

# Delight in Shakespeare 2017

## Evaluation Report



## Delight in Shakespeare 2017

was only possible due to financial support  
we received from the following organisations:



THE PETER CUNDILL FOUNDATION



The Wrentham Trust

&

The Kelsey Trust



Thank you

# Partners

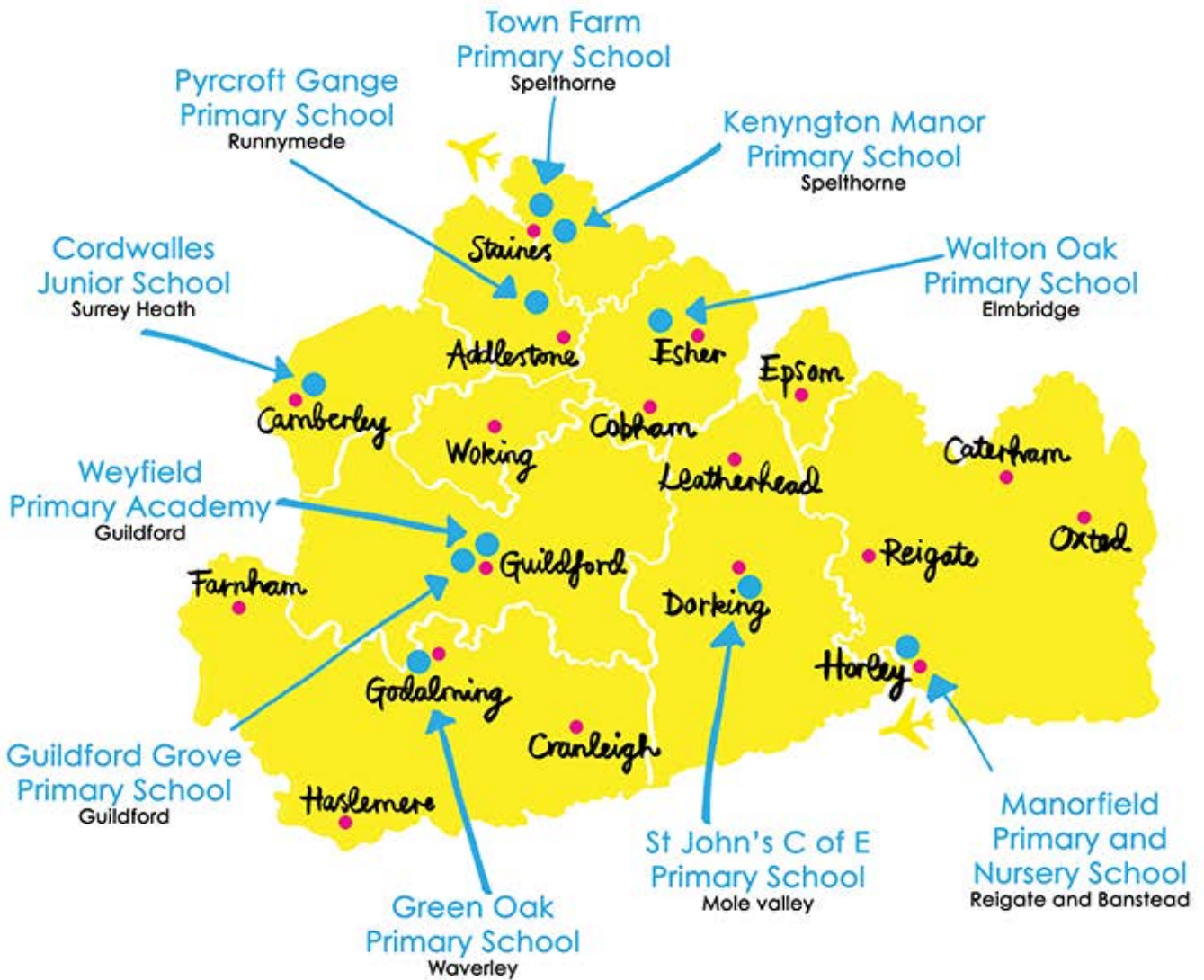


## SURREY ARTS

engaging creating inspiring

&

### 10 Surrey Primary Schools



## What we do

Delight uses immersive arts experiences and access to books to improve children's academic and social outcomes.

We are a partnership organisation and the success of our work is in nurturing strong working relationships with both our partner schools and partner arts organisations.

