-learning content. The clubs bring professional and current technical skills to girls in Years 6 to 9, through twelve enjoyable and innovative topics. Girls have the opportunity to explore the world of the music industry, to design magazines, to create animated images and to use computer-aided design software to design rooms, gardens and much more.  
[www.cc4g.net](http://www.cc4g.net)

## Disability Arts Cymru

This organisation creates opportunities for disabled people to develop their skills in the arts. It is committed to working with individuals and organisations to celebrate and raise the profile of the diversity of the arts and culture of disabled people, and to develop equality across all art forms. It advises on issues relating to disability and the arts, providing consultancy and training based on policy development and equality.  
[www.dacymru.com](http://www.dacymru.com)

## Engage Cymru

Engage Cymru has been successful in attracting project funding from the Arts Council of Wales since 1995. It has now established itself as the leading membership organisation for gallery education in Wales, with over 70 members, including gallery and museum educators, teachers, local authority officers and artists. It promotes gallery education through advocacy, regular area group meetings, networking and professional development training events, as well as an annual conference and research projects.  
[www.engage.org/projects](http://www.engage.org/projects)

## Film Agency for Wales

This is the national development agency for the film industry in Wales. One of its principal aims is to increase access to films, and to broaden the range of films available to audiences across Wales. It works to develop audiences through formal and informal education, aimed at enhancing film literacy and stimulating an appetite for specialised, cultural and non-mainstream films.

[www.filmagencywales.com](http://www.filmagencywales.com)

## Hay Festival

For two weeks each year, Hay-on-Wye, a sleepy town on the Welsh borders, becomes one of the world's biggest celebrations of all things bookish. Literary events and activities specifically designed for children and young people take place each year as part of the festival.

[www.hayfestival.com](http://www.hayfestival.com)

## Joseph Rowntree Foundation

The Joseph Rowntree Foundation has produced a report, *Educational relationships outside school*, which examines the impact of out-of-school activities on young people's learning and the potential of these for improving young people's engagement in school and their educational outcomes.

[www.jrf.org.uk/bookshop/ebooks/2027-education-poverty-activities.pdf](http://www.jrf.org.uk/bookshop/ebooks/2027-education-poverty-activities.pdf)

## Kneehigh

This is one of Britain's most exciting touring theatre companies. It creates vigorous, popular theatre for a broad spectrum of audiences, using a multi-talented group of performers, directors, designers, sculptors, engineers, musicians and writers. It uses a wide range of art forms and media as its 'toolkit' to make new and accessible forms of theatre. A spontaneous sense of risk and adventure produces extraordinary dramatic results. Themes are universal and local, epic and domestic.

[www.kneehigh.co.uk](http://www.kneehigh.co.uk)

## Llangollen International Musical Eisteddfod

Every July the town of Llangollen is transformed into a vibrant international stage, with some 120,000 visitors and turns. International Children's Day offers children and young people the opportunity to deliver the message of peace and goodwill on the World Stage in the Royal Pavilion. Special performances, workshops, demonstrations, and crafts are designed for primary school children.

[www.international-eisteddfod.co.uk](http://www.international-eisteddfod.co.uk)

## Music for Youth

This provides an annual programme of 76 festivals and concerts that children and young people can take part in outside the school day.

[www.mfy.org.uk/Music-for-Youth-Events.asp](http://www.mfy.org.uk/Music-for-Youth-Events.asp)

## MusicTeachers.co.uk

This is a free service which aims to support musicians in every aspect of education and performance. You can use it to find music teachers in your area.

[www.musicteachers.co.uk](http://www.musicteachers.co.uk)

## National Eisteddfod of Wales

The National Eisteddfod of Wales is a major festival which provides an opportunity for children and young people to be part of a convivial gathering to celebrate the wealth of culture in Wales. The Eisteddfod is one of the oldest manifestations of Welsh culture and heritage. It plays an important role in the life of the nation by promoting the Welsh language and the arts. Throughout the festival, children and young people take part in the ceremonies, competitions and concerts. On the field there's also a theatre, an art and crafts exhibition, a literary tent, a Welsh learners' pavilion, a science and technology exhibition and a youth tent, which is always pulsating with activity.

[www.eisteddfod.org.uk](http://www.eisteddfod.org.uk)

## National Museum Wales

The National Museum Wales assists the Welsh Assembly Government with achieving many of its objectives in education and lifelong learning, and in helping deprived communities.

[www.museumwales.ac.uk](http://www.museumwales.ac.uk)

## National Youth Arts Wales (NYAW)

NYAW is managed by the Welsh Joint Education Committee (WJEC) and the Welsh Amateur Music Federation (WAMF). The WJEC looks after the youth dance programme, the youth orchestra and the youth theatre. WAMF is responsible for the youth brass band, youth choir, youth jazz, symphonic brass and youth wind orchestra.

[www.nyaw.co.uk](http://www.nyaw.co.uk)

## National Youth Theatre

This enables young people to pursue ambitions and expand their vocabularies through participation in theatrical activities. The self-esteem built from using specialised vocabulary shared by adults and peers in relation to a common enjoyed activity is an important aspect of gaining confidence as a learner. That confidence can be transferred to learning in school.

