

# Summer Reading Challenge 2013 and Arts Award Discover

“We felt that the booklet was an excellent tool for delivering Arts Award Discover”

“House and the Mouse was a great extension to the summer reading challenge for younger but keen readers. This is specially a bonus for younger children”

Quotes from the Summer Reading Challenge 2013 Arts Award Evaluation survey

## 1. Background

Arts Award provides children and young people with a framework to discover, be inspired by, and engage with the arts. It has four levels (Explore, Bronze, Silver, and Gold) and an introductory level, Discover, which is open to children from the age of five. The area of the arts it covers is broad, ranging from the visual and performance arts, through to activities in museums and libraries.

In early 2013 discussions took place between the Arts Council England funded Bridge organisations, Trinity College (who manage Arts Award on behalf of the Arts Council) and The Reading Agency looking at if and how Arts Award could be effectively used in libraries taking part in the Summer Reading Challenge 2013. It was felt by linking the Arts Award Discover level to the activities carried out by libraries in the Summer Reading Challenge there would be a benefit for libraries in engaging and rewarding their Summer Reading Challenge participants and that it would help develop relationships between libraries and the Bridge organisations.

## 2. Funding

It was agreed that the 10 regional Bridge organisations would contribute £700 each (total £7000) to fund a pilot project in integrated Arts Award Discover into the Summer Reading Challenge notebook activities. In kind support was provided by The Reading Agency through the Summer Reading Challenge Director, Anne Sarrag, and by Trinity College through Caroline Bray, Arts Award Museums, Heritage and Libraries Project Manager.

In addition to this Sarah Mears, from Essex Libraries provided invaluable support and expertise to the project Steering Group throughout the project.

## 3. Activities

The Summer Reading Challenge theme for 2013 was Creepy House, and the supporting notebook was titled Mouse in the House. The Mouse in the House notebook was based upon ideas from Illustrator Chris Riddell and contained a number of illustrations that he and Macmillan publishers kindly contributed.

The notebook was designed to guide children through a learning experience and to encourage them to participate in the Summer Reading Challenge and explore new literature and take part in discovering and participating in new arts forms. These included exploring the library and other cultural organisations for new artists authors, encouraging that to try illustrating characters from the notebook, introducing characters from Chris Riddell's Goth Girl to new readers in an short extract from this work, and to help children to think about how the arts and cultural inspiration surrounds them, in the library, whilst taking part in the Summer Reading Challenge, and beyond.

With help from the Bridge organisations, Trinity College, Chris Riddell, and Paddy McNulty the notebook was specifically designed so that children could use it as a 'stand alone' activity and as an evidence log for libraries who had committed to registering children as taking part in Arts Award Discover.

Libraries were encouraged to use the notebook as a way of engaging with Arts Award Discover and to help facilitate this Trinity College set a special discounted rate for any Arts Award Discover participants from the Summer Reading Challenge.

By the end of the Summer Reading Challenge 2013<sup>1</sup>:

- 61 volunteers participating in the Summer Reading Challenge engaged with Arts Award. 9 achieved the Bronze Award
- 27 Library Services are either Arts Award Centres or Supporters
- 40 Library Services linked the Summer Reading Challenge 2013 to Arts Award
- A total of 1028 children engaged with Arts Award through Summer Reading Challenge 2013. 610 gained the Discover Award
- 65 Library Services used the 'Mouse and the House' notebook
- 27 of these 65 Library Services used it to deliver Arts Award Discover

#### 4. Impact

*"The theme and illustrations for the Summer Reading Challenge were anyway particularly popular this year, but the Arts Award Discover added an extra dimension for children who wanted to do more than just read."*

Quote from the Summer Reading Challenge 2013 Arts Award evaluation

In order to gain more insight into the impact of incorporating Arts Award Discover into the Summer Reading Challenge 2013 a separate short evaluation was sent to library services who delivered Arts Award Discover. From this survey we got 33 responses.

Overall there was a positive response to incorporating Arts Award into the Summer Reading Challenge 2013. The evaluation identified:

- Half of the respondents stated that that using Arts Award Discover encouraged children to spend longer in the library and that it was an effective way of enhancing children's engagement the Summer Reading Challenge.
- Four fifths of library services have a greater understanding of Arts Award after participating in the Summer Reading Challenge 2013.
- All library services that responded are considering or will become Arts Award Supporters.
- Three quarters of library services believe that it is beneficial to incorporate Arts Award into the Summer Reading Challenge

In addition to being asked about the impact of using Arts Award with the Summer Reading Challenge within their library services evaluation participants were asked for suggestions on how Arts Award could be delivered in order to engage library services more effectively in the future. Suggestions were:

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<sup>1</sup> Data from the Summer Reading Challenge 2013 evaluation questionnaires

- It could help build links with other Arts Award providers
- Arts Award would work well if delivered with schools in partnership with libraries
- Summer Reading Challenge volunteers could be used in the library service to deliver Arts Award
- Arts Award could be delivered in libraries outside of the regular Summer Reading Challenge period
- Ideas for future partnerships with other Arts Award providers and schools would be beneficial, especially if this could provide evidence and justification for continued funding and support in the current political and economic climate.

