

# *Delight in Libraries*

CASE STUDY FROM OUR 2019 PILOT



Delight

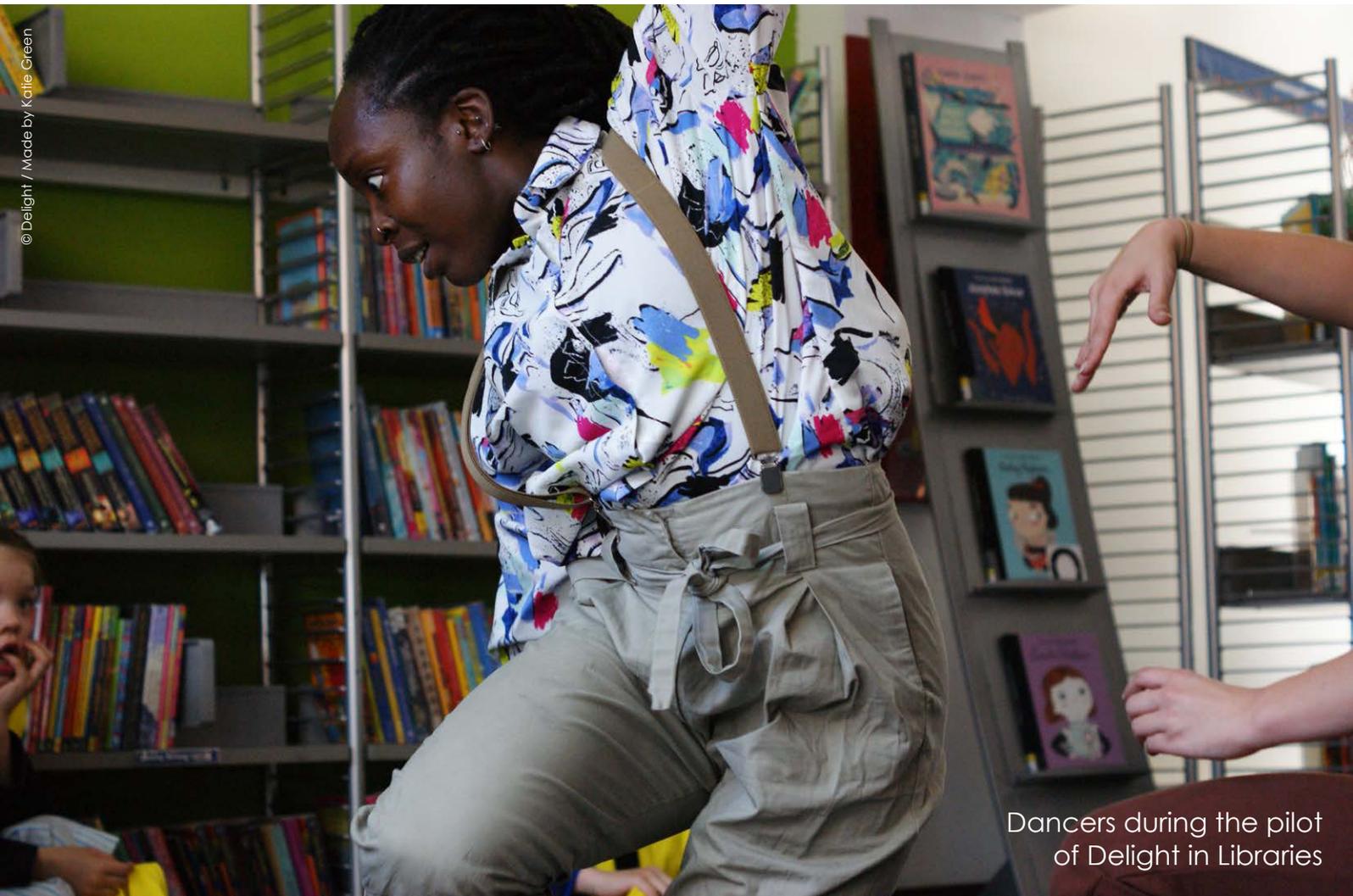
# Delight in Libraries was delivered in partnership with

Made By  
Katie  
Green

Made by Katie Green is a contemporary dance company using dance, text and music to respond to places where you would not usually expect to find a dance performance. Their participation work empowers other people to respond to the world around them through movement, to shape their own creative responses.