Delight currently works in Surrey which on the surface is a very affluent county but has several pockets of high deprivation. We work in communities where there are large numbers of children from low income families. This means these children are classed as living in poverty. The children we support face issues that impact upon their ability to access education; our work sets out to address these obstacles.

## Deficit of life experiences

*To write well you need to be able to speak well. To speak well you need to know something, to experience it and to have enjoyed it* Assistant Head Teacher

Poverty strips children of life experiences and deprives them of the opportunity to grow successfully. It narrows their horizons and puts obstacles in the way of their future learning.

*A child said the best thing about the summer holiday was a trip to Poundland; this was the only time they left the estate* Head Teacher

Working with our partner arts organisations the Delight programmes provide exciting and engaging educational experiences to counteract this deficit of experiences.

## Parental engagement

Our partner primary schools cite engaging parents as a key challenge. Low parental engagement at parent's evenings and at school events is common.

Engaging parents whilst children are in primary education not only impacts on a child's current learning; committed engagement in the early years means parents are more likely to stay engaged with their child's education through the potentially more turbulent secondary school years.

National Literacy Trust research reveals that a third of parents don't realise they are the most important influence on their child's language and literacy development.

1 parent in 7 does not spend any time on a daily basis supporting their children's literacy development. Yet, the good news is that 9 out of 10 (91%) parents would like to spend more time helping their child develop their literacy skills.\*

Our work supports teachers in engaging these 9 out of 10 parents.

\*National Literacy Trust words for life campaign 2012

## Low expectations and aspirations

Low expectations and aspirations can manifest in a lack of engagement with education; leading a child to experience:

- A lack of pride
- Low resilience
- Difficulties in taking risks
- Low enjoyment of learning
- Lack of motivation to learn

Becoming an effective learner is a key component to a child raising their personal expectations and aspirations. Working alongside our partner schools and arts organisations, Delight supports children in becoming effective learners.



# What we set out to achieve

**Delight In Shakespeare 2017** set out to deliver a 6 week arts programme that had 5 key elements

**Wow** – A creative experience at the beginning of the programme to hook each child. This creative experience, an interactive performance of Romeo and Juliet created by Guildford Shakespeare Company linked to classroom learning but also provided a new social experience for the children.

**Repeat visits from actors** – At each of our partner primary schools, over a 6 week period, GSC actors delivered the 1.15 hour immersive performance, delivered 2 workshops at each school and attended the children's Romeo and Juliet performances.

**Parent sharing** – Parent sharing was an essential element of the programme and we provided sufficient time for our partner schools to engage as many parents as possible in sharing their child's achievements.

**Reward** – Delight programmes support Arts Award accreditation and we actively encouraged schools to take part and for their children to receive a Discover Arts Award.

**School focused** – We worked closely with teachers to ensure **Delight In Shakespeare** linked as closely as possible to what children were learning in class.



**Delight In Shakespeare** set out to evidence the academic and social benefits that access to a high quality 6 week arts programme can bring to:

- individual pupil premium children
- whole classes
- schools
- families
- the wider community

## Outcomes

We set out to achieve the following 6 outcomes:

**Outcome 1 : Provide a creative educational programme that children enjoyed whilst learning**

**Outcome 2 : Provide a creative educational programme that improves children's characteristics of effective learning**

**Outcome 3 : Provide a creative educational programme that supports teachers**

**Outcome 4 : Operate as a responsive and listening organisation, ready and able to adapt**

**Outcome 5 : Show some success at engaging parents**

**Outcome 6 : Engage as many children as possible with Arts Award Discover**



# What was Delight in Shakespeare 2017?

**Delight in Shakespeare** was delivered in partnership with Guildford Shakespeare Company (GSC) and 10 Surrey Primary Schools. The primary schools we partnered with are situated in the most disadvantaged pockets of Surrey.

Delight partnered with Surrey Arts to deliver **Delight in Shakespeare** for the Surrey Cultural Education Partnership.

Delight and GSC produced an interactive performance of Romeo and Juliet for 800 Y5 and Y6 children. The script was abridged, using both original text and modern English. 4 professional actors played multiple roles, facilitated interaction with the audience and narrated key moments to ensure the children followed the story. Over the following 4 weeks each child participated in 2 actor-led workshops, resulting in a performance for the school and/or wider community.

This experience was the first time 39% of the children had seen a Shakespearean play. 53% had taken part in **Delight in Shakespeare** (Macbeth) 2016 which was their first experience of Shakespeare\*.