[www.nyaw.co.uk/e\\_nytw.html](http://www.nyaw.co.uk/e_nytw.html)

## Radiowaves

Radiowaves has a community of hundreds of schools from around the world. It offers a unique stage for children's work and helps learners to develop the skills they need for today's world. With minimal training and the use of an MP3 player, a microphone and ear phones, pupils are soon broadcasting their messages across the world. Within out-of-school-hours learning programmes, pupils learn the basics of script writing, recording and editing. The project gives pupils and their schools a voice, using internet radio, video, podcasting and blogging, while enhancing and expanding pupils' knowledge in all core curriculum subjects.

[www.radiowaves.co.uk](http://www.radiowaves.co.uk)

## Reaching Out to Young People

The Arts Council of Wales regularly funds eight theatre companies that provide exciting, challenging, inspiring, artistic and educational resources and practical tools to support out-of-school-hours learning experiences for all children and young people, and their communities across Wales. By 'reaching out' to hard-to-reach children and young people, these theatres create a hunger for the arts and inspire passion for creativity, by including children and young people in theatre, both as participants in productions and within the audience.

**Clwyd Theatr Cymru** – [www.ctctyp.co.uk](http://www.ctctyp.co.uk)

**Cwmni'r Frân Wen** – [www.franwen.com](http://www.franwen.com)

**Arad Goch** – [www.aradgoch.org](http://www.aradgoch.org)

**Theatr Iolo** – [www.theatriolo.com](http://www.theatriolo.com)

**Gwent Theatre** – [new.gwenttheatre.com](http://new.gwenttheatre.com)

**Theatre Powys** – [www.theatrpowys.co.uk](http://www.theatrpowys.co.uk)

**Spectacle Theatre** – [www.spectacletheatre.co.uk](http://www.spectacletheatre.co.uk)

**Theatr Na n'Og** – [www.theatr-nanog.co.uk](http://www.theatr-nanog.co.uk)

## Real UK Music

You can use this free listing website to find music festivals in Wales.

[www.realukmusic.co.uk](http://www.realukmusic.co.uk)

## Sing Up

This is a new national programme that aims to increase opportunities for primary school aged children to enjoy singing as part of their everyday lives in school, in their homes and the wider community.

[www.singup.org](http://www.singup.org)

## Skillset Screen Academy Wales (SSAW)

SSAW is a partnership for high-level training and education that focuses on the film industry. The Academy is the only Welsh member of the UK-wide Skillset Screen Academy Network of centres of excellence in vocational training. It is made up of five higher education institutions and CYFLE, the Welsh media training organisation.

[www.screenacademywales.org](http://www.screenacademywales.org)

## Theatre in Wales

You can use this website to find out more about theatre in Wales. There's information about theatre companies, forthcoming productions and much more.

[www.theatre-wales.co.uk](http://www.theatre-wales.co.uk)

## Urdd Gobaith Cymru's National Youth Theatre

The company's main aim is to give the young people of Wales a unique opportunity to learn new skills, to meet other young people of the same age and to socialise and perform through the medium of Welsh.

[www.urdd.org/eisteddfod/cynnwyssteddfod.php?cat=7&stud=1218&lng=en](http://www.urdd.org/eisteddfod/cynnwyssteddfod.php?cat=7&stud=1218&lng=en)

## Valleys Kids – Rhondda Lives!

Valleys Kids is a charity working with disadvantaged children and families in the valleys of South Wales to change the lives of children and families for the better. Its vision is to celebrate the achievement of individuals, who, through trying different activities and having different experiences, broaden their horizons and reach their potential. All the activities and opportunities it offers are available on open access and free of charge.

[www.valleyskids.org](http://www.valleyskids.org)

## Wales Association of Community Artists (WACA)

WACA believes in and campaigns for greater recognition of and support for the artistic, social and economic value of community arts. It aims to develop the community arts sector in Wales and beyond, through sharing information, facilitating networking and exchange, and promoting professional development.

[www.wacanet.org.uk](http://www.wacanet.org.uk)

## Wales Index

You can use this to find all kinds of information, including your nearest arts events and activities.

[www.walesindex.co.uk](http://www.walesindex.co.uk)

## Wales Millennium Centre

The Wales Millennium Centre offers a varied, accessible and inclusive programme of exciting participatory arts activities for all children and young people, led by professional visiting companies and local artists.

[www.wmc.org.uk](http://www.wmc.org.uk)

## Welsh Amateur Music Federation

This provides support for performers throughout Wales.

[www.tycerdd.org/wamf.html](http://www.tycerdd.org/wamf.html)

## Welsh National Opera

At the heart of the opera company is WNO MAX. Unique to WNO, this new initiative takes a diverse and integrated programme of performances and projects beyond the main stage. Through its education and outreach work with children, young people and communities, MAX aims to make the most of the company's resources and create new opportunities for the ensemble and for the communities it reaches.

[www.wno.org.uk](http://www.wno.org.uk)