#### 4. Challenges

There were two major challenges identified in the evaluation:

- Staff time, resources, and budget to deliver Arts Award
- The timing of the promotion of the Arts Award element to the Summer Reading Challenge 2013.

Both of these challenges were identified by the Steering Committee whilst planning and managing the Arts Award pilot throughout the Summer Reading Challenge 2013.

Staff time, resources, and budget are always going to be a difficult issue for any external agencies and projects to effectively address in such a large national based project. The pilot has identified the benefits to libraries as outlined in the impacts above and hope that library services can identify that there is value in engaging Arts Award as it helps children's engagement with the library and with literacy in the longer term.

Trinity College also acknowledge that funding is a challenge for library services and addressed this by lowering their fee for Arts Award Discover participants to £1 in 2013.

A major challenge was the incorporation and promotion of Arts Award with the Summer Reading Challenge in 2013. This was caused by the relatively late start of the Arts Award element of the Summer Reading Challenge and this led to a knock on effect where by many services did not receive suitable information until late in the Summer term.

This has been addressed by better forward planning for incorporating Arts Award in the Summer Reading Challenge 2014. Planning considerations began discussion in the autumn of 2013 for the roll out of any Arts Award elements in the Summer Reading Challenge 2014.

#### 5. Conclusion

Arts Award Discover is a useful and beneficial tool to adding value to children's experience of the Summer Reading Challenge. It prolongs children's engagement with the library through the Summer Reading Challenge and can be used by library services and other cultural partners as a starting point for children to discover new cultural organisations and art forms.

Library services could use Arts Award to further engage and partner with schools who are already committed to Arts Award either by becoming Arts Award Supporters, or if they have trained advisors, Arts Award Centres. If libraries are able – through budget and resources – to train members of staff as advisors they can use this as leverage to engage with a range of cultural and arts organisations, potentially adding value to existing activities or identifying new activities for children and young people.

There is scope for other levels of Arts Award to be deployed within the library sector and the Summer Reading Challenge, such as Bronze Awards for teenage/young people library volunteers. This would bring an added and tangible benefit to such groups.

If Arts Award is to continue to be developed with the Summer Reading Challenge longer term planning will be essential to ensure that library services are prepared to use it. This is being addressed with the Summer Reading Challenge 2014 preparations.

Challenges around budgets and resources are an on-going concern for library services and are difficult for external organisations to effectively address. By close working between The Reading Agency, the Bridge organisations, and Trinity College there may be scope to partially address these it will be by highlighting the beneficial outcomes to children involved in Arts Award that will really be effective. If library services using Arts Award can develop new links and improved numbers/satisfaction rating these will be the strongest indicators of the benefit of Arts Award to children and then ultimately library services and partners.

## Arts Award Discover Case Study - Hartlepool

**The Project:** Summer Reading Challenge 2013, Hartlepool.

**Bridge North East's Challenge:** To provide CPD for library staff, experienced in delivering Bronze and Silver Awards Arts Awards, to understand and deliver the requirements of the new Discover+ Award.

**The Background:** The 15th Summer Reading Challenge (SRC), organised by The Reading Agency (RA), was taken up nationally by 750,000 children (aged 5 – 11) - who collectively read nearly 300,000 books. The theme for 2013 was Creepy House, illustrated by the award-winning children's author and illustrator Chris Riddell. For the first time, as a pilot project, The RA teamed up with Trinity College London to offer the added incentive of an Arts Award – the new Discover+ introductory award - on completion of the Challenge, which required children to read six books.

**The Partnership:** The SRC/Arts Award pilot was financially backed by Bridge organisations. In Hartlepool Bridge North East trained library staff and provided Arts Award adviser Louise Taylor for support. The head of the children and young people's section of Hartlepool Library Service Heather Bellwood described the support of the Arts Award advisor as invaluable. She said Louise provided guidance on the required content of sessions, what evidence was required and how to record it. She also took part in sessions and helped input certificate information onto the Arts Award website.

**The Impact:** Thirty young people in Hartlepool achieved the Discover+ Arts Award. Heather Bellwood said: *"The feedback from both the children and the parents was that they had really enjoyed completing the Arts Award alongside completing the Summer Reading Challenge. They linked very well together."* She added: *"The children enjoyed their round up sessions in the library sharing the drawings they had done in their log book. One child created a creepy house character dance which she performed complete with leg lifts, kicks and costume wings. Another child had done a short animation around a character from one of the books he had read. Children brought in fantastic drawing books full of illustrations they had drawn, scrapbooks of their summer complete with holiday snaps and poems they had written about the creepy house and the books they had read."*

The following comments were made by parents and children on Hartlepool Library Service's evaluation forms:

- "Fantastic - lots of interaction and local interest and knowledge, very inspiring. Thank You!"
- "I am really impressed that the children can complete their arts award discover in the library, we have been trying to deliver these sessions in the school where I teach. It's fantastic."