Delight worked with teachers to implement **Delight in Shakespeare** in class. Each teacher monitored and evaluated the progress of 4 pupil premium children, high ability/middle ability/lower ability and a 4th child. This enabled us to evidence the impact **Delight in Shakespeare** had on educational outcomes. We hope the detailed evidence within this report will empower school leaders to demonstrate to both governors and Ofsted why directing some of their funds towards the arts is a valuable educational investment.

All children had the opportunity to achieve Arts Award Discover a national arts accreditation, awarded by Trinity College. With the help of teachers we developed a bespoke literacy focused Arts Award journal to support the **Delight in Shakespeare** learning in class.

**Delight in Shakespeare** 2017 ensured all children could access exciting and engaging high quality arts. By providing an opportunity for the wider community to watch the children's production we set out to increase parental engagement looking to trigger long term engagement with their child's education.

\*458 year 5 and 6 children participated in our online Survey Monkey





# How did we gather our evidence?

Delight is a listening and responsive organisation and our evidence was gathered from teachers and children who participated in the programme and our partner arts organisations. To gather this evidence we:

- Held pre-programme teacher sessions.
- Held end of programme teacher evaluation sessions.
- Tracked pupil premium children at each school.
- Created a child-focused on-line Survey Monkey questionnaire.
- Evaluated the programme with Guildford Shakespeare Company.

## Pre-programme teacher sessions

### What we did

- At the initial meeting we went through the programme with each teacher.
- Delight suggested how teachers could get the most out of the experience and build on last year's programme if they had been previously involved.
- Delight explained how best to complete the tracking forms.
- We listened to teachers questions and concerns and responded accordingly.

## Teacher evaluation session

### What we did

- Delight and teachers evaluated the programme content.
- Delight and teachers evaluated whole class learning.
- Delight and teachers evaluated whole class engagement.
- Delight collected pupil premium children tracking material and discussed with teachers the individual children.
- Delight collected children's Survey Monkey questionnaires, if schools were not able to complete on-line.



# Tracking pupil premium children

## What we did

- Each teacher was asked to track 4 pupil premium children from their class before and after the programme.
- Teachers were asked to comment on each child's academic and social development before and after the programme.
- Each child was asked to write about their thoughts and feeling before and after the programme (with adult support).
- Teachers used the before and after assessment tool to monitor each child's characteristics of effective learning.
- Children were assessed as to whether the teacher perceived them to be exceeding expectations, achieving expectations or below expectations.

### The 10 characteristics of effective learning that we looked at were

1. **Resilience** - Do you have the ability to adapt if the task is challenging?
2. **Teamwork** - Are you able to share and listen to ideas?
3. **Open to take risks** - Are you willing to take risks?
4. **Enjoys learning** - Are you keen to discover and deepen understanding?
5. **Independent learner** - Do you take ownership of your learning?
6. **Willingness to articulate new learning** - Can you explain your understanding?
7. **Intrinsically motivated to explore and learn** - Will you independently find opportunity to discover new learning?
8. **Proud of achievements** - Do you believe in yourself? Do you have self-worth?
9. **Reflective** - Are you able to reflect on your learning and self-evaluate strengths and next steps?
10. **Application of knowledge and skills in a range of contexts** - Can you confidently transfer your skills into all areas of the curriculum?

## Survey Monkey

### What we did

- Each class teacher was asked to involve their children in completing an after programme online Survey Monkey. This included 20 questions about their experience and aimed to assess knowledge retention.

## Delight and GSC evaluation sessions

### What we did

- Delight and GSC planned the programme together and communicated throughout the delivery of the programme.
- Delight and GSC evaluated the programme at the end after Delight had met all the teachers involved.
- Delight and GSC looked at how we could best improve the programme for 2018.



# What did our evidence tell us?

Outcome 1: **Provide a creative educational programme that children enjoyed whilst learning**

458 year 5 and 6 children participated in our online Survey Monkey - this gave the children an opportunity to share their views about the **Delight In Shakespeare** programme



**92%** of children that were studying Shakespeare believed participating in **Delight In Shakespeare** helped with their learning in class.

This is further evidenced by **92%** of children answering the following Romeo and Juliet questions correctly.

