

Training Manual Guide for

Learning through
CREATIVE ARTS

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Introduction to 'Learning through Creative Arts' Trainer Manual

The creative arts harbor limitless potential to enrich our lives. In the case of children and young people the arts are particularly valuable; as the developmental promotion of cognitive, personal and social skills, in addition to the increase in motivation, confidence and self-esteem are even more beneficial. One key initiative of this training manual is to demonstrate how the creative arts can be used to raise the standard of teaching and learning in any subject you choose. We believe that utilising the creative arts in lessons increases student participation, meaning that they become more engaged in the subject and therefore their rate of learning is increased. A unique characteristic of children is their willingness to take a chance – without fear of failure. Being worried about getting something wrong inhibits learning in the same way that it would prevent an artist from producing a painting.

“Anyone who has never made a mistake, has never tried anything new.”

– Albert Einstein

A creative curriculum encourages learners to have a go and it does not punish mistakes. A creative learning environment provides the perfect conditions for children to develop their critical intellectual skills. An excellent teacher strives to nurture students so that they can think independently and originally. One way that educators can promote this high standard of teaching and learning is by adapting their curriculum to incorporate the creative arts.

Our Recommendation

Epic Arts highly recommends that the Ministry of Education in Cambodia embraces the 'Learning through Creative Art' manual and considers the potential of this material to improve the standard and inclusivity of teaching and learning in schools.

The Ministry of Education in Cambodia has already begun to support the implementation of inclusive education in the country. However, our mission is to ensure that all education in Cambodia is inclusive - meaning that children are not excluded from education or discriminated against at school. Inclusive education is an ongoing process that requires addressing more than just teacher training - social stigmas and access requirements are just some of the other barriers that we work to overcome. We hope that this training will provide the next stage needed on the journey to providing all children with an education.

What is Epic Arts?

Epic Arts is an international, inclusive arts organisation based in Cambodia and registered as a charity in the UK. We use the arts as a form of expression and empowerment to bring people with and without disabilities together. We aim to promote the message that every person counts through our inclusive education, community and social enterprise programmes.

Epic Arts Mission Statement

Epic Arts uses the arts as a powerful tool for transformation that explores and celebrates the richness of diversity through creative experiences. We work with people of all abilities and backgrounds through our Inclusive Education, Community and Social Enterprise Programmes to encourage a change in perceptions and attitudes at both a personal, and public level. We promote the message that every person counts, every person is a unique and creative individual and every person is equal. We believe in integrity, understanding, acceptance, development, equality and the inclusion of all...and most of all we believe in people.

Website: www.epicarts.org.uk

Twitter: @EpicArtsNews

Facebook: www.facebook.com/everypersoncounts

Youtube: www.youtube.com/c/epicarts

Instagram: epicarts_cambodia



What is Aide et Action?

Aide et Action is an international consortium that is present in 25 countries and active in Cambodia since 2003; it focuses on four priority themes: Access to Quality Education, Early Childhood Care and Education, Education for Girls and Women, and Inclusive Education.

AEA's innovative approach places great importance on the role of local stakeholders - people, communities and authorities by actively engaging them in consultation processes and developing leadership capacity enabling meaningful and sustainable change.

AEA influences education policies in the formal and non-formal sectors by strengthening teaching methodologies, advocacy; building capacities of education staff.

Partnerships Multiply Influence

On the basic principles of equity, shared resources, and transparency, our partnerships continue to evolve bringing larger stakeholders to focus on the issue of education. The joint effort resulted in greater field impacts. Our strategies focus on mobilizing key actors in the field to join force so as we can reach more children in needs.

Website: www.seac.aide-et-action.org/location/cambodia

Twitter: @aideetactionsa

Facebook: <https://www.facebook.com/AEASoutheastAsia>

Youtube: www.youtube.com/user/intaideetaction

What are the Creative Arts?

Firstly, what is creativity? The English Oxford Dictionary defines creativity as:

[NOUN] The use of imagination or original ideas to create something; inventiveness

In an educational context, the creative arts are activities that engage our imaginations and can come in a range of creative mediums – such as art, dance/movement, drama/role-play or music.

The are the Benefits of Implementing 'Learning through Creative Arts' Training

The 'Learning Through Creative Arts' manual has been designed to fulfill the following objectives. Teachers and facilitators are taught the skills needed to:

- Gain a better understanding of inclusive education
- Learn how to be more adaptable and creative in their lessons
- Develop new skills and ideas that benefit their students and the school as a whole
- Learn how to use the creative arts in education through observation and participation in the workshops.
- Gain a better understanding and new skills in how to develop inclusive education their schools.
- Learn how to adapt activities for people with different needs and abilities.
- Become more accepting of people with disabilities and encourage their students to do the same.

Barriers to the Creative Arts in Cambodia

Since the end of the civil war, education in Cambodia has made much progress considering the lack of resources resulting from the trauma and destruction of communities, societies and educational institutions. There has been a rapid expansion in the education sector that is reflected in the statistics such as student enrolments, the number of school buildings and teaching staff. The Government of Cambodia, particularly the Ministry of Education, Youth and Sport has done much work to improve the quality of education in Cambodia by rebuilding human resources and taking steps to improve educational quality and efficiency. However, there is still much work that needs to be done if the Cambodian education system is to achieve a good level of standardisation.

“Arts Education in schools in Cambodia needs to be revised and promoted with the objectives to meet the national goals for Education i.e. to develop fully the talents and capacities of all students.”

- Mr. Leang Nguonly, Deputy Director General of Education

Ministry of Education, Youth and Sport Cambodia

(UNESCO: Needs Assessment for Arts Education in Cambodia, 2004)

In Cambodia, the revival of arts and culture has played an essential role in the country's rebirth after the devastation of genocide. Yet Khmer schools have had to cut down on the teaching hours for some subjects and the creative arts are often the first to be withdrawn. This reduction of creative arts in schools is due to classroom shortages, lack of materials and a lack of teachers training in creative subjects.

“The conflict and violence in Cambodia in the 1970s is well known and part of living memory for most Cambodians over the age of 40. The country's arts and culture suffered enormously, with 90% of artists killed, and the many traditions passed on via oral transmission at risk. Cambodia's arts scene has undergone a widespread revival and is a

living example of a society transforming through the arts. Cambodia is a case study for exploring the often strenuous relationship between conflict and culture, for learning from cultural resilience, and for examining the importance of the arts in the rebuilding and the restoration of identity after conflict.”

-

Ms. María Fernández Sabau

Cultural Consultant and Curator

Living Arts in Post-Conflict Contexts Forum, Cambodia (2016)

Only around 2% of teachers in Cambodia are teachers of a creative subject, and these account for the Arts, Home Economics and Technology. Of the creative art lessons that do take place in Khmer schools, most of the content focuses on Khmer traditional musical instruments, songs, dance and poems. We feel it is important for traditional Khmer arts to be taught to Khmer children. However, there is still a large discrepancy between the Ministry of Education's 'Recommendations to promote Arts Education in schools in Cambodia' and the current curriculum being delivered in Cambodia's schools.

How to Promote Arts Education in Khmer Schools

We believe the following steps need to be taken if Khmer children are to receive an inclusive and creative education:

- Revise the curriculum in Cambodia by integrating the Arts
- Develop textbooks for Arts Education, publish them, ensure that they reach the schools and are implemented
- Continue to recruit art teachers for the teacher training
- Cooperate with community or other relevant institutions such as the University of Fine Arts, the Ministry of Culture and Fine Arts, NGOs, IOs especially UNESCO to seek their help in terms of technical and financial resources
- Use Information Communication Technology (ICT) for teaching and learning arts in schools

- Aim to plan for creative subjects to become compulsory in national examinations

The 'Learning through Creative Arts' manual has been designed to enable the initial stage of arts integration into public schools. Through arts integration and teacher training in 'Learning through the Creative Arts', our intention is to bring the creative arts into the classroom and to children who may otherwise not participate in a range of creative art activities.

We encourage teachers who complete this training to adapt the content to suit their strengths, interests and skill set. The concept of integrating the creative arts into the curriculum has been developed with teachers in mind – so that it is flexible and can be personalised. We hope that by informing and demonstrating a range of ways in which creative art activities can be used to strengthen core subjects, teachers will be empowered and understand how to integrate creative activities into their lessons.