Parent Susan Sotheran from Seaton Carew near Hartlepool, whose eight-year-old daughter Emma took part, told Bridge North East: *"She's either reading a book or writing one. When I was young you were frightened to go into the library because you weren't allowed to make a noise. It's so different now and this is a great way to encourage children to come here."*

Heather Bellwood: *"I really enjoyed having the opportunity to interact with the children around the books they had read over the summer, looking at art around us, completing their summer record and sharing all the work they had done and would be happy to take part in a similar partnership in future years. It was well worth the additional work. I am looking forward to handing out the certificates once they arrive!"*

**The Legacy:** Heather said: *"Since I have had the support it has increased my confidence to deliver future sessions during the year not necessarily linked to the Summer Reading Challenge. The support and involvement will also help when working in partnership with other Arts Award providers i.e. museums, youth services etc."*

**Media:** The story appeared in the Hartlepool Mail newspaper and online on 22 August.

## Arts Award Discover Case Study - Kingswinford Library, Dudley

**Adviser(s):** Alison Haines

### Context

The library has a Learning centre as an integral part of the library, which includes a room which can be used for learning activities including arts sessions and author talks. The Arts Award Discover sessions were promoted to families with children aged 5-12 years who were participating in the Summer Reading Challenge at Kingswinford Library; particularly those who attended library staff lead craft and story sessions. The sessions were also promoted at outreach events such as a Family Day at a local museum.

Dudley Library had been the venue for 2 earlier pilots for Arts Award Discover and Explore supported by the local Arts Connect Bridge organisation so we were able to use this experience when selecting the numbers of sessions and timings. We again commissioned a local arts worker, Alison Haines, to deliver the sessions, as due to tight timescales we were unable to send a member of library staff to Arts Award Advisor training in time. We asked young Summer Reading Challenge volunteers to help with the sessions so they could continue volunteering beyond the Summer Reading Challenge itself. The 5 sessions took place from the end of August through to the end of September, with all but one session held on a Saturday afternoon. They all lasted 2 hours. We had previously found from talking to parents that Saturday mornings are full of dancing, football and other classes. We emphasised in publicity that children needed to commit to attending all the sessions in order to complete the Award. We set a maximum of 10 due to the size of the room and so that children could all receive help and support. Parents/carers were encouraged to stay and participate. In the end 7 children aged 5-12 attended with 6 completing Arts Award Discover.

### Approach

All children attending the sessions received a copy of 'The house and the mouse' booklet by illustrator Chris Riddell to use to record the activities they took part in and their learning about artists. Events in libraries are promoted in all libraries in the borough, on the library website and in the e newsletter. We do press releases and promote in local 'Raring to go' publications which are aimed at families looking for activities. The libraries children and young people team do outreach to promote the Summer Reading Challenge in school assemblies, fetes, Play week events in parks and storytelling in local museums and the Art Gallery.

Children use library books and free internet to research and inspire the work they produce. This may involve selecting a book character to interpret and print onto a canvas book bag. They take the booklets home to continue working on between sessions.

*If known, describe how participants evidence their work in their portfolios or arts logs –By writing, drawing, photographs of their work*

*Describe any links made with other arts, cultural or heritage organisations or arts practitioners and whether other art forms were used to support your Summer Reading Challenge 2013 Arts Award activities.* Black Country Libraries in Partnership successfully bid for Grants for the Arts funding to support the Summer Reading Challenge in libraries with a menu of quality arts activities including authors, poets and cartoon workshops. We work in partnership with Dudley Museum and Art Gallery and the other local museums. Children taking part in the Explore Award sessions visited Dudley Museum and Art gallery as part of one session.

The Arts Award programme was funded by West Midlands Arts Connect as part of the Summer Reading Challenge project funding.

## **Impact**

*Explain what skills – both arts related and transferable – young people have gained from completing their Arts Award. The young people have gained knowledge about researching artists and inspiration through the use of information books in the library. They have tried different creative art forms and so gained new skills. It has inspired some of them to want to go on and complete more Arts Awards. One of the children who attended the earlier Discover and Explore sessions at Dudley Library has since moved to Secondary School. She has been allowed to join the after school arts club to do the Bronze Award even though it was only normally open to much older students after explaining what she had achieved through libraries. Another used the design she had drawn for the book bag as an entry for a competition and won tickets to a local theatre production. The children have certainly gained confidence in their abilities.*

*What impact has it had on their wider lives, education, prospects? This is difficult to quantify but at the Awards ceremony we held on Saturday 7<sup>th</sup> December to present the certificates, the parents were very positive about the impact of taking part. This is where we found out the feedback in the point above.*

*What has been the impact on the library, centre, and/or wider community? I think that holding Arts Award events has added value to the library offer.*