Guildford Library is a public library situated in the heart of Guildford Town center.



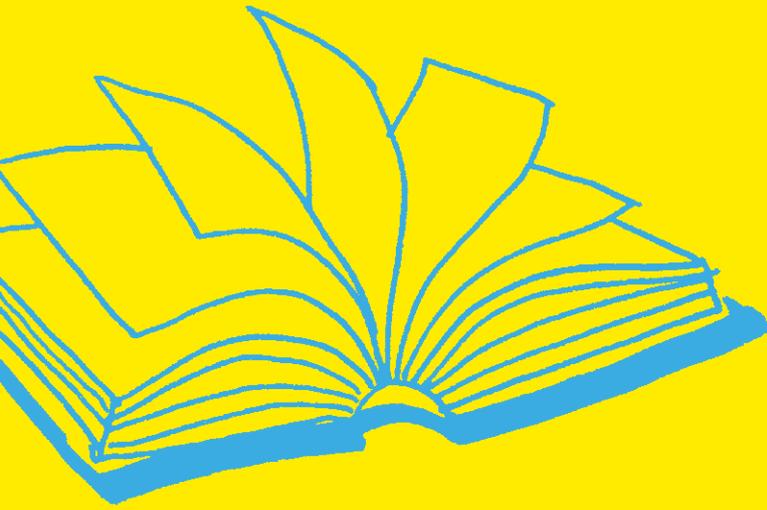
Dancers during the pilot of Delight in Libraries

## Thank you

**Guildford Poyle Charities, SYDance21, Guildford Arts and Surrey Library Services for making this pilot possible**



# INTRODUCING *Delight in Libraries*



**Our exciting new programme, *Delight in Libraries*, was successfully piloted with 26 children at Guildford Library in Spring 2019.**

As part of our embedded monitoring and evaluation, we track in detail 6 high pupil premium children per class (as well as using whole class 'before & after' surveys; in-depth evaluation meetings with teachers; & parent feedback) to make sure that we are meeting target outcomes and making a positive change in the children we work with.

This case study is taken from the tracking that we undertook as part of our pilot in Spring 2019. It shows one child's journey through their own eyes, and those of the teacher and the choreographer. The child's identity has been changed for confidentiality.