As summarised in 'Benefits of the Creative Arts for Children', the benefits of engaging with the variety of artistic mediums, such as visual art and dance, are immense. In integrating these activities into the curriculum, we aim to achieve the following outcomes:

- Children benefit from engagement in creative art activities – which they may otherwise have not encountered in the current curriculum
- Teaching and learning standards are raised as a result of creative and multi-modal learning
- Learners retain subject content for longer and understanding is strengthened due to participating in more memorable activities whilst studying syllabus

Our Responsibilities as Educators to Advocate the Arts

Given the holistic benefits of the creative arts and the numerous barriers to creative learning to Cambodian children, we need to take responsibility to strive for the future prosperity and wellbeing of younger generations. When properly integrated into the curriculum, the arts offer multi-modal learning and therefore can accommodate all learner styles.



Student drawing at Epic Arts, Kampot

Benefits of the Creative Arts for Children

The benefits of integrating creative arts into the curriculum are numerous and full of potential. Arts integration does not only enhance learning but provides substantial support to the development of many key skills. Using creative arts in the classroom creates an inclusive learning environment that is a tool to better engage children with disabilities, at-risk, of mixed-abilities and from disadvantaged backgrounds. When taught correctly, a lesson that follows a creative curriculum uses the arts as an instrument for giving 'children with varied abilities opportunities to engage with learning through different sensory modalities.'

Many studies have shown that creative arts activities can help young people develop in a number of ways by building critical thinking skills, strengthening problem-solving abilities, stimulating the imagination and much more. It is also a fact that the countries that rank consistently among the highest for math and science test scores, like Japan, Hungary, and the Netherlands, have mandatory arts education programs in their schools.

Studies show that young people who are involved in creative arts activities are more likely to:

- Be more proficient at literacy and numeracy in school.

- *(The Arts Education Partnership. 2002)*

- Have a better awareness of the world around them and be able to contribute to better community understanding and acceptance of others.

(The Rand Corporation. 2005)

- Be more successful at school over all and more likely to graduate from school.

(The Centre of the Arts. 2009)

- Have higher school attendance rates, are given less disciplinary actions and have higher test scores.

(Missouri Alliance for Arts Education. 2010)

'Research has evidenced that a higher frequency of engagement with arts and culture is generally associated with a higher level of subjective wellbeing. Engagement in structured arts and culture improves the cognitive abilities of children and young people.'

*- The Value of Arts and Culture to People and Society;
an evidence review, Arts Council England (2014)*

Specific benefits for children participating in creative art activities include:

- Cognitive Development
- Physical Development
- Social Development
- Emotional Development
- Mental Health and Wellbeing

In the Teacher Manual, each activity details the areas learners will develop through participation. These focus on 3 primary areas of development – Cognitive, Physical and Social.

Cognitive Development

Cognition covers essential areas of child development including memory, motor skills, visual and spatial processing, perception and language skills. When a child participates in a creative art activity their cognitive abilities are being nurtured across multiple areas. Practicing creative art stimulates numerous cognitive functions all at once, as they are multimodal learning activities that require learners to utilise different parts of their bodies and minds all at once.

Visual art activities are a highly effective way for children to learn the names of colours and shapes. Art activities are also a great way to engage children in core subjects. For example, when given the task of drawing a leaf from observation – students use a magnifying glass to study the veins in the leaf and this helps them to understand the process of photosynthesis in their science class. Observational studies are also opportunities for children to record their thoughts, to ask questions and to reflect – all of which are critical skills that will provide the foundations for children to develop into more able learners.

When a learning environment encourages creative exploration and play, it in turn is enabling children to work independently to imagine, discover and understand the world. Group play and exploration is equally as beneficial as it facilitates the 'scaffolding' learning process – meaning that children with lower ability increase their skill level through emulation of another child or adult of a higher skill level. This is often observed in younger children partaking in creative art activities.

When participating in a dance activity a child is learning kinesthetically. Kinesthetic learning (learning through physical activity) requires the learner to think through a motion and enhances the development of their cognitive learning skills. One of the most effective ways to help a child remember material is to put it into a song – preferably to the tune of a

song that they are already familiar with. Songs have long been used to teach the alphabet in literacy, as well as numbers and other core material. If you combine an educational song with a dance activity the memories are being reinforced and subsequently cognitive skills are promoted.

Cognitive Skills

Below you will find descriptions of the cognitive skills covered in the Teacher Manual:

Creative Thinking

Creative thinking describes the ability to form new ideas or images not already present to the senses. Creative thinking can be used to create something new or original, or to overcome problems or issues. This can be achieved through structured and unstructured means.

Critical Thinking

Critical thinking is the ability to analyse and evaluate an issue in order to inform a judgement.

Hand-Eye Coordination

Hand-eye coordination is the joint control of eye movement with hand movement and involves processing of visual input to guide the hands.

Language

Language is the method of human communication and can be spoken, written or symbolic (image-based).

Listening

Listening is the ability to pay attention to and effectively interpret and understand what is being said.

Logical Reasoning

Logical reasoning is the process of taking rational steps to arrive at an informed conclusion.

Observation

Observation is the action or process of closely observing or monitoring an object, place or person.

Problem-Solving

Problem solving is a process of finding solutions to solve and overcome a problem or issue.

Sensory Perception

Sensory perception is the neurophysiological processing of stimuli. This includes responding to all of 'the senses': touch, hearing, vision, taste, etc. However, in the Teacher Manual 'Sensory perception' is used to refer specifically to the sense of touch and recognition being explored through tactile and 'sensory' activities.

Physical Development

Creative art activities such as visual art, music, drama and dance help younger children to develop their senses through exploration and discovery. Creative art activities are very important from an early age as they help to develop motor skills that are critical for adult ability later in life.

Visual art encourages the development of fine motor skills and hand-eye coordination. Regular art activities also give children opportunity to practice and perfect their fine motor control. Participation in art activities from a young age helps children to gain the fine motor skills they will need when they begin writing in their literacy classes.

Dance and movement help children to establish motor skills and coordination. By teaching specific dance movements such as jumping,

skipping or hopping, you are also helping them to develop their gross motor skills. Dance and movement activities aid the development of major muscle groups and movement skills. The use of music in dance activities is key as it gives children chance to explore, express and interpret rhythm at the same time as promoting the growth of both fine and gross motor skills. Dance activities also improve fitness and physical health – regular physical activities like dance encourage a healthier lifestyle and behavioral life choices.

Physical Skills

Below you will find descriptions of the physical skills covered in the Teacher Manual:

Fine Motor

Fine motor skills are small movements and the coordination of small muscles in the fingers, toes, wrists, lips and tongue.

Gross Motor

Gross motor skills are large movements and coordination of the larger muscles, such as arms and legs.

Social Development

When children work as a group in any subject area, they are learning to share, interact, and be responsible for their actions. Creative activities are particular good at facilitating these social and communicational skills. The most successful educational activities are those where the teacher asks students to make decisions and solve-problems by working together.

When a class study art, music, dance or any creative medium, it opens the door to exploring various artists, cultures and time periods. This gives children the chance to learn and appreciate diversity and come to understand the unique values and beliefs of different people and societies. Consequentially, studying the creative arts helps children to

build their own perspective and feeds their imagination.

Art activities, especially multi-media, are great platforms for children to collaborate and share their own unique expressive styles. Visual art outcomes also can improve the cohesion of a group when displayed – as this gives children a sense of pride and accomplishment – as well as symbolising the importance of unity and the benefits of diversity and positive communication.

Group dance activities promote social interaction and cooperation with others. Working in a group means that children must learn to interact with their peers and teachers. Through movement, dancers learn to collaborate, exchange ideas, practise negotiation and learn about diverse views.

Social Skills

Below you will find descriptions of the social skills covered in the Teacher Manual:

Collaboration

Collaboration is the action of working with one or more people to produce or achieve something.

Communication

Communication the imparting or exchanging of information by speaking, writing, or using some other medium.

Leadership

Leadership is the act of leading one or more people and the ability to direct them efficiently.

Emotional Development

The creative arts support children's emotional development. When a child participates in a creative art activity they are gaining self-confidence, feeling pride in their work, and experiencing success (Koster, 2005). The creative arts are inclusive and help to raise self-esteem, confidence and increase motivation. Creative activities are particularly valuable when teaching children with intellectual disabilities and of lower ability, as an individual's IQ level does not reflect their artistic or musical ability. The arts also aid emotional development when others, such as teachers, value children's creativity give positive feedback or praise. Furthermore, the arts allow children to express strong emotions that they may otherwise have difficulty communicating. When we value children's creativity, we help them feel valued as people, raising their self-esteem. Arts integration encourages children to appreciate their own unique characteristics and expressions, as well as teaching them to persevere through exploration and discovery.