*What are the names of the two families in Romeo and Juliet?*

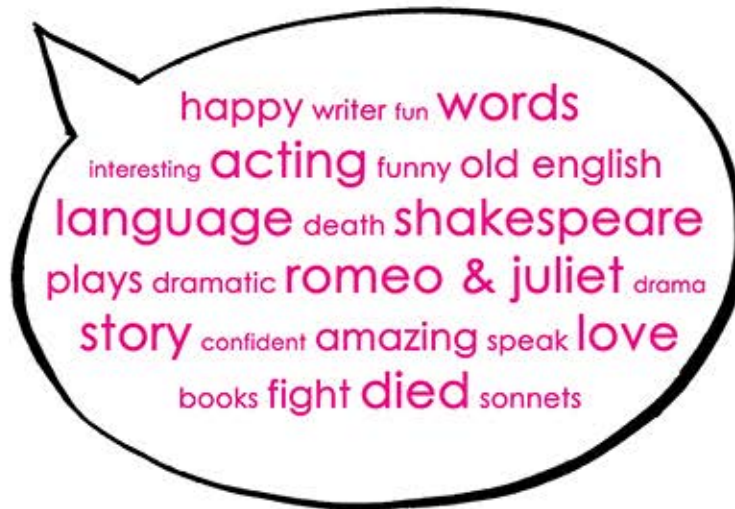
*How did Juliet kill herself at the end of the play?*

*Who married Romeo and Juliet?*



## We asked the children

What is the most amazing thing you have learnt about Shakespeare or one of his plays this term?



What is the most amazing thing you have learnt about yourself this term?