# BEFORE *Delight in Libraries*

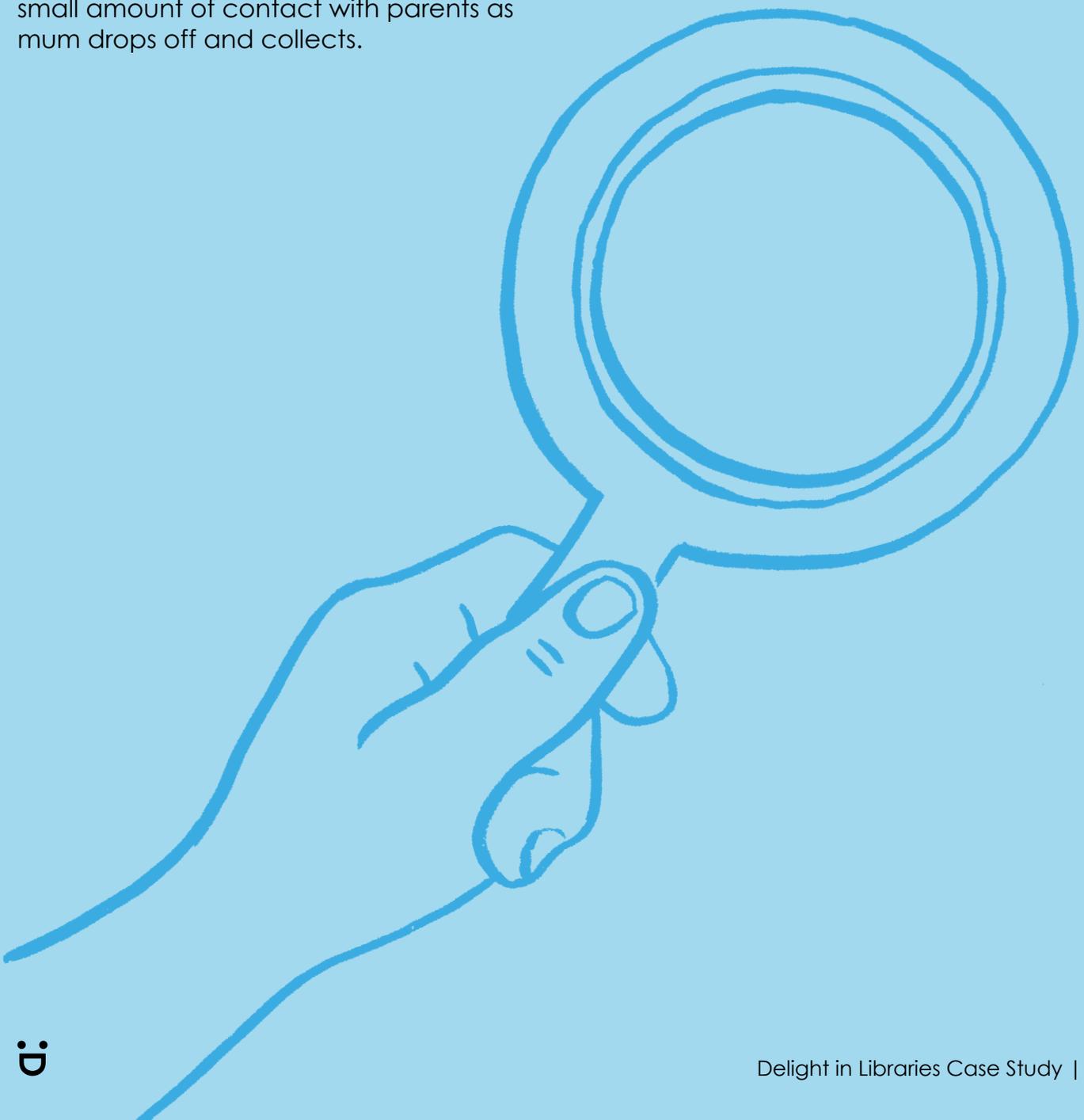
## Teacher

Jack is working just below age related. I have picked Jack because I think this programme is something that Jack would really enjoy and so, I hope to see that this helps to improve his literacy. Jack needs to improve his reading and writing to make sure that he is at the expected level by the end of the year. I hope that through this process Jack will become more confident and that this experience will help improve his writing. I have a small amount of contact with parents as mum drops off and collects.

## Jack

I feel really good about learning at school because then I know new stuff.

I feel happy about the library trip because I love reading and I hope I might be able to learn more about animals.



## DURING *Delight in Libraries*



Children creating their own performance

### *Choreographer*

At the beginning Jack was very quiet, but had good focus, worked well with others and showed potential.

He developed through the project to take on one of the 'solo roles', meaning he had to command the space and the audience's attention while only a few people were moving with him. He performed to a high standard, and after the final show he spoke to me properly for the first time, enthusiastic and friendly (up until that point he had always been attentive, and had sometimes (rarely) raised his hand when I asked questions, but generally he had seemed happier to follow/stay in the background when we were having group discussion).

His mum came up to me straight after the performance and expressed how much he had enjoyed the project (the class teacher was surprised at this as usually it would mainly be his dad that liaised with the school).

# AFTER *Delight in Libraries*



Children creating their own performance

## Teacher

Jack got so much out of the performance, I was shocked to see how amazing he was and how confident he has become.

## Jack

I feel different because now everybody around me says that I do good learning. I was pleased that I got to learn more about animals. I felt happy about doing Delight and I think that I was brave with everyone around me looking at me. I think it made me get better at dancing. The Delight staff made me get braver and I didn't have any worries. I really enjoyed everything about it.

Teachers help us track children against target outcomes, before and after the project – these show Jack's progress:

DEVELOPMENT AREAS	BEFORE				AFTER			
	1	2	3	4	1	2	3	4
<b>Social</b>								
Enjoyment in Learning								
Resilience								
Self-worth								
<b>Artistic</b>								
Movement literacy								
Mastery of dance								
<b>Academic</b>								
Oracy								
Able to articulate new learning								
<b>Parental Engagement</b>								
Parent contact with class teacher								
Attend child's participation in events								



**Delight**

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