Creative activities provide healthy opportunities for children to explore and gain control over their emotions (Koster 2012). Engagement in creative arts is significantly more beneficial to the emotional development of children as oppose to adults. Engagement is more beneficial during these earlier stages of development as young children are still exploring their emotional range and these investigations help them to develop the emotional self-regulation required in later life. Drama and role-play are ideal mediums for children to explore their emotional range and abilities.

Dance is a strong creative art form that allows children to freely express their thoughts and emotions. If a child cannot verbalise how they feel, they may be able to through the medium of dance. Dance allows the expression and release of positive and negative emotions in a healthy way. As well as being fun, dance activities give children the chance to explore their imagination and thoughts whilst they dance.

Mental Health and Wellbeing

‘When we talk about the value of arts and culture, we should always start with the intrinsic – how arts and culture illuminate our inner lives and enrich our emotional world. This is what we cherish.’

- The Value of Arts and Culture to People and Society;

An evidence review, Arts Council England (2014)

There have been many studies and evidence gathered to support the notion that engagement with creative art actively improves people's moods, emotions, and other psychological states.

Many cultures have embraced the idea that creative expression can powerfully contribute to the healing process. Throughout history people have used images, dances, chants and narratives in healing rituals. Despite art therapy has been used as a clinical tool for over a century, it was not a recognised profession until 1991. The creative arts can offer refuge from intense emotions relating to physical and psychological illnesses.

Key ways in which visual art can improve physical and mental wellbeing are:

- Help people to focus on positive life experiences
- Facilitates exploration, expression, release and the healing process
- Enhance self-worth and identity
- Provide opportunity to demonstrate continuity, challenge and achievement
- Enable people to maintain a social identity that is not defined by their state of health
- Allows people to express their feelings in a symbolic manner

Key ways in which dance and movement-based expression can improve physical and mental wellbeing are:

- Relief of stress and anxiety
- Free expression of thoughts and emotions that are difficult to express non-verbally
- Promotes psychological health and maturity through a physical releases of emotion
- Release of negative emotions
- Expression of positive emotions
- Promotion of mental well-being and development of self-awareness

To summarise, we believe the case for schools to integrate the creative arts into their curriculum is strong and worthwhile. The objective of the Learning through Creative Art manual is to enable young learners to:

- Think creatively, with an open mind
- Observe, describe, analyse and interpret
- Express feelings, with or without words
- Practice problem-solving skills, conflict-resolution skills, critical-thinking skills and communication skills
- Discover that there is more than one 'right' answer and that there are multiple points of view in society
- Collaborate and communicate better with other young people and with adults
- Build confidence and self belief
- Develop teamwork and communication skills
- Have a better understanding of other people
- Observe the world carefully and discard preconceptions in order to envision something new and then create it
- Go beyond just learning a skill, to being able to express a personal voice
- Reflect on results and ask what could be done to improve them

Children's Rights to Inclusive Education

The 'Learning through Creative Arts' manual is built on the belief that every person counts. Our aim is to use creative arts in education to promote total inclusion of people of all abilities and disabilities. Our objective is to do this by using the arts as a form of expression, transformation and empowerment.

Here is some legislation that echoes our beliefs about every child's right to education:

United Nations Convention on the Rights of the Child

(2013)

Article 13: *'You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.'*

Article 23: *'You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.'*

Article 29: *'Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.'*

Legislation: Equality Act and the Challenge of Accommodating Disability

(2010)

In the Equality Act, which outlaws discrimination of disabled people in access to education and other services, discrimination is defined as:

“Treating a disabled person less favourably than you would treat a non-disabled person for a reason relating to that person’s disability. Failing to provide a reasonable adjustment.”

According to the Equality Act, making reasonable adjustments could include:

- Changes to practices and procedures
- Changes to physical features
- Changes to how learners are assessed
- Providing extra support and aids

United Nations Human Rights – Convention on the Rights of Persons with Disabilities

Article 24 – Education:

1. States Parties recognise the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life long learning directed to:

(a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

(b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

(c) Enabling persons with disabilities to participate effectively in a free society.

2. In realising this right, States Parties shall ensure that:

(a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

(b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

(c) Reasonable accommodation of the individual's requirements is provided;

(d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

(e) Effective individualised support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

(a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

(b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

(c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf-blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realisation of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.



Groups discuss children's rights and barriers to education

Inclusive Education

What does 'Inclusive' Mean?

The meaning of the term 'inclusive' is often debated and used in many contexts. The words 'integrated' and 'inclusive' are interchangeable, but they can mean very different things.

Integration – a process of including where one group must change to be accommodated and part of another.

Inclusion – a process where people with different abilities belong, are engaged and are connected to the purpose and objectives of the group, in full and equal participation.

(Bokslag and Wheeler-Connolly, 2009)

What are 'Inclusive Arts' ?

The term 'Inclusive Arts' does what it says on the tin! It is an artistic activity, project, performance, exhibition etc. that includes all people in its processes and products. Inclusive education practice is a collaborative, participatory practice between different people, often focusing on people who are excluded in some way from society. The aim is to use the arts and tailor the practice around people involved to achieve something creative and unique.

Inclusive arts practice and education should be mutually beneficial for both parties involved - the teacher and the student. Both should be gain experience and knowledge from participating. All parties involved in inclusive arts practice have knowledge and expertise in their area, whether that is a specific skill or understanding of a personal situation or a way of seeing the world. For example, if a person is deaf, they are an expert in knowing how to live without

the use of this sense and adapt, they have insight in to the world that a 'hearing' person does not. These individual experience of the world in which we live can bring so many different levels to a creative project – this is what is so exciting about inclusive art and education practice.

In the fields of inclusive arts and educational practice, we must understand the power of art to do 'good', but also the power of art to do 'harm. Art can impact people in such a way that can change the direction of our lives, it can determine huge decisions, make people overjoyed, angry, hopeful, scared and incredibly sad – it is indeed very powerful. The arts can be a very personal thing, sometimes that comes from our very souls, therefore when it is 'attacked' in someway it can cause real damage to a person. Real time, planning and thinking need to go into any form of arts practice, but particularly the area of inclusive arts, where people may be vulnerable and possibly lacking in confidence. Every moment should be thought out and prepared for to avoid any harm coming to the participant whether that is physically or emotionally. There is a real case for training and understanding in inclusive arts practice, people don't want to intentionally do harm, but through a lack of understanding of a person or a condition, could do grave harm and effect someone's belief in themselves and damage their confidence in someway.

Inclusive Arts means valuing every person's creativity, regardless of ability, and accepting everyone's right to express themselves in a unique way. Approach inclusion with an attitude of openness and enthusiasm.

Epic Arts defines inclusive arts as:

“An artistic based practice such as dance, music, visual art, film-making, drama etc, that is made accessible to, and centered around, people of all physical and mental abilities, all cultures, all genders, all ages, all sexual orientations, all religions and all backgrounds with collaboration, individuality and creativity at its heart.”

Inclusive Arts in Action – An Exploration of the Inclusive Arts Practices at Epic Arts
(Laura Evans, 2015)

Inclusive Learning in Action

There are 3 fundamental qualities that are necessary for learning environments to be inclusive:

‘ATTITUDES’

How people need to think and feel.

‘ACTIONS’

What people need to actively do.

‘PERSONAL SKILLS’

What skills people need to cultivate.

The **ATTITUDES** required for successful inclusive learning are:

- Value each person's individual creativity
- Have a 'can do' attitude
- See the ability in others
- Understand that we are all human

The **ACTIONS** required for successful inclusive learning are:

- Give time to activities and people
- Set an example and share
- Treat people equally
- Encourage creative interactions

The **PERSONAL SKILLS** required for successful inclusive learning are:

- Include everyone in communication
- Have knowledge and share knowledge
- Be part of a team
- Be adaptable in all areas

Inclusive Arts in Action – An Exploration of the Inclusive Arts Practices at Epic Arts

(Laura Evans, 2015)

“We need to accept the bodies and minds that we have and those bodies and minds that other humans have, no two bodies and minds are the same. This is what is interesting and what creates different art and creative ideas when all these things all come together.”