*Is there a particular young person who it had a deep impact on, how? See case in point one in this section above*

## **Comments**

*Include comments by adviser and Arts Award participants throughout as appropriate but any overall comments can be put at the end). Think about what worked well within the library setting and how any challenges delivering Arts Award within a library setting were overcome.*

The Arts Award advisor felt that the space at Dudley Library worked better than at Kingswinford Library. Ideally, you need a separate room to hold the sessions with sufficient space and appropriate seating. This means that other library users may not be aware of the arts sessions so losing the potential publicity. It has not proved easy to get large numbers of families who are prepared to commit to sessions over several weeks although we felt this was important in order that children had time to experience different art forms and complete the Discover Award. We found that families were prepared to travel to the venue from other parts of the borough which is not always the case for events. Libraries are open to all, they are non critical, neutral spaces and children feel comfortable in trying out activities without fear of being judged. The sessions very much appealed to families, which is important as children and parents learn together.

I feel that there is a demand for structured activities but that we may not always be able to run Arts Award sessions in the way we did on this occasion, due to staffing capacity and funding. We can certainly offer quality activities which children can attend as part of gaining the award elsewhere. I have arranged Arts Advisor training for 6 library staff so we will take a view after that has taken place.

### **Comments from children and parents:**

*'good experience-learned so many new things'*

*'enjoyed the silk painting as didn't know how to do this before'*

*'...because there were lots of new things for the children to use'*

## Arts Award Discover Case Study - Greenwood Centre, Ravensthorpe, Kirklees

### Context

Working with CapeUK, Kirklees libraries delivered a pilot scheme linking the [Creepy House Summer Reading Challenge](#) to the [Arts Award Discover \(AAD\)](#) programme.

We recruited children who already used the busy library at the [Greenwood Centre, Ravensthorpe](#). Over 30 children in total came to the sessions we offered. 10 children attended enough sessions to achieve Discover level AAD.

The programme was delivered by Jane Mellers, Development Librarian, who had undertaken Arts Award advisor training. It was viewed by Kirklees Libraries as a pilot to assess how Arts Award Discover could be used to validate initiatives the service is already planning.

### Approach

We used the booklet, "The House and the Mouse" by illustrator Chris Riddell, which was produced by The Reading Agency to complement the Summer Reading Challenge, as the starting point for our programme.

During the six weeks the children were able to:

- Create cartoon characters and then expanded them into short comic strips
- Write poetry about Creepy houses
- Look at how design affects the world in which we live, see some great twentieth century art and discuss their own and other people's response to that art.
- Make posters advertising the Summer Reading Challenge and their favourite book of the summer.
- Research medieval ecclesiastical architecture with particular reference to grotesques. The children then made their own gargoyles from air hardening clay. They shared their experiences with the manager of the Greenwood centre who joined them for this exercise.

### Impact

The reaction from both the children and their parents was very positive. The children really enjoyed the sessions and gained a greater insight into the way art shapes their world. Aaliyah, one of the children who took part said "it's been great having something interesting to do every week". One of the parents who had been in the library for every session was persuaded to join in when we sculpted. As a result she was then invited along to the regular adult craft session by the Manager of the Greenwood Centre.

### Some observations

Although we targeted some of the children who already regularly used the library we found that a different group of families responded to the recruitment drive.

Our marketing materials sought to gain commitment to the six week course and achievement of the Arts Award. This was critical in getting buy in from parents.

The sessions took place during Ramadan which made consistent attendance at sessions difficult for some children.

We used the House and Mouse notebook as a basic frame for our work but we added extension activities to ensure that we had reached all the criteria. This also meant that the booklet became less of a 'homework' type focus for the children.

Many of our children were quiet and so feeding back and sharing in groups was quite difficult. One way we addressed this was to use a 'consultation through art' process. This involved staff from the library making clay sculptures alongside the children whilst gathering their feedback about what they had done.

**What next?**

We are planning to expand our number of trained Arts Award Advisers so that we can embed the Arts Award Discover in our work with schools across Kirklees.

This will include developing our Greenaway Shadowing Programme and creating a mini reading challenge linked to the Tour de France.

## Arts Award Discover Case Study - Wigmore Library, Luton

**Adviser(s):** Charlotte Latham

### Context

Wigmore Library is one of eight libraries in Luton. It is run by Luton Culture, an independent charity providing cultural opportunities through arts, museums and libraries in Luton Borough.

The Principal Children's Librarian, Jane Humm, was approached by the Royal Opera House, our Bridge Organisation, in about May 2013 to take part in the project but knew she would have left Luton Culture by the summer holidays and so asked if I was interested in running the pilot scheme.

The pilot project was offered to us when we had already planned our activities for the summer, and so Arts Award Discover was fitted in around events already scheduled, which could also count towards Arts Award.