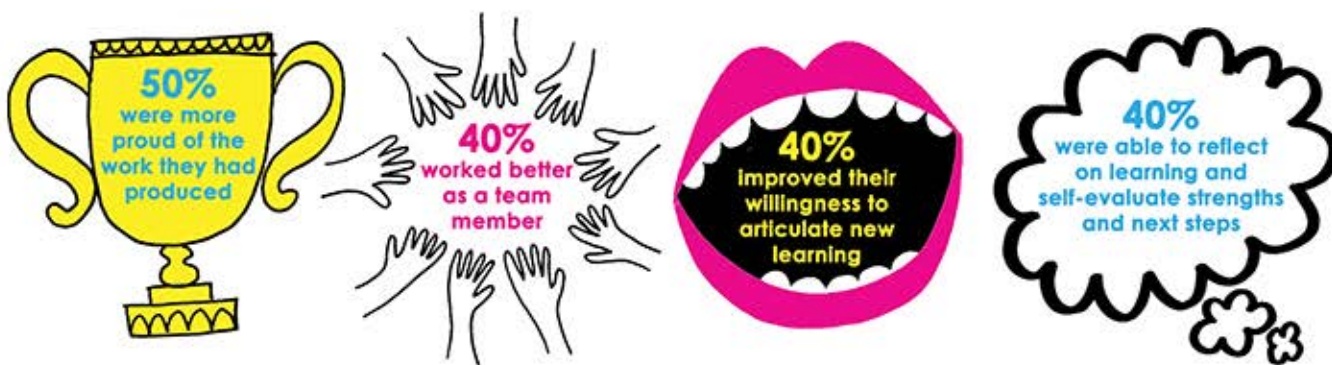


## Outcome 2 : Provide an educational programme that improves children's characteristics of effective learning

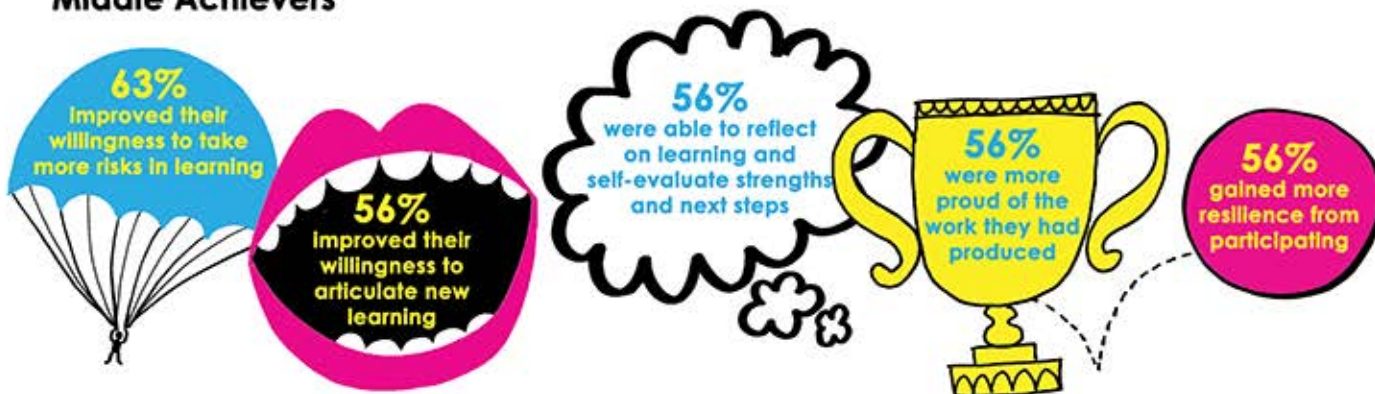
### Spotlight on Pupil Premium Children

We involved 89 children from years 5 and 6 across 10 schools in our pupil premium child tracking. Many children have made enormous achievements throughout the programme building on a huge range of social and academic skills that extend beyond the life of **Delight in Shakespeare**. The data has been pulled together in partnership with teachers who completed tracking forms for the pupil premium children in their classes. These records of progress show not only academic and social progress of the children we seek to primarily support but also the care and passionate commitment teachers have to the children's emotional and educational well-being.

#### High Achievers



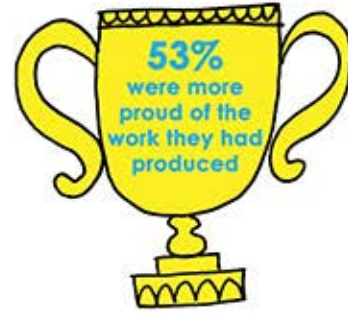
#### Middle Achievers



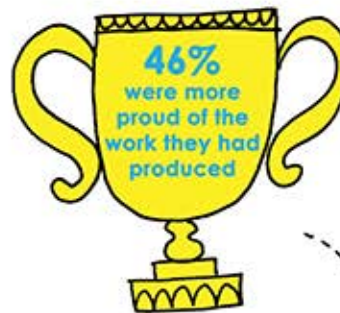
#### Low Achievers



## Boys



## Girls



### A summary on the children involved

- An increase across all focus groups in the sense of pride in the work they had produced
- Increased ability to work as a team member significantly improved for boys, low achievers and high achievers
- A willingness to take more risks in learning showed a big improvement in boys, middle achievers and low achievers
- A willingness to articulate new learning increased for girls, high achievers and middle achievers
- An increase in resilience was apparent for girls, high achievers and middle achievers
- An ability to reflect on learning and self-evaluate increased for high achievers and middle achievers

Name: Layla

Gender: Female

Year Group: 5

**Characteristics of effective learning before Delight in Shakespeare:  
50% Achieving Expectation, 50% Below Expectation**

**Before Programme Teacher Comments:**

Layla finds learning in school tricky, particularly understanding her reading and making sure her writing makes sense.

**Before Programme Layla Comments:**

I like school.  
I feel happy that it's going to be good. I think it will help me to learn more English - to help me learn about Romeo and Juliet.

**After Programme Teacher Comments:**

Layla has always been very quiet at school so it was lovely to see her want to take the part as nanny and a narrator. She did very well and improved her loud voice a lot. It was lovely to see her confidence grow.

**After Programme Layla Comments:**

I felt nervous being nanny but I enjoyed it. I would definitely do it again. It helped me talk in front of other people. I was proud of my acting.

**Characteristics of effective learning after Delight in Shakespeare:  
90% Achieving Expectation, 10% Below Expectation**



Name: Curtis

Gender: Male

Year Group: 5

**Characteristics of effective learning before Delight in Shakespeare:  
100% Below Expectation**

**Before Programme Teacher Comments:**

Curtis works hard in class and always does his best. He finds it difficult to access higher order texts.

**Before Programme Curtis Comments:**

*i feel a bit nervous but i'm really up for it.*

**After Programme Teacher Comments:**

Curtis loved taking part. He went home and watched Romeo and Juliet almost nightly. He came out of his shell so much and we're very proud of him. He found that he could access it (Romeo and Juliet). Curtis loved all his work so much and went home and worked really hard which doesn't normally happen. Curtis was directing other children.

**After Programme Curtis Comments:**

*We have been practising over 2 or 3 weeks. most of us are nervous, most of us are excited. we were trying our best to get this far. I am proud of my memory and without forgetting my voice.*

**Characteristics of effective learning after Delight in Shakespeare:  
60% Achieving Expectation, 40% Below Expectation**

Name: Kennedy

Gender: Female

Year Group: 5

**Characteristics of effective learning before Delight in Shakespeare:  
30% Achieving Expectation, 70% Below Expectation**

**Before Programme Teacher Comments:**

Kennedy is a quiet reserved child. She says very little in class. Quiet achiever, mostly resilient but will not ask for help when needed.