Inclusive Workshop Participant - Epic Arts

Meet the Artists

The Epic Artists represent different kinds of abilities and disabilities. Throughout the 'Learning through Creative Arts' Teacher Manual, they will introduce adaptations for all participants.

Each artist appears at the bottom of every page because all activities are inclusive. We also encourage you to come up with your own adaptations that work for you.

Creativity I Can

I'm Chakatak and I have special educational needs.

For those with special educational needs:

- Make instructions clear
- Allow time for students to express and explore at their own pace
- Give opportunities to push themselves

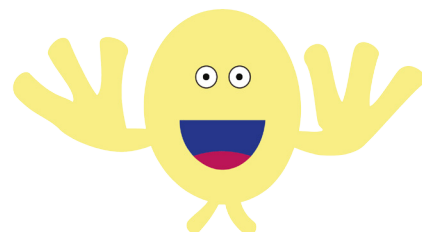


Creativity I See

I'm Sok-a-Lok and I'm hearing impaired.

For the hearing impaired:

- Use sign language
- Clear and open facial expressions
- Play loud music to feel the vibrations
- Use visual instructions to make the activity clear

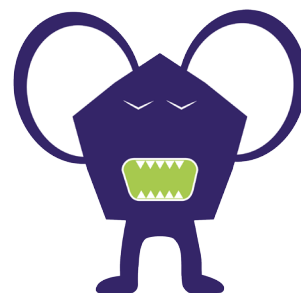


Creativity I Feel

I'm Kuri and I'm visually impaired.

For the visually impaired:

- Use assisted guidance when required:
Hand over hand/elbow/shoulder
- Add tactile and auditory references
- Use touch to clarify instructions

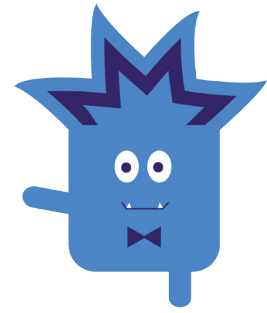


Creativity I Reach

I'm NeeNee and I'm physically disabled.

For the physically impaired:

- Use appropriate space for all to move safely
- Use inclusive language
- Encourage movement even if it is limited
- Use supportive partners



Creativity I Include

Means that no additional adaptation is needed!

I'm Boo and I appear on each page because I include everyone!



In order to ensure that education is accessible to everyone, it is important that all activities are adaptable and sometimes this means individualising certain activities to suit your learners.

You may teach children whose disadvantages are not addressed by any of our inclusive 'artists'. For example, one of your students may be below the standard literacy level for a child of their age – this is where you should adapt activities to suit their abilities. This is the area we will focus on in 'Integrating the Creative Arts into the Curriculum'.

How Children Learn: Bloom's Revised Taxonomy

There are many ways of learning – by watching, listening and doing. Children learn best when they have interesting things to do and interested people to help them.

Children all learn in different ways that are unique to the individual. The three most common modes of learning are:

Auditory, Visual, Kinesthetic

Auditory

Auditory learners make up 30% of the population. For an auditory learner information comes best through ears, from speeches, presentations or audio books. Auditory learners tend to be good at foreign languages and learn well in groups.

Tips for identifying auditory learners:

- Skilled at music, instruments, or vocal ability
- Often sings along to songs and sing their own songs
- Strong language skills and ability
- They listen well and follow spoken instructions
- Like to talk and discuss
- Music can noticeably effect their mood

Tips for teaching auditory learners:

- Try to have one-to-one conversations as they may need more attention than other types of learners
- Visual learning aids can distract auditory learners so keep visual material clear and minimal
- Encourage the student to talk about their ideas and explain them

Visual

Visual learners make up 65% of the population. They are often tidy people, great at spelling and are quick at reading charts. Visual learners also tend to be fast talkers.

Tips for identifying visual learners:

- Student has a great imagination
- Shows particular interest in visual art: painting, drawing, or crafts
- Strong at memorising visually observed information
- A good sense of direction and an understanding of maps
- Enjoys reading and books
- Good at recognising people, faces, and places

Tips for teaching visual learners:

- Demonstrations and examples are highly effective
- Try and ensure that the light levels are well balanced - not too bright or too low
- Let these students organise their own visual learning material
- When giving instructions maintain eye contact, use gestures and facial expressions to emphasize
- Use charts, diagrams and colour coded resources
- Encourage these students to write as it helps them to organise their thoughts better
- Use images to help the student retain information

Kinesthetic

Kinesthetic learners make up just 5% of the population. They are primarily male and love anything hands-on. These learners are often skilled athletes or musicians and are drawn to construction projects, science experiments and field trips.

Tips for identifying kinesthetic learners:

- Excel in sports, dance or other physical activities
- They can fidget a lot when sitting – movement can help them to process information
- They use gestures and facial expressions when communicating
- They enjoy role-play, drama and hands-on activities
- They also enjoy writing, drawing or handwriting exercises
- Good hand-eye coordination

Tips for teaching kinesthetic learners:

- They learn through touch, taste and spelling
- Explain clearly how to do a task, how things function and how it might feel
- Movement based activities are great for kinesthetic learners and reinforce to diagrams or visual information
- Encourage these students to move while working and they will be more alert and attentive
- Role-play and drama activities help these students to understand concepts
- Consider reducing amount of written work for these learners and substitute with an oral or movement based learning activity

Integrating the Creative Arts into the Curriculum

How Does Arts Integration Work?

Integrating the creative arts into the curriculum requires using teaching practises that have been proven to improve comprehension and long-term retention in brain-based research. When a student creates a nonverbal expression of the content that they are learning – such as a picture – researchers refer to this as a process called elaboration. Through this process, the student is also helping their brain to better retain and understand the information.

For arts integration to succeed, high-quality teacher development is essential. It is important to understand that teachers do not need to be ‘artistic’ for them and their students to benefit from integrating the arts into their lessons. Teachers need to understand the benefits of arts integration and methods of how to merge the creative arts into their subject content.

Experimentation and exploration are fundamental to arts integration. Remember, children learn through exploration and interactions within their environments and with each other. Providing opportunities for collaboration, discovery, and exploration in creative art experiences will foster children’s levels of cognition, which in turn may promote their physical, social, and emotional well-being.

- (Koster, 2012)

Why is it Important to Keep the Creative Arts in Education?

Over recent years, many schools and educational institutions have reduced or eliminated the creative arts from their curriculums. The reductions in opportunities to study the creative arts through programs such as music, visual art and dance is denying children and young people the chance to broaden their understanding of the world, as well as learnt the very rich history and relevance of art. In addition, the cuts to arts education denies people valuable opportunities to development of critical thinking skills and emotional intelligences that are nurtured when

studying and participating in the arts.

We are now living through times of social and economic upheaval and uncertainty, which has resulted in social and ethnic tensions around the world. One very relevant theme running through arts education is the appreciation and understanding of different people and cultures – the arts are a unifying force that possess huge potential for good.

STEM Vs. STEAM

We are currently witnessing a shift in education, which is based on a hierarchy of subjects in school curriculums. The problem is, that this hierarchy is purely subjective and primarily based on the opinion that some subjects improve the employability of students once finish compulsory education. This shift is also known as STEM. STEM is a curriculum that is based around four subject areas – Science, Technology, Engineering and Math. STEM is a result of the concerns of modern businesses in regards to a lack of skills that they say is needed for our economy to prosper. However, we believe that there is a large oversight by schools that subscribe to a STEM based curriculum – because children are not gaining the creative thinking and experimental approach that is taught so well through the arts.

STEAM education is defined as Science and Technology, interpreted through Engineering and the Arts, and is all based on Mathematical elements. The 'A' in STEAM does not only represent the arts, but is a broad term that can be applied to language, social studies, physical education, the fine arts and music, amongst others. STEAM does not prioritise creative art subject about STEM subjects, STEAM is about applying creative thinking to STEM content and using creative arts to ignite student's imaginations and creativity. Due to our experience in inclusive education and advocacy, we believe that using the arts to teach core subjects is the answer to how we can engage students of all abilities in education.

Here are some of the reasons we believe it is important for the arts to be integrated into mainstream education:

- Many students stay at school because of the creative arts
- Children learn positive habits, behaviors and attitudes through the creative arts
- The arts enhance creativity and help to build innovators
- The arts help students develop critical intellectual skills and many important transferrable skills
- The arts compliment and enrich learning in other subjects – particularly literacy, languages and mathematics
- The arts develop students talents and interests
- The arts teach teamwork – tolerance and understanding differences and diversity

2-Day Training Schedule

Day 1

'Learning through Creative Arts' Schedule

Activity & Methodology

Introduction to Training – Agenda for Day 1 (10 minutes)

- Welcome the groups and introduce the agenda and training objectives.
- Finish with an inclusive icebreaker activity chosen by facilitator – this should be prepared before the training.