I am currently the only member of the children's team and branch staff trained as an Arts Award Adviser. As I work part time, sessions had to fit in with my work timetable as well as around sessions already planned. The participants were between seven and nine years old and came from local schools. Fifteen children signed up to take part, but four didn't turn up to any sessions. Six of the remaining children gained their Arts Award Discover certificate.

There were five different AAD sessions running over the summer holidays, from 22<sup>nd</sup> July to 28<sup>th</sup> August. I led each one, but enlisted the help of another member of staff with the découpage event. These sessions were not open to the public and lasted about an hour. There was one AAD session per week, except during the week I was on holiday. Children did not have to attend all of the AAD sessions as long as they handed in their completed copy of 'The House and the Mouse' booklet for moderation.

I ran 14 Summer Reading Challenge events at this library and another nearby at Stopsley. These and any of the sessions run by colleagues in other libraries, museums or other arts venues over the summer could count towards experience of the arts.

### Approach

Initially, a local 'hard to reach' school was approached with the offer of AAD aimed at a particular group of pupils of their choice. When I received no response, I approached another school. After hearing nothing, I e-mailed the remaining local schools with children in the target age group and put information out in both Stopsley and Wigmore Library for the general public.

Some schools e-mailed the information out to all pupils in the appropriate age group, and this is how most of the participants found out about AAD.

I gave each participant a folder containing 'The House and the Mouse', 'Limelight' (Luton Culture's events magazine), and a copy of the Arts Walk map, which was our first activity. As there was little space to record arts experiences in the booklet, children stored any additional pages in the folder.

As I had previously been involved in the delivery of Arts Award Bronze, I knew how important it was to give the participants an opportunity to demonstrate that they had fulfilled each section of the award and built this into the sessions I planned. The member of staff who came to help with découpage was also briefed to ask the children about what they had been doing so that they had shared what they had found out about different aspects of the arts with an adult not related to them.

When I received 'The House and the Mouse' booklet I went through annotating the pages to show which section matched which of the AAD parts: A: Discover, B: Find out and C: Share. I also built opportunities to fulfil the three parts into each of the sessions I ran. In the first session, the Arts Walk enabled participants to gain evidence for part A: Discover. The second session about different types of art was particularly geared to part B: Find Out. Part C: Share was built into each session and the Arts Celebration at the end.

Participants had a folder to keep all their evidence together, such as the Arts Walk map, the photos I had taken of their junk sculptures and découpage, and any additional work they had done at public sessions or in their own time – several children made scrapbooks or brought leaflets from visits to other arts venues. ‘The House and the Mouse’ booklet was also kept in the folder.

I signposted the children to other areas of Luton Culture where they could take part in activities that linked in with Arts Award Discover. Some participants visited art galleries when they were on holiday out of the local area. Reading was the core art form, but we looked at art and sculpture and the children made their own junk sculptures inspired by what they had found out. They also did découpage at another AAD session, and at public Creepy House sessions they had the opportunity to make Venus Fly Traps, decorate a cardboard skeleton, make a pop-up house, make a yoghurt pot monster, make a pop-up card, make a paper beanstalk etc.

We received a grant of £200 via the Royal Opera House to run this Arts Award Discover pilot project.

### **Impact**

The young people involved learned various craft techniques, including simple paper engineering and découpage, as well as the transferable skills of sharing ideas, inference (discussing what an author or artist might have meant when an art work was created), following a simple map for the Arts Walk, observation (where can you see an example of art in this garden / on this house / on or in this car / in the design of this building? etc.), discussing their work with each other, their parents and Luton Culture staff, taking turns and sharing, imagination, organisation, collating information, making connections, writing about their findings, presenting the information they found in scrapbooks or in ‘The House and the Mouse’ booklet.

The children were very proud of their achievement in gaining the AAD certificate. One boy was a non-native English speaker working in his third language and seemed very shy and hesitant at first. He was particularly delighted at his success in the découpage session: ‘I have never done this before!’ he said proudly. I hope it has given them more confidence and has opened their eyes to art in the world around them.

Sadly, the library where we ran this pilot is closing due to budget cuts, but I hope the success of the project and the sustainable way we ran it means it can be offered again elsewhere in Luton Libraries.

I think all of the children who gained their certificate will have gained a great deal from the experience, particularly the non-native speaker and the boy who produced such a huge amount of work he could almost have qualified from Arts Award Bronze! We all had great fun during the sessions and I think this enjoyment will stay with them.

### **Comments**

The participants thought Session 1, the Arts Walk was great, interesting (x2), fun, nice, peaceful.

Session 2 on different kinds of art was colourful, funny (we talked about Duchamp’s ‘Fountain’, a urinal... – helpless giggles all round) and fun.

Session 3, découpage, was fun, interesting, smelly (the glue, I hope...), cool, my favourite.

The fourth session, where we did junk sculpture left one person dissatisfied (I think because her craft work wouldn’t stick together as she wanted), but others found it fun and creative.

Our last session, the Arts Celebration was fun (x2), exciting and good.