**Before Programme Kennedy Comments:**

When asked about the school and the project Kennedy shrugged her shoulders and smiled. When questioned if she had heard of it she shook her head.

**After Programme Teacher Comments:**

Kennedy really demonstrated a boost in her confidence and this project has brought her out of her shell. We are seeing sides of her that we haven't seen before and as a result she seems to be contributing in class more than before.

Kennedy is demonstrating significant progress in self-confidence and her place as a member of the class.

**After Programme Kennedy Comments:**

I enjoyed it, I was happy and I liked being on the stage. I liked that we got to do more drama in class time and it helped me to learn the story. It helped me learn to work well in a group and made learning easier in class time.

**Characteristics of effective learning after Delight in Shakespeare:  
70% Achieving Expectation, 30% Below Expectation**

Name: Victor

Gender: Male

Year Group: 5

**Characteristics of effective learning before Delight in Shakespeare:  
60% Achieving Expectation, 40% Below Expectation**

**Before Programme Teacher Comments:**

Victor is from Spain and can struggle a bit with confidence, speaking out loud and pronunciation of English words. He has the potential to excel. He is very artistic and sings beautifully.

**Before Programme Victor Comments:**

I feel nervous because of the thought about acting in front of the class.

**After Programme Teacher Comments:**

Victor was really keen to take part; he listened and watched intently during the GSC performance.

He is new to Shakespeare; however we were studying this topic in class and were able to do lots of research to find out more.

He really enjoyed the acting classes and taking part in group activities

**After Programme Victor Comments:**

It was my first time learning about Shakespeare  
it was really enjoyable and funny.

**Characteristics of effective learning after Delight in Shakespeare:  
40% Exceeding Expectation, 60% Achieving Expectation**

Name: Zara

Gender: Female

Year Group: 6

**Characteristics of effective learning before Delight in Shakespeare:**

**20% Exceeding Expectation, 70% Achieving Expectation, 10% Below Expectation**

**Before Programme Teacher Comments:**

Zara is a high ability learner who enjoys anything to do with creative arts. She is resilient when challenged and can stretch herself as a learner, but is often reluctant to do so.

Zara is a popular member of class who can be domineering and can have outbursts, which affect her home life.

In her writing Zara is able but finds it difficult to apply her natural ability in sustained pieces of writing.

**Before Programme Zara Comments:**

I am looking forward to Shakespeare,  
I loved it last year and I love acting.  
I hope it will help me with my writing.

**After Programme Teacher Comments:**

As a pupil who loves drama, Zara was fully engaged in the workshops, writing the play script and performing in front of an audience.

Playing the role of Juliet improved her skills as a performing artist. Zara listened intently and enthusiastically taking on the constructive comments from teacher/actors. Whilst performing Zara took her role very seriously, she communicated and worked in a team very well.

Zara has thrived on these exciting opportunities and has risen to the challenges of performing and writing.

**After Programme Zara Comments:**

I liked the project and it allowed me to express my acting and I love acting! It helped me to use my imagination more with Juliet's feelings and helped me to use my imagination in my writing.

**Characteristics of effective learning after Delight in Shakespeare:**

**100% Exceeding Expectation**

Outcome 3: **Provide an educational programme that supports teachers**

Outcome 4: **Operate as a responsive and listening organisation, ready and able to adapt** (these outcomes are interlinked)

## Spotlight on partner schools

The strength of Delight's work is down to the working relationship we have established with each of our partner schools.

Delight is working towards **Delight In Shakespeare** being embedded in the school calendar as a valuable learning tool for children and teachers.

As a listening and responsive organisation our open dialogue with schools during the programme and our teacher evaluation sessions at the end of the programme played a key part in how we will develop **Delight In Shakespeare** for the next academic year.

We learnt from these meetings that teachers really valued working with professional actors and were able to incorporate what they had seen the actors do into the work they were developing with the children. This included both technical language and performance techniques. We also learnt that some teachers felt 'out of their comfort zone' and would have welcomed more support.

The key feedback suggestions were:

- Deliver the programme to Year 5 alone. Year 6 could watch the performance but it would work better as a year 5 programme.
- Both workshops should work towards supporting children and teachers in creating a performance.
- The second workshop could be longer and offer more support to the school.
- Teachers would like a programme specific resource pack.
- More support embedded into the Arts Award Discover journal so they children have pointers about what to do on each page.
- Reduce the volume of the Arts Award Discover journal from 18 pages to 10 pages so that completing it in school hours is achievable.