Materials

- Projector
- Any materials needed for Icebreaker activity

Handouts

- 'Learning through Creative Arts' Teacher and Trainer Manuals
- Pre-Test Questionnaire (Annex 1)
- Register

Facilitator Instructions:

Speech in bold*

1. Welcome and register/ attendance list completed.
2. Read out the 6 main training objectives and display on screen.

Training Objectives:

1. **Provide evidence that the creative arts helps children's learning**
2. **Develop creative teaching strategies**
3. **Explore contemporary thinking about the value of using the creative arts in the classroom**
4. **Explore the different ways children learn**
5. **Provide examples of classroom activities**
6. **Enhance individual creativity**

Today we will focus on 1-3.

3. Ask participants to complete the Pre-Test Questionnaire.

4. Agenda for Day 1:

- **Children's Right to Creative Arts**
- **Children's Right to Education**
- **What are the Creative Arts?**
- **Arts and Culture (your experience of)**
- **Different Types of Creative Arts – Art, Movement & Sound**
- **Benefits of the Creative Arts**
- **Trainee led Creative Art Activities**

Children's Right to Creative Arts

(45 minutes)

This session is to inform participants about children's rights to the creative arts. This involves watching 2 videos to help participants understand how creative arts can improve the quality of teaching and learning. Videos are followed by questions to whole group.

Materials

- Projector, sound-system
- Download videos in advance
- Lined paper or note-book
- Pens

Handouts

- Translated speech from videos (if required)

Facilitator Instructions:

Speech in bold*

1. Whole group activity - Participants are shown the Video 1 – 'Arts Integration for Deeper Learning in Middle School'

(6.16 minutes, English): www.youtube.com/watch?v=cPbKUF2zbyw

Videos can be played twice, the second time to answer the questions.

Questions to be asked following the video:

- **What did you learn from the video?**
- **Why do you think the creative arts are important?**

2. Whole group activity - Participants are shown the Video 2 – 'Arts Integration: Deepening Understanding of Core Content' (5.42 minutes, English): www.youtube.com/watch?v=IU5WCdu9Q_Q

Questions are asked following the video:

- **How can the creative arts to improve quality of teaching and learning?**

Children's Right to Education

(20 minutes)

Trainees are asked to guess what they think the rights of children – disabled and non-disabled are – to education.

'What barriers do you think disabled children might face when trying to access education?' is asked. Participants are provided with definitions of intellectual and physical disabilities and prompted to think specifically about barriers to education to disabled children. Case studies are presented for both examples. Staff and student testimonials provided.

Rights to education documents are displayed on screen and link to CCOSC website.

Materials

- Projector
- Large flip-chart paper
- Marker pens
- White-board

Handouts

- Definitions of Physically Disabled and Intellectually Disabled (or displayed)

Facilitator Instructions:

Speech in bold*

1. Introduce with:

What barriers do you think disabled children might face when trying to access education?

1a. Barriers to physically disabled children:

Definition: A physical disability is a limitation on a person's physical functioning, mobility, dexterity or stamina. Other physical disabilities include impairments, which limit other facets of daily living, such as respiratory disorders, blindness, epilepsy and sleep disorders.

5 minutes to discuss. Followed by group feedback

1b. Barriers to intellectually disabled children:

Definition: An intellectual disability is a disability characterised by significant limitations in both intellectual functioning and in adaptive behaviour, which covers many everyday social and practical skills.

5 minutes to discuss. Followed by group feedback

After group feedback – read out the key points of 'Children's Rights to Education'.

What are the Creative Arts?

(20 minutes)

Participants work in small groups to discuss their definitions of the 'creative arts'. These definitions can be presented as single words or as sentences. This activity is concluded with group feedback, which is guided by the facilitator.

Epic Arts definition of 'Creative Arts' is displayed and read aloud

Materials

- Projector
- Large flip-chart paper
- Marker pens

Facilitator Instructions:

Speech in bold*

1. Introduce with:

- **What does the term 'Creative Arts' mean to you?**

For example:

- **What are they?**
- **What to they include?**
- **Why do we have them?**

What are your own opinions and experiences of the creative arts?

Please work in small groups and write your ideas on the large paper provided on your tables.

You may ask specific questions if groups need prompting, such as:

Can you give examples of:

- **Visual-based**
- **Movement-based**
- **Auditory/sound-based**

Followed by each group sharing their definitions of 'creative arts'.

2. Read aloud Epic Arts definition of 'Creative Arts'.

Art Activities – ‘Splat!’ and ‘Water Balloon Splash’

(30 minutes)

The objective of this section is for participants to engage in some of the activities from the Teacher Manual and begin to consider how they can be integrated into core curriculum.

Divide participants into 2 groups and support activities.

Once activities are completed, ask them to work in small groups to brainstorm ways they could be used to strengthen learning of given subject areas.

This is concluded with group feedback.

Materials

- ‘Splat!’-
- Paper, watered-down paint, straws, pencils or markers
- ‘Water Balloon Splash’- large space, balloons, paint, water, boards

Handouts

- Teacher Manual:
- ‘Splat!’ and ‘Water Balloon Splash’ Instructions

Facilitator Instructions:

Speech in bold*

1. Introduce with:

Imagine you are teaching your students Science – and you have explained to them many times the concepts of FORCE and GRAVITY. Yet, some of your students still do not understand.

Now, we are going to take part in some creative activities and later we will be thinking about how these activities could be used to fulfill your lesson objective and strengthen understanding on the topic.

2. Group 1 – You will take part In ‘Splat!’ and afterwards you will be asked how this could help your students to strengthen their understanding of FORCE.

Group 2 – You will take part In ‘Water Balloon Splash’ and afterwards you will be asked how this could help your students to strengthen their understanding of GRAVITY.

Facilitators and staff then deliver these activities to the participants.

Morning Break

Arts and Culture

(30 minutes)

The objective of this section is for participants to reflect on their own experiences of arts and culture.

Read the questions as listed in the Facilitator Instructions and encourage participants to share stories from their own experiences and opinions.

Encourage participants with experience of creative arts in childhood to think about how arts engagement benefitted them and reflect on the impact it has had on their life and areas of development.

Materials

- Flip-chart paper
- Marker pens

Facilitator Instructions:

Speech in bold*

1. Participants work in pairs and discuss

'How did your culture influence your experience of creative arts as a child?'

- Did you engage in the arts?
- What was your opinion of creative activities?
- How do you think your culture and background influenced this?

(Refers to answers from first 2 questions).

2. What is your experience of creative arts?

Different types of Creative Arts – Art, Movement & Sound (60 minutes)

This activity is designed to encourage participants to reflect on the mediums that are covered by the term 'Creative Arts'.

The objective is to increase the variety of forms that participants know are included in 'Creative Arts'.

This is followed by question and answers to enhance understanding of different types of creative arts.

Materials

- *Projector, large screen/board, sound-system*
- *Download videos in advance*
- *Flip-chart paper*
- *Marker pens*
- *Whiteboard and marker pens*

Facilitator Instructions:

Speech in bold*

Now we are going to think about different types of creative arts and what these can include.

1. Start activity with a whole group question:

What do you consider to be a type of creative art activity or outcome?

You can either ask for feedback immediately or give participants a few minutes to talk with each other before asking for feedback.

Write answers on whiteboard*

2. Participants are split into 3 groups and given a type of creative arts. The 3 groups are:

- **Art**
- **Movement**
- **Sound**

Each group is given flip-chart paper and pens to write their ideas

Remind participants:

There are no wrong answers – the objective is to brainstorm and discuss your understanding of your topic.

Group 1: Visual Art –

- **What does the term Visual Art mean?**
- **What methods can be used to make visual art? List as many as you can think of.**
- **How could you use visual art to teach a core subject? (Math, Literacy or Science)**

Group 2: Movement –

- **What does the term Movement mean?**
- **In what ways can movement be used as a form of expression? List as many as you can think of.**
- **How could you use a movement-based activity to teach a core subject?**

Group 3: Sound –

- **What does the term Sound mean?**
- **What methods can be used to make sound? List as many as you can think of.**
- **How could you use a sound-based activity to teach a core subject?**

Group Feedback:

Each group reads aloud their answers. Ask them to **explain & expand upon the reasons** behind them. Ask the other 2 groups to add and comment on their answers.

