



### SYNOPSIS

This innovative project brought together traditional artists, pupils and teaching professionals to develop collaborative working, share good practise and provide a valuable learning experience for all involved.

Participating in the project were two primary schools, one academy, a centre for autistic young people and an education centre for disengaged learners in Highland and Aberdeenshire. The project was tailored to the specific needs of the pupils from each of the local authority areas.

The primary schools worked over several weeks with a storyteller where they learnt traditional tales and storytelling techniques. They used this new knowledge as stimulus for writing and composing their own songs with the support and expertise of two traditional musicians. The Education Centres worked with a song writer and musician where they learnt about different instruments, rhythms and styles of music. They used class topics and areas of interest as inspiration for the songs they wrote.

The next part of the project was a three day traditional festival where around 50 academy pupils participated in song writing, storytelling, step dance and film making workshops. At the end of the third day the primary schools came to the academy to showcase all the material they had created.

Throughout the project songs, sound bites, interviews, photographs and updates were shared through the Fèis Rois GLOW site. All the songs written by the pupils were recorded and made into a CD as part of a teaching resource pack and DVD.

### AIMS

- **To demonstrate how traditional music, storytelling, songwriting and dance can meet the overarching experiences and outcomes of the Curriculum for Excellence (CfE) for the Expressive Arts, Literacy and Health and Wellbeing**
- **To bring together teaching professionals and artists to work collaboratively in providing exciting and valuable learning experiences for pupils**
- **To meet specific areas of the four capacities of the CfE and to develop confidence in using these new skills in the future**
- **To generate new partnerships between Fèis Rois, schools, education centres and traditional artists working in Scotland**
- **To share material through GLOW and encourage joint up working across two local authority areas in Scotland**
- **To increase awareness and understanding of Scottish culture and traditional arts**

### PARTNERS

- Fèis Rois | [www.feisrois.org](http://www.feisrois.org)
- Aberdeenshire Council
- Highland Council
- Learning Teaching Scotland
- Chris Smith Associates

### PARTICIPANTS

- The pupils of Apple Grove, Black Isle Education Centre, Ballater Primary, Banchory Primary, Aboyne Academy

### FUNDING

- Learning and Teaching Scotland: Co-Create



### THE PROJECT ACHIEVED THE FOLLOWING LEVEL 1, 2 AND 3 OUTCOMES:

<p><b>DANCE</b></p> <p><i>I have created and taken part in dance from a range of styles and cultures.</i></p>	<p>The pupils learnt Scottish step dance, and with their current dance experience choreographed their own dance routines in small groups.</p>
<p><i>I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.</i></p>	<p>Pupils critiqued the work of their peers as well as offering support and recommendations for improvements where necessary. Through group discussions they expressed their own thoughts and feelings on the new dance steps and their work.</p>
<p><b>MUSIC</b></p> <p><i>I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.</i></p>	<p>Pupils made a recording of the songs and stories they worked on. They used different vocal sounds to create effects throughout their stories.</p> <p>The Highland participants learnt about a range of musical instruments, the varying sounds they can be used to create with a particular focus on traditional Scottish instruments. They also discussed different styles of music and experimented with varying tempos and rhythms.</p>
<p><i>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.</i></p>	<p>Inspired by traditional tales pupils wrote their own songs. They communicated their ideas and lyrics for the songs both as a whole class and in small groups. Through this process the pupils learnt how to convey feelings and tell a story through music.</p>
<p><b>ART AND DESIGN</b></p> <p><i>Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.</i></p>	<p>Using the stories they heard, pupils created story sticks and story plates representing the key elements. Pupils also designed CD covers using their songs as inspiration.</p>
<p><b>LITERACY AND ENGLISH</b></p> <p><i>I can recognise how the features of spoken language can help in communication, and I can use what I learn.</i></p>	<p>Through listening to stories and telling stories pupils developed their understanding of the importance of the spoken word and its role in passing on traditional tales.</p>
<p><i>Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.</i></p>	<p>After working on voice projection, clarity of speech and use of tone, pupils used these skills to tell stories as part of a performance.</p>
<p><i>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i></p>	<p>After learning new stories pupils used the key information to write their own songs. They were aware of the timeline and worked together to select the best ideas and structure for their songs.</p>
<p><b>HEALTH AND WELLBEING</b></p> <p><i>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.</i></p>	<p>Aboyne Academy, pupils prepared a performance programme for the primary schools. They wrote songs relating to transition and giving a positive message about the first day of high school.</p>