When asked what they thought of ‘The House and the Mouse’ booklet, the participants thought good (x2), hard, interesting and fun.

I asked the children why they had decided to come to Arts Award Discover, and one said that she had ‘had no choice’! Her mother was exasperated at this comment and said that her daughter had ‘enjoyed it so much’!

Others said:

I liked art

Because I like art and I am creative

Because I like doing art

When asked how we could improve the Arts Award Discover, two didn't know and two liked it the way it is. Two would definitely like to do another Arts Award and two would maybe take part, depending on time in one case.

The parents were also asked for their opinion:

- Very educational
- X learnt a lot
- X enjoyed it so much
- Got stressed (comment from child, probably because he prepared more than enough for an Arts Award at Bronze level! He was also our champion giggler, and so I'm sure he enjoyed it as well!)
- Was good for X to do
- They thought it was sensible and appropriate for my age
- It encourages people to go to the library

### **Challenges and learning points**

As news of the project arrived after we had planned events for the summer edition of Limelight, I had to fit AAD around events to which I was already committed. As I work part time, this meant I often ran two sessions at different venues on the same day over the holidays.

Stopsley Library was the original choice of venue as it is in front of the school first targeted, but moving AAD to Wigmore Library meant it was easier to fit in sessions around events already booked, and parking is easier at this library.

The Saturday morning drop-in information session before AAD started resulted in one child signing up, but most responses came via e-mail direct from parents at four schools where the Head had sent my letter out electronically. No-one came to the second information session, and so one was probably enough.

The most effective method of reaching children was by sending out information to schools for their distribution and leaving letters and timetables out on a table in Wigmore Library. I answered one or two enquiries about AAD in person in the library but most queries came by e-mail.

One child couldn't be contacted by e-mail and so I had to remember to phone her mother with any changes or reminders.

Most children were very willing to talk about what they were doing for AAD, but at first I had real trouble getting any response from one boy. His mother was with him and at first I thought he was just shy, as they had arrived late and so missed the Arts Walk and initial interaction with the other participants. The next time I saw him was at the Découpage session and I realised he was a non-native speaker. He had been living elsewhere in Europe until recently and spoke his first, non-European, language at home. He was very pleased with the success of his découpage, particularly as he had never tried this craft before, and did talk to us a little about this, obviously justly proud and excited about it!

Unfortunately, a family funeral meant that I had to re-arrange session 5, the Arts Celebration, but by this stage I knew the participants well and it was possible to bring the session forward by a day. I didn't want to

miss the final session and, as the end of the school holidays was approaching, re-arranging the session would have been difficult.

The certificates take between four and six weeks to arrive, and although I submitted the participants' names on 18th September, I was a little concerned that they might not arrive in time for the 28th October. I wanted to hold the presentation as soon after the end of the AAD sessions as possible before the momentum was lost and because it becomes increasingly difficult to contact participants and arrange a time when everyone can attend. On Chris Riddell's website I found an Attic Club certificate and printed one out for each participant so that at least there was something to award if the AAD certificates didn't arrive in time. The official certificates arrived the week before and were presented along with a copy of *Goth Girl* and *the Ghost of a Mouse* to each child.

There was very little room to write in 'The House and the Mouse' booklets, and some children were not sure of what was needed to answer the questions in the booklet. I did read through the booklet with the participants, but perhaps doing this more slowly over several sessions might have been helpful. Participants were encouraged to add extra sheets, which is partly why the booklet was given out in a folder. We all loved Chris Riddell's illustrations, and 'An Actual Day in the real Life of Chris Riddell' was particularly popular.

Last year a group of young people worked with Jane Humm to make a film as part of their Arts Award Bronze. I had hoped to show this film to the participants of this year's AAD but could not get the film back in time from the person who was meant to have finished it off for Jane last year, in spite of help from Martin Russell from the Royal Opera House, our Bridge organisation.

## Arts Award Discover Case Study - North Yorkshire County Council Skipton Library & Customer Services Centre

### Context

In the summer of 2013 NYCC Library Service conducted a pilot with the Arts Award Discover linked to the Summer Reading Challenge 'Creepy House' in Skipton Library. CapeUK provided Arts Award Advisor training for library staff prior to the pilot. NYCC Library Service approached SELFA, Skipton Extended Learning For All' to work with them on the pilot. SELFA is a charity working that provides a range of activities for vulnerable, disadvantaged and disabled children who live in Skipton and Craven district of North Yorkshire. They organised and paid for two professional puppeteers to develop and deliver three sessions in the library (2 hours each session).

28 children aged between 5 and 11 attended one of the initial events. 7 children submitted evidence for the Award and of those 5 achieved the Award.

### Approach

#### 1. Publicity

Flyers and posters were distributed to all the Skipton primary schools and the local library. A member of NYCC Library Service staff visited one of the puppet making sessions SELFA organised to advertise the Award further and explain the process.