3. Whole group activity -

Participants are shown the video – ‘Benefits of Arts Education in School’ (5.33 minutes, English): www.youtube.com/watch?v=x53Ccl2udcE

[This video lists all the types of creative arts in the programme and more]

What did we learn from the video?

5 types of ‘arts’ are identified in the introduction to the video:

- **Visual Art (group 1)**
- **Dance and Drama (Movement – group 2)**
- **Music (Sound – group 3)**
- **Media Arts/ Visual Communication (computer-based – no group)**

Did your group manage to think of all the different ways you can use your creative art form? Add to your paper if you have any to add.

4. Before video is played, tell participants:

After the video, I will ask why you to consider:

Why do children who take part in creative art activities do better at school?

‘The Importance of Arts Education’ (3.09, English):

www.youtube.com/watch?v=PPiGHMrngVo

Once video is played, ask group:

Why do you think that children who take part in creative art programs do better at school?

Write feedback on whiteboard*

5. Before the video is played, tell participants:

Please answer these questions about the video and I will ask for feedback after the video:

- **How do they believe creative thinking is taught?**
- **Why do they believe creative thinking is an important skill for learning other subjects?**

Give an example.

Participants are shown the video –

'The Importance of Arts Education - StarTalk'

(3.44 minutes, English): Start video at 0.22

www.youtube.com/watch?v=BQ4UwzRLVpQ

Gather feedback from group.

6. Conclusion:

We hope these videos have helped to give you more information about the power of the creative arts to promote successful students in all subject areas. However, it is important to think about the education system in Cambodia and how we have many barriers when trying to teach the arts in schools.

In the current curriculum, there is not the lesson time to add creative subjects. But the argument FOR the overall academic value of engaging in creative arts is very strong.

This training has been developed to give you the skills to integrate the creative arts into your curriculum.

Lunch Break

Benefits of Creative Arts

(100 minutes)

Facilitator leads a movement-based activity (Hold on Tight) and this is followed by summary of developmental benefits of participating in that activity.

Activity – 'Hold on Tight': Facilitator talks through the topic of electrical circuits after leading activity.

Print-outs from the following webpages should be printed for Handouts and translated if necessary:

Key Stage 2 resources about Electric Circuits: www.bbc.co.uk/bitesize/ks2/science/physical_processes/electrical_circuits/read/1/

www.bbc.co.uk/bitesize/ks2/science/physical_processes/electrical_circuits/read/2/

Post activity: Task (question) and discussion in small groups followed by whole group feedback.

Participants remain in same smaller groups from previous activity. They choose from/are assigned by facilitator:

- Cognitive Development
- Physical Development
- Social Development

Trainees are given the task of planning a creative arts based activity. They can choose anything from visual art, movement-based and auditory/ sound-based. The activity should last between 10-15 minutes.

The activity should aid the development of cognitive, physical or social skills.

Facilitator lists materials available for trainees to use for their activity – such as paint, paper, musical instruments, scarves, craft materials, etc.

Materials

- One croma/ scarf per participant
- Marker pens
- All creative materials & resources available

Handouts

- LtCA Teacher Manual 'Hold on Tight'
- Print-outs from BBC Bitesize website
- Lesson Plan Template (Annex 2)

Facilitator Instructions:

Speech in bold*

1. Introduce the topic of 'Benefits of Creative Arts' by summarising the key points from the respective section of the Trainer Manual.

2. Lead movement-based activity (Hold on Tight) and this is followed by facilitator explain the developmental benefits of participating in that activity.

3. Task for participants after 'Hold on Tight' activity:

Start by showing on projector and reading aloud the following learning resources (English):

Key Stage 2 resources about Electric Circuits: www.bbc.co.uk/bitesize/ks2/science/physical_processes/electrical_circuits/read/1/

www.bbc.co.uk/bitesize/ks2/science/physical_processes/electrical_circuits/read/2/

Post-activity question:

How can we use the activity 'Hold on Tight' to strengthen students understanding and knowledge of electric circuits?'

Split participants into smaller groups. Participants are given handouts from links above and lesson templates to plan a lesson based on electrical circuits. The lesson plan should describe how they plan to incorporate the 'Hold on Tight' activity in order to 'strengthen students understanding and knowledge of electric circuits'.

This is followed by feedback as a whole group. Each smaller group reads aloud their lesson plan.

4. Assign each group one of the following areas of development: Ensure the other groups are not aware of which developmental area they have been assigned (as they will be asked to guess this later)*

- Cognitive Development
- Physical Development
- Social Development

As part of this task you will need to keep you area of development secret from the other groups, so remember not to say it too loudly!

Task question: **As a group, you should work together to plan a creative arts-based activity that specifically promotes the area of development you have been assigned. You can plan a visual art, movement or sound-based activity – please discuss and decide this as a group.**

Refer to the Trainer Manual to read in more detail about your area of development.

Participants can use both manuals to give them information that may help their activity planning. You should make all visual art, sound and movement related resources you have available for this task.

**You will be asked to lead your creative art activity later on this afternoon.
You will deliver this to members from other groups to demonstrate.**

**Please practice delivering your creative activity before the time is up.
Remember that it should be planned specifically to aid the development of your given area. You can use any of the materials we have available for your activity.**

Afternoon Break

Trainees Lead (45 minutes)

Trainees lead the activities they have planned to other members of the group and the whole group watches each activity.

The activities are followed by discussion and feedback from other participants and facilitators.

The objectives are for participants to:

- Practice planning creative art activities
- To understand how various art forms promote specific areas of development
- To begin to consider how a creative activity can be integrated into their lessons

Materials

- Materials trainees have planned to use prepared

Handouts

- Lesson Plan Templates (Annex 2)

Facilitator Instructions:

Speech in bold*

1. After planning is completed, each group demonstrates their activity to the whole group. Choose members of other groups to participate in the activity.

Once a group demonstrates their creative activity, the whole group is asked to guess what area of development they think that group was assigned. This adds a competitive element to the task and is also a fun way to assess the success of each activity.

2. After each group has delivered their activity:

- Which area of development do you think they were assigned?
- Why do you think this?

Additional questions that the facilitator can ask:

- **What other areas of development would be promoted by students participating in this activity?**

Please explain why this is.

3. Closing statements:

Summarise what participants learnt and reflect on the success of activities and feedback given previously. Analyse and give feedback about the quality of activities that were planned.

Summary of Training Day 1

(15 minutes)

Summary of all group subject areas throughout the day and time for participants to reflect on what they have learnt.

Your summary may include the original training objectives as they were given to the group at the start of the day.

Training Objectives (Day 1)

1. **Provide evidence that the creative arts helps children's learning**
2. **Develop creative teaching strategies**
3. **Explore contemporary thinking about the value of using the creative arts in the classroom**

Facilitator Instructions:

Speech in bold*

1. Questions that relate directly to the first 3 (of 6) training objectives are asked:

- **Can the creative arts be used to help children learn?**
- **How can the creative arts be used to learn? Please give examples and ideas.**
- **What are the benefits of using the arts in the classroom?**

End of Day 1

Day 2

'Learning through Creative Arts' Schedule

Methodology & Activity

Introduction to 'Learning through Creative Arts' Day 2 Agenda

(10 minutes)

Welcome and Introductions

Training Objectives:

- Provide evidence that the creative arts helps children's learning
- Develop creative teaching strategies
- Explore contemporary thinking about the value of using the creative arts in the classroom
- Explore the different ways children learn
- Provide examples of classroom activities
- Enhance individual creativity

Materials

- Projector

Handouts

- 'Learning through Creative Arts' Teacher and Trainer Manuals are given to each trainee

Facilitator Instructions:

Speech in bold*

1. Welcome back group.
2. Recap on training objectives.

Yesterday we focused on objectives 1-3:

- **Providing evidence that the creative arts help children's learning**

- **Developing creative teaching strategies**
- **Exploring contemporary thinking about the value of using the creative arts in the classroom**

In addition, today we will focus on objectives 4-6:

- **Explore the different ways children learn**
- **Provide examples of classroom activities**
- **Enhance individual creativity**

Agenda for Day 2:

- **Presentation of 'Learning through Creative Art' Teacher Manual**
- **Art, Movement and Sound activities**
- **How Children Learn: Bloom's Revised Taxonomy**
- **Definitions of Inclusive Education and Arts Integration**
- **Developing a Lesson Plan for Common Core**
- **Arts Integration in Action**

Presentation of 'Learning through Creative Art' Teacher Manual (30 minutes)

In this session, the facilitator should explain the key points of each manual and how they are used.