These changes will be implemented in **Delight In Shakespeare 2018**

It was very apparent that children benefitted the most from the experience the more engaged their teacher was with the programme. The more confident the teacher felt with developing the work further in class, the greater the impact on children's learning outcomes.

We are going to address teacher engagement and confidence in a number of ways in **Delight In Shakespeare 2018**

- Provide teachers with a resource pack, including a child friendly script and how to incorporate 60 children in a production.
- Work with teachers to develop our CPD offering. We are looking at 'in school' CPD training and also online 'how to' films.
- Support teachers in collating and reporting finding so that all the data we receive is completed comprehensively and of maximum value.

Each of our partner schools contributed £2.50 per participating child to **Delight In Shakespeare 2017**. Our partner schools have shown a commitment to the continuation of **Delight In Shakespeare** at their schools in 2018 with a financial commitment of £25 per child.

## Spotlight on GSC



Delight partnered with Guildford Shakespeare Company to deliver **Delight in Shakespeare** (Macbeth) in 2016. This programme was offered to our partner schools free of charge and was an opportunity for both organisations to understand how the programme could work to be a successful educational resource.

**Delight in Shakespeare** 2017 (Romeo and Juliet) grew out of the learning from our pilot phase. Partnering with an organisation for a second year allowed the opportunity to create an education programme that has been responsive to the needs and requests of the beneficiaries.

Working together in 2016 meant that we were better prepared for 2017, this earlier preparation meant that GSC could engage actors from their main stage productions ensuring that the actors involved in **Delight in Shakespeare** 2017 were all excellent.



GSC generously offered Delight 30 free tickets to their production of Grimm's Fairy-tales which we offered to all of our schools. These tickets were taken by Year 4 children at Weyfield Primary Academy who could walk to the Spiegel tent venue in Stoke Park, Guildford.

*Best school trip ever! And we've been to Legoland.*

Was one child's response to seeing their first production in an external theatre space.

Fairy-tale focused written tasks improved for key children in year 4 who were looking at fairy-tales in their literacy lessons. The experience provided ideas for the children to write as they could retell what they had seen if they were struggling for ideas.

A variety of teachers from across the 10 schools have started to attend GSC main stage productions after experiencing GSC's work at their school.

Delight is very driven to provide the best experience to our partner schools and GSC have been very open and responsive in working with us to develop the programme in line with the teacher's and children's feedback.





## Spotlight on Surrey Cultural Education Partnership

Delight has had the opportunity to partner with Surrey Arts to deliver the Surrey Cultural Education Partnership.

Surrey Cultural Education Partnership (SCEP) is an interface between schools and cultural providers that enhances the capacity of both sectors to better engage children and young people in artistic and cultural activity.

The aims of the SCEP are to

- Promote deep learning and authentic artistic experiences.
- Promote collaboration, information sharing, pooling and signposting good practice and resources.
- Be a knowledge base and provide mapping of cultural provision.
- Support schools in embedding of cultural entitlement into their schools.
- Widen access to arts by engaging in targeted work, and also to engage with families as well as with children and young people.
- Promote the importance and benefits of cultural engagement for children and young people.

Partnering with Surrey Arts to deliver this pledge to the arts within Surrey was a perfect fit for Delight.



## Outcome 5: Show some success at engaging parents

What did you think about sharing your performance with family and friends?

mum good idea amazing  
awesome parents proud alright boring  
brilliant happy family excited scary  
nervous play share fun fantastic liked  
performance scared love enjoyed

- On average each performance attracted 25 adults.
- There were 13 performances across the 10 schools.
- 1 school decided to do an evening performance, with full set and costumes and attracted over 100 adults and siblings.
- Only 1 school chose not to do a parent assembly or performance.
- The programme engaged roughly 400 adults.



## Outcome 6: Engage as many children as possible with Arts Award Discover

### Spotlight on ACE initiatives



Arts Council England strives for every child and young person to have the opportunity to experience the richness of the arts, museums and libraries.

ACE wants to ensure that the experiences children are exposed to are high quality and with intent of purpose. To achieve this they look to support work that is:

- Striving for excellence and innovation
- Authentic
- Exciting, inspiring and engaging
- Positive and inclusive
- Actively involving children and young people
- Enabling personal progression
- Developing belonging and ownership

These quality principles underpin Delight's work and the relationships we seek to build with schools and arts organisations.