#### 2. Sessions

Skipton Library held three initial events of two hours duration. Each event had one hour puppet making and one hour of library activities including: designing a Creepy Creature drawing or collage; circle story telling leading into starting their own story board; groups looking at and discussing a range of books about art; looking at Stories from the Web and the online Encyclopaedia Britannica. Staff talked to the children about the Award and gave them further activities to go away and do in the next few weeks and asked them to come back to one of the drop ins with their additional pieces of work.

Two, hour long drop in evening sessions were organised where children and parents were able to discuss the activities they had done. At this point library staff were able to assess any gaps in 'evidence' that could easily be addressed.

Two members of staff, one puppeteer and two young Summer Reading Challenge volunteers staffed each of the first three events with a member of the SELFA team attending one of the events. One member of staff ran the drop ins.

### Impact

Seven children completed evaluation forms for the initial events all saying that they had been 'brilliant' or 'good', one child added:

*"I really enjoyed the puppets most."*

Parents were generally positive about the experience particularly the activities provided in the Library and with SELFA. However time to complete additional activities was an issue. One parent felt that it would be good to complete the Award over a year with a range of activities in the library. Another parent commented that her younger daughter was willing to carry on and do activities outside the library but that her son (11 year old) said he would have come back to the library to do more activities but that doing it on his own was too much like school. Another said she wasn't able to motivate her two children to carry on and do any more of the Award outside of the activities provided by in the library.

## **Funding**

The Arts Award adviser training and the 'House and the Mouse' booklets were funded by Cape UK, SELFA provided the professional puppeteers and one member of staff for one session and NYCC Library Service provided the venue and further staffing.

We are currently evaluating the pilot and possible ways of delivering and funding the Award in the future.

## **Comments**

Trying out the Arts Award Discover allowed us to find out what the responses of children and parents were to an accredited programme of activity. Children really enjoyed the initial event and those that persevered were keen to talk about what they'd found out and additional visits they'd made to art galleries and museums.

The project was completed within a tight timescale. Staff are keen to integrate Arts Award into the provision at the library but feel that it is important to build in longer time for children to complete the Award at the Library without the pressure to finish or do additional activities at home.

The partnership with SELFA provided different art experiences to complement the work of librarians. Staff, working with the puppeteers, have been able to reflect on the best ways to managed sessions in the future in particular making sure that there is time and space for evaluation of each session and for the children to talk about what they have done.

*"From this trial we will be able to improve on our practice in the future, developing different ways of delivery, and extending our partnership with other organisations."*

## Arts Award Discover Case Study - Redbridge Central Library

**Advisers:** Rosemary Kennedy, Mina Rehman

### Context

The programme of workshops took place at Redbridge Central Library and across three other branches covering different parts of the borough:

- Fullwell Cross Library in the east of the borough
- Wanstead and South Woodford located in the west.

The young people involved were aged between 7 and 12 and were already taking part in the Summer Reading Challenge. Over 100 children were approached.

75 children signed up and 55 completed the Award over the summer holiday period.

### Approach

Our approach was specifically planned around using the resources of the 2013 Summer Reading Challenge and the experiences of children attending activities we had already planned for Creepy House.

Children were mostly approached verbally with details of our workshops. We also used posters and flyers to promote the opportunity in our libraries.

We used the guidelines which linked activities from the House and the Mouse booklet.

Each workshop included the following activities:

- A brief introduction to the Summer Reading Challenge and the Arts Award and a browse through the booklet.
- Children looked at copies of books featuring Chris Riddell's work and talked about his style. We looked at a Day in the Life of Chris Riddell in the booklet and children made observations about being an illustrator and noted them down (Part A). They all created names for 5 imaginary characters and each talked about a character to the group. They drew an imaginary character and shared their reasons for choices.
- All participants completed the exercise How to Draw Ishmael. They were photographed with their drawing and then added it to their booklet.
- Using the section Think About Art:  
The majority of children in all groups perceived art in very limited terms and felt it must involve drawing or painting. After much discussion the children contributed examples of art all around us and put ideas in their workbooks. At this point the workshops at Central Library included a tour of the Redbridge Museum on site. In particular they looked at styles and materials used in a 1930's kitchen and an Edwardian drawing room.
- Children in the branch libraries were given photographs of local points of interest to recognise and discuss e.g. sculptures featured in a public art installation, a library with an iconic architectural style, a historical monument in the High Street.
- Using a display of books from the library children looked for information about artists. They also shared a large collection of picture books and talked about favourite styles and illustrators including Quentin Blake, Maurice Sendak, Lauren Child and Julia Donaldson
- We also planned activities using iPads with the groups to enable them to access information about artists in a different format and to visit the Summer Reading Challenge site. They used the Louvre App. They took photographs of one another with the iPad and added special effects.