Presentation about:

- **Background and context of the Learning through Creative Arts manuals**
- **Layout and how to use the manual**
- **Benefits of the manuals (for teachers and trainers)**
- **How and why we have created 'The Artists'**

Materials

- Projector, large screen/board, sound-system

Handouts

- 'Learning through Creative Arts' Teacher and Trainer manuals

Facilitator Instructions:

Speech in bold*

1. Background and context of the Learning through Creative Arts manuals

-

Background:

Introduce with asking participants to **read The Benefits of Implementing 'Learning through Creative Arts' Training in the in the Trainer Manual.**

Context:

Ask participants to continue to read next section - **Barriers to the Creative Arts in Cambodia** and read out key points.

Ask for comments and feedback from the group: Does 'Barriers to the Creative Arts in Cambodia' correctly reflect your experience?

2. How to use the Learning through Creative Arts Teacher Manual:

The 'Teacher Manual' is a teaching resource developed as a tool to promote inclusive learning. The activities in the Teacher Manual are separated into 3 sections – Art, Movement and Sound.

The creative arts engage multiple senses and this is why we have developed inclusive training centered on the arts. You can browse the Teacher Manual and write lesson plans based on the activity instructions and subject areas suggested.

The activities in the Teacher Manual provide examples of how creative activities can be adapted to suit core subject areas.

During this training you will practice developing your own creative activities and how to integrate them into core subject areas. This resource can additionally be used to inspire you in planning more creative arts-based activities that suit your subject areas and students.

3. Teacher Manual - Activity Layout:

Use 'Beautiful Butterflies' activity from the Teacher Manual as an example (or you can choose your own).

'Subject areas'

These are suggestions of subject areas that the activity can be integrated into. You can choose to use the activity in a different subject area to suit your preferences if you wish. These are only examples of how the activities can be used.

'Learning Objective'

Each learning objective summarises the outcome and objective of the activity.

If you choose to integrate this into a 'subject area', including the ones suggested, then the learning objective should be revised to describe the objective of the lesson. It is important to understand that these activities have been developed to be included in lesson plans, however they are not complete lesson plans.

'Learners will also be able to develop'

This refers to 'Benefits of the Creative Arts for Children' in the Trainer Manual. Ask participants to their copy to read along.

This part of the activity details the developmental skills that will be engaged when children take part in the activity. For more information about this, please read section 2 of the Trainer Manual – 'Benefits of the Creative Arts for Children'.

'Materials'

This is a list of materials that you will ideally use for the activity.

However, if they are not all available to you, be inventive and resourceful!

For example, you can make your own or ask students to bring in things from home, collect materials, or even plan an activity where the class helps you to prepare materials such as rattle instruments.

Look at 'Sound: Tips' in the Teacher Manual for more information*

'Activity'

Each activity has a table that contains step-by-step instructions.

3. 'Meet the Artists'

The cartoon characters underneath the 'Activity' table are known as 'The Artists'. Each artist represents a type of disability.

Refer to 'Inclusive Education: Meet the Artists'.

4. The following questions are asked and experience shared:

- How many learners have you taught who could relate to 'The Artists'?**
- What techniques did you find helpful with any type of 'Artist'?**

Art, Movement and Sound activities

(120 minutes)

Facilitators select 3 activities from the Teacher Manual –
Art, Movement and Sound:

Facilitators deliver 3 activities, each followed by 10-minute feedback and analysis. Participants learn through experiential learning.

(Referring to teacher and trainer manuals)

How can each activity aid children in developing:

- Cognitively?
- Physically?
- Socially?
- Emotionally, Mental Health and Wellbeing?

Materials

Dependent on activities chosen by facilitator

Facilitator Instructions:

Speech in bold*

1. Choose 3 activities from the Teacher Manual. As Art activities have already been delivered, choose a minimum of 1 from Movement and a minimum of 1 from Sound. These activities should be decided and prepared for in advance.

Depending on the size of the group, you may want to rotate 2 or 3 activities at one time.

Refer to each activity you choose to deliver in the Teacher Manual to check the skills being developed. Ask the group(s) to work together to

list as many areas of development as they can - without using the Teacher Manual.

1a. Questions asked to all participants after each activity:

The following questions should be displayed for reference. Each group is given approximately 10 minutes to answer all of the questions.

What skills will students be practicing and developing when they take part in that activity? You can choose any and multiple from the 3 primary areas:

Cognitive

Physical

Social

1b. Read aloud the descriptions of the 3 primary areas of development to strengthen participant understanding of each.

What areas of development did your group identify as being developed by participating in this activity?

Refer to 'Benefits of the Creative Arts for Children' in the Trainer Manual
Read aloud descriptions from each skill listed under each respective area of development:

Cognitive Skills

- Creative Thinking
- Critical Thinking
- Hand-Eye Coordination
- Language
- Listening
- Logical Reasoning
- Observation
- Problem-Solving
- Sensory Perception

Physical Skills

- Fine Motor
- Gross Motor

Social Skills

- Collaboration
- Communication
- Leadership

Morning Break

How Children Learn: Bloom's Revised Taxonomy (60 minutes)

Facilitator explains and summarises the concept of multi-modal learning and Bloom's revised learning styles.

Materials

- Any SENSORY toys, fidgets, resources – (As examples of tools designed for different types of learners*)

Handouts

- Refer to Trainer Manual – 'How Children Learn: Bloom's Revised Taxonomy'

Facilitator Instructions:

Speech in bold*

1. Spilt trainees into small groups. Ask 3 questions – for each question the groups have 10 minutes to 'brainstorm ideas and answers.

- **How do you think we can identify an AUDITORY learner?**
(Learns best through sound such as rhythm and/or listening to explanations)
- **How do you think we can identify a VISUAL learner?**
- **How do you think we can identify a KINESTHETIC learner?**
(Learns best through movement/ touch/ sensory/ tactile/ practical)

Followed by feedback and answers taken from 'Inclusive Education', 'How Children Learn: Bloom's Revised Taxonomy'.

After you finish going through the material about 'Learning Styles', continue on to the following questions.

2. How can this knowledge help us to make our teaching methods more inclusive?

For example, if you have a HEARING IMPAIRED learner, you should consider that they require VISUAL and KINESTHETIC teaching resources and methods.

How about if you have a VISUALLY IMPAIRED learner?

Consider the information about Learning Styles to help you think about the best teaching methods to suit that learner.

Lunch Break

Definitions of Inclusive Education and Arts Integration

(30 minutes)

During this session participants are asked to 'brainstorm' their own ideas of what 'inclusive education' means to them.

Epic Art's definition of Inclusive Education: Including Actions, Attitudes and Personal Skills.

Facilitator shares case study of cases where a disabled child has not been able to access education due to their disability.

Facilitators explain in more detail – their definition of Arts Integration.

Handouts

- Session refers to 'Inclusive Education' and 'Arts Integration' Trainer Manual

Facilitator Instructions:

Speech in bold*

1. Participants work in pairs and given 10 minutes to come up with their own definitions for 'inclusive education'.

After 10 minutes ask each pair to share their definition.

2. Read through the introduction to 'Inclusive Education'.

What does 'Inclusive' Mean?

The meaning of the term ' inclusive' is often debated and used in many contexts. The words 'integrated' and 'inclusive' are interchangeable, but they can mean very different things.

Followed by sharing the following definitions:

Integration – a process of including where one group must change to be accommodated and part of another.

Inclusion – a process where people with different abilities belong, are engaged and are connected to the purpose and objectives of the group, in full and equal participation.

3. Give a short presentation about 'Inclusive Arts' and 'Inclusive Learning in Action'.

Introduce with summary of key points from 'Inclusive Arts'.

Epic Arts defines inclusive arts as:

“An artistic based practice such as dance, music, visual art, film-making, drama etc, that is made accessible to, and centered around, people of all physical and mental abilities, all cultures, all genders, all ages, all sexual orientations, all religions and all backgrounds with collaboration, individuality and creativity at its heart.”

Conclude with definitions of inclusive – 'Actions, Attitudes and Personal Skills'.