The accreditation of these ACE objectives can be seen on both a personal, child focused level (Arts Award) and a whole school level (Artsmark) and Delight actively supports these accreditations with our partner schools.

#### Artsmark



Artsmark is a whole school journey to embed arts across the curriculum. 7 Delight partner schools have signed up to begin their Artsmark journey in September 2017.

## Arts Award



Arts Award is a child focused accreditation. There are 5 levels, 4 of which are accredited qualifications, Discover is an introductory award. Arts Award is a great way for children and young people to be inspired by and enjoy the arts.

- All schools that took part in **Delight In Shakespeare** had the opportunity for their children to work towards their Arts Award Discover.
- 554 children received their Arts Award Discover - Shakespeare Challenge.
- Some schools opted for 1 year group to participate in Discover Arts Awards.
- Only 1 school chose not to participate.
- For many children this was the first time they had received an externally accredited certificate.

The awards are accredited by Trinity College London. Receiving an award from a higher education establishment may open up to children the possibility that higher education could be for them.

Delight is a registered Arts Award Centre and we offer support to our partner schools and arts organisations wherever possible.





## Next steps: Delight in Shakespeare 2018

Our evaluation sessions with both teachers and GSC were a great way to understand what did not work so well and ask for input on various aspects of the programme

### The key issues relating to Delight in Shakespeare 2017

- Most teachers felt that having a story consolidation workshop and then a short performance focused workshop was not enough support for them or the children to feel confident enough to share their work with the wider school and community.
- The second performance focused sessions were too short seeming to vary in length between 30 minutes and 1 hour.
- Some teachers felt that they needed more guidance notes and a script to help them put on a performance.
- Teachers would like to know in September the term and dates that **Delight in Shakespeare** will be taking place in 2018.
- Teachers felt the literacy focused Arts Award Discover journal Delight had created was too long and there was not enough guidance on how to complete it.
- The pupil premium tracking forms were not completed consistently and comprehensively by all teachers at each school.
- Delight did not ask the most relevant questions or address the academic abilities of children before the programme.
- Delight did not ask children to complete a Survey Monkey before the programme.
- Parental engagement across the schools differed dependent on individual teacher engagement with **Delight in Shakespeare**.

## Developments for Delight in Shakespeare 2018

- Each child will have 4 hours of time with GSC actors. This will be divided between an initial 1 hour workshop for each class and the 2nd workshop lasting 3 hours, to support teachers and children in putting their version of the play together.
- Delight and GSC will develop a teacher resource pack, including a script, suggestions on how to include 60 children in the production and helpful tips.
- Schools have committed £25 per child in funding.
- The Arts Award Journal will be reduced to 10 sides and include more guided questions and 'top tips' to support children and teachers in completing it during the school day.
- Delight will develop better tracking materials, with specific detailed questioning.
- Delight will work with teachers to complete the tracking data to ensure that we collate the most appropriate information available.
- Delight will design a stronger Survey Monkey questionnaire and ask children to complete it before as well as after **Delight in Shakespeare**.
- Delight will suggest schools invite the wider community to see both GSC's performance of Macbeth as well as the children's performance.
- Delight will encourage schools to send home flyers. Delight will provide a template for schools to build on.
- Delight will encourage schools to bring the children's Arts Award Discover journals to the performances for parent, friends and community to comment on the children's work.

## Developments for Delight in Shakespeare 2019

We are aware some developments that we would like to make will require time and additional finances before we can implement them. These changes we will work towards for 2019

- Develop on-line resource packs and 'how to' short films.
- Develop a CPD programme to offer to schools, both full day and twilight sessions. This will act as both an income stream to help cover the cost of the programme and enable Delight to reach out to schools that are not able to access the Delight programmes.



THE WORKSHOPS WERE AMAZINGLY FUN. IT WAS SO COOL PLAYING PEOPLE AND IT HAS MADE ME LEARN.



Performing to my family made me proud of myself.

I was really nervous at first, when it got closer to the time I felt confident. It was the first time I did a play in front of my family.

It was nerve-racking and fun

I liked sharing with my mum i told her the story

Knuckle cracking

Brilliant! My parents and sister really want to see it

The performance was amazing it was probably the best performance I have ever seen. It's absolutely ridiculous how amazing it is.

The arts award journal helped me with my performance because the story map summarised it so I can remember what happened

The arts award journal helped me with my learning in class

My family was proud of me when I told them  
I was happy they liked it