- We read aloud the extract from *Goth Girl and the Ghost of a Mouse*. We then talked about how they would approach dramatizing it and some of the groups used it to create a small play.
- Using the Summer Reading Challenge poster we encouraged the children to imagine other characters they could add to Chris Riddell's creations.
- Children discussed how they could share their experiences from the Award. They talked in pairs about what they had enjoyed the most in the workshop and then shared with the group including chatting with young volunteers. They added photographs of themselves taking part in activities to their booklet. They were prompted to share the booklet at home and take it into school. Parents were given a leaflet to take away explaining some of the activities the children had taken part in and asking them to chat about the content of the booklet.
- A number of the children had attended other events during the summer programme including dance workshops, drama workshops and a variety of craft activities with a Creepy House theme. These were noted on their records.
- The project was a good opportunity to link with Redbridge Museum and promote their excellent resources.

### **Impact**

There was no formal questionnaire at the end of each session but all children were involved in a group discussion to share whether they felt differently about their understanding of art. All participants said they learned new things and in particular they understood that art comes in many formats.

Their creative skills were enhanced in a variety of ways including drawing, craft, photography, dance and drama. They also gained social skills and confidence from the opportunity to share their reading and creative experiences and express opinions.

The young volunteers assisting with the programme also enjoyed the opportunity to lead children through the workshop and were seen as good role models.

One comment from the parent of an eight year old girl who took part

*"My daughter enjoyed exploring the booklet and loved the workshop especially using the iPad to find out more"*

### **Comments**

Overall this was a successful project with positive feedback from participating children and their parents. Our approach in delivering whole afternoon workshops was quite intense. However we felt that this would be the most effective way to ensure that children completed the requirements. Not all families could be relied upon to attend several sessions and keep track of the House and the Mouse booklet during the busy summer holiday period.

Each of our workshops took place in a library hall as we needed space for our displays and table tops for craft activities. We also needed a relatively quiet atmosphere for the discussions and security for the iPads.

One of the biggest challenges was planning and delivering in such a short timescale.

If we were to participate again we would benefit from a longer period to publicise the Award and include it in the promotional material for the Summer Reading Challenge.

One of the advantages of the Award, particularly at Discover level is that it lends itself to many elements already taking place in the library setting such as shared reading, craft activity, enjoying existing displays and exhibitions.

A specific booklet with activities mapped against the Summer Reading Challenge theme is an excellent hook on which to build a programme and would be a key incentive for taking part next year.

## Arts Award Discover Case Study - Swindon Libraries

**Adviser(s):** Rhonda Dempsie/Shaw Ridge School

### Context

We as Swindon Libraries wanted to extend our Arts Award 'offer', particularly linking it in to the Summer Reading Challenge. We sent an email out to primary schools to see if they wanted to create 'Creepy Houses' in our libraries and we had two positive responses.

We are at the 'beginning stages' of Arts Award. We have one member of staff trained on Arts Award from discover through to silver and one member of staff trained on bronze/silver. However the schools in question either had members of staff trained in Arts Award & had their Artsmark Award or had children from their 'gifted & talented' cohort to facilitate the project

We also ran a small project with a craft group at one of our community libraries, who used the 2013 Summer Reading Challenge Arts Award booklet to do the award and record their learning

### Approach

Most of the participants were either from the schools, or the craft group at one of our libraries. Children from one school were recruited through an extra-school activity the teacher put together as a special joint project with libraries. These children had a couple of visits to the library, firstly as an introduction 7 then to experience poetry and literacy as an art-form, to be inspired to design their Creepy House. They then came back on an afternoon to create their design ideas and put it together. Their journey has been recorded here - <http://swindonlibraries.wordpress.com/2013/08/19/shaw-ridge-school-creepy-house-project/>

The other school targeted gifted and talented students. A member of staff went in to the school to read specially selected 'creepy' books and poems to inspire them with their designs. They then worked on this at school as a special project and their design was exhibited in the Central Library throughout the Summer Reading Challenge

For the craft group, a member of the team went and did some initial work with staff and students on the Summer Reading Challenge booklet, the Arts Award & went through a step-by-step process on achieving the award.

These projects were either funded directly by Swindon Libraries, or shared funding with the school. One of the schools managed to get some free boxes from a company to create their Creepy House, through one of their contacts

### Impact

Skills & knowledge gained include a wider appreciation of literacy, how to use our library services & access books, research skills, artistic skills, going through the process of a project, recording their work and self-reflection

Good partnerships have been formed as a result of this

All the children enjoyed it immensely

### Comments

The offer worked really well and we will definitely be pursuing this for 2014. We still may use the booklet next year although there seemed to be some misunderstanding with staff about what it entailed, even though we went through the step-by-step process. However overall it was really enjoyable and it was great to see the children engaging with libraries in a deeper way.

**Images – please see link above. Also see -**

[http://www.lainesmeadprimaryschool.org.uk/classes/14\\_PhotoGallery/39\\_CreepyHouse/index.php](http://www.lainesmeadprimaryschool.org.uk/classes/14_PhotoGallery/39_CreepyHouse/index.php)