4. Share a case study presentation of one of your students who has been enrolled into an inclusive class and integrated successfully.

Developing a Lesson Plan for Common Core

(45 minutes)

The objective of this section is to demonstrate the knowledge obtained throughout the training and practice implementing newly gained skills and methodologies.

Participants will be planning a lesson in the same way they would usually – meaning WITHOUT ARTS INTEGRATION.

Participants are divided into smaller groups (3-5) and each given a lesson plan template (annex 1).

Groups can choose to plan a lesson in:

- Mathematics
- Literacy
- Science

The lesson plan must specify LEARNING OBJECTIVE.

Groups then share lesson plans with the whole group and facilitators.

The following questions are asked after plans are read:

How does this suit a child who is:

Hearing impaired?

Visually impaired?

Physically Disabled?

Has Special Educational Needs?

Handouts

Lesson Plan Template (Annex 2)

Facilitator Instructions:

Speech in bold*

1. Hand-out 1 lesson plan template per person. Explain each part of the template. Next, describe the task.

Task: **You will be working in small groups (3-5) and working together to plan a lesson.**

You can choose from one of the core subjects:

- **Mathematics**
- **Literacy**
- **Science**

It is very important that your group have a CLEAR LEARNING OBJECTIVE in the subject you choose.

At this stage, DO NOT USE ANY CREATIVE ART ACTIVITIES IN YOUR LESSON PLAN.

After you complete the planning, I'll be asking you how you can adapt the lesson to better suit the needs of learners in an inclusive class. This means you should consider how you could add or alter parts of your lesson to suit any learner (for example, hearing impaired, visually impaired or special educational needs).

2. Once each group has completed their planning, ask them to read out their lesson plans. Then, invite members of any groups (the same or other) to suggest ways the plan could be altered or changed to better suit the needs of different types of learners.

Thank you for sharing your lesson plan. Now, I'd like to ask your group how you think the plan could be adapted to better suit the needs of a learner with:

(Choose from the following – ensure you use a different 'type of learner' with each lesson plan and include them all in the questions for this section):

- **Hearing impaired?**
- **Visually impaired?**
- **Physically Disabled?**
- **Has Special Educational Needs?**

Arts Integration in Action

(80 minutes)

The final session is where participants will demonstrate the skills they have acquired throughout the training by practicing Arts Integration into a core subject.

They will do this by adding a creative art activity into the lesson plans from the previous session.

In groups, participants will:

Develop the lesson plans from previous activity by adding creative art activities.

The objective is for groups to integrate a creative art activity into your chosen subject.

Participants are allowed to use all resources available – including the Teacher/Trainer Manuals and any creative resources you have made available for the training.

Participants must ensure – lesson plans are INCLUSIVE and ADAPTABLE for

all LEARNER TYPES (see 'Meet the Artists) and write their own adaptations.

Participants are encouraged to use the materials that they know are available in their school and think about the types of learners and abilities in their classes.

Materials

- All creative arts activity resources are made available

Handouts

- Teacher and Trainer Manuals

Facilitator Instructions:

Speech in bold*

1. During this session each group will integrate a creative arts activity into the core subject lesson plan they created in the last session.

In this session you will be implementing the skills you have acquired throughout the training. This involves integrating a creative art activity into the lesson plan you created in the last session. The core subject and learning objective from the previous session will remain the same. This is what the term 'Arts Integration' refers to.

The Task: Staying in the same groups – you will revise the lesson plan you created in the last session. You will do this by adding an activity from one of the areas of creative arts:

- **Art**
- **Movement**
- **Sound**

Groups are given the option to choose an existing activity from the Teacher Manual OR they can plan their own creative arts-based activity. The activity should fit into one of the 3 areas of creative arts.

For your creative arts-based activity, you can either:

- **Choose an activity from the Teacher Manual**

OR

- **Use a different activity that fits into one of the 3 areas of creative arts**

Remind participants that they have creative resources available to use during the planning time.

2. Presentation and delivery of lesson by each group:

Once planning is completed, each group is invited to introduce their lesson plan in turn, followed by with a brief presentation by the group or member(s) of. After the demonstration and brief presentation, feedback is given from the rest of the participants.

Invite participants from separate groups to critique the lesson plans and ask questions.

Each group should use their critique to edit the lesson plan if eligible suggestions are made.

Example questions:

Did the creative activity strengthen the content area of the core subject?

(If yes)

- **How did the activity align with content area?**

(If no)

- **Why did it not succeed in strengthening the content area?**
- **What could be changed to achieve this?**

Did the activity help to strengthen the learning objective?

(If yes)

- **How did it achieve this?**

(If no)

- What could be changed to achieve this?

Did the integration of the creative arts succeed in making the lesson more inclusive?

(If yes)

- How did it achieve this?

(If no)

- What could be changed to achieve this?

General Questions:

- What worked well?
- What could have gone better?
- What could be improved?

3. Conclusion:

Now you have explored and practiced using the creative arts to strengthen the quality and inclusivity of core subjects. This is the very definition of 'Arts Integration'.

If you wish to succeed in integrating the arts into your curriculum, it is important to remember that:

- This training has been developed to provide you with key skills needed to take the first steps to achieving arts integration
- You don't need to be an artist or an arts specialist to succeed!
- Creativity means exploring different ideas and experimenting to find the best teaching methods
- Not every lesson will go to plan, it is a case of trying new methodologies in your lessons until you find the most suitable activities to compliment your subject area and types of learners
- A creative arts curriculum is not only beneficial to the learning of your students; it can also make teaching your lessons more rewarding and fun!

If you would like more tips, here is a useful website:

www.edutopia.org/blog/core-practices-arts-integration-susan-riley

Completion of Training

(15 minutes)

Congratulations!

Summary and end of 2-day training schedule.

Your summary may include the original training objectives as they were given to the group at the start of the day.

Training Objectives (Day 2)

4. Explore the different ways children learn

5. Provide examples of classroom activities

6. Enhance individual creativity

All participants' complete post-test questionnaires and these are used to assess the success of the training later.

Certificates are awarded to all who completed the training and this is a good opportunity for photographs to be taken.

Materials

- Certificates
- Camera

Handouts

- Post-test questionnaires

Facilitator Instructions:

Speech in bold*

1. Summary of 2 Day Training – Refer to Training Objectives and Agendas.
2. Participants complete Post-Test Questionnaire.
3. End of Learning through Creative Arts training -

Certificates are awarded and photographs taken.

We are now coming to the end of the Learning through Creative Arts training, thank you for attending! Please feel free to contact us with comments or feedback regarding this training.

Thank you!

Annex 1 - Pre/Post-Test Questionnaire – Learning through Creative Arts

1. What do you expect to gain from 'Learning through the Creative Arts' training? (Please write).

2. What is your understanding of what 'the creative arts' include? (Please write).

3. What is your understanding of the term 'arts integration' or a 'creative curriculum'? (Please write).

For the following questions, please rate your level of understanding and knowledge from 0-5.

0 = No knowledge

5 = Very high level of knowledge and experience

4. How would you rate your knowledge of barriers to education for Physically Disabled children?

☐

0

☐

1

☐

2

☐

3

☐

4

☐

5

5. How would you rate your knowledge of barriers to education for Intellectually Disabled children?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	1	2	3	4	5

6. How would you rate your knowledge of disabled children's rights to education?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	1	2	3	4	5

7. How would you rate your knowledge of how to use creative art activities to increase student engagement in your lessons?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	1	2	3	4	5

8. How would you rate your knowledge of the benefits of creative arts for children?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	1	2	3	4	5

9. How would you rate your knowledge of adapting lessons to suit the needs of:

Visually-impaired students?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	1	2	3	4	5

Hearing-impaired students?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	1	2	3	4	5

Students with intellectual disabilities?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	1	2	3	4	5

10. How would you rate your knowledge of 'learning styles'?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	1	2	3	4	5

11. How would you rate your knowledge of how to identify a student's 'learning style'?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	1	2	3	4	5

12. How would you rate your understanding of the term 'Inclusive Education'?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	1	2	3	4	5

13. How would you define the term 'Inclusive Education'? (Please write).

Annex 2 - Lesson Plan Template

Subject:

Topic:

Age of learners: Example, Grade 3

Learning Objective(s):

Knowledge and skills students should gain from this lesson

Students will know:

Students will be able to:

Students will understand:

Starter Activity:

Main Activity:

Closing Questions or Assessment:

Materials Required:

