

Synergy Arts Week

Cleveland Road Primary School



Year 1: Music and Clay

Class 1H used the Ghanaian music that they had listened to in class, to inspire them to think of a creative story. The children discussed what they imagined when they first heard the music. Many responded that it reminded them of an African jungle and one child commented that the drums reminded her of animals moving in the jungle.

One child then said that he imagined a man running through the jungle. The class liked this idea and this developed further thinking. Collectively, we made a story about a man running through the jungle, away from a monster. The children decided it was the monster that they were going to create using the clay! Different groups worked together to create their own designs for the different parts. They chose to create their final designs, in their groups, using the clay. They finally painted each of the pieces which were then joined by wire.



Year 2: Maths and Printmaking

When they found out they had Maths and Printmaking, 2J were really confused! They wondered how they would join the two ideas together. The children created a thought shower of all the things that they thought were related to Maths. There were some weird and wonderful ideas! Using all the collected thoughts, the children created designs that could be used as part of the print-making process.

This was a great way for them to show off their creative sides and carry out Maths work in a different way. It was also an opportunity to work on and improve ideas, as well as use new artistic skills. The children really enjoyed these sessions and their teacher was over the moon with the final piece of work.



Year 3: Science and Movement

How could Science and Movement link together? The children in 3AJ had many suggestions: the movement of planets; life cycles of animals; the growth of a plant. After lots of discussion, they agreed to make a time-lapse video to show the growth of a flower.

The children started by planting the seed (a green blob of playdough) in the soil (made of sticks collected from the forest). They continued by adding a stem and then unfurling the leaves. The beautiful tissue paper was added next. Because the entire process was being filmed to create our artwork, the children had to work together to choreograph how they would make the flower grow. They even had a bee collecting the pollen at the end! They worked very well as a team and were very proud of their final piece.



Year 3: Science and Movement

After lots of initial ideas, 3SK focused on the idea of a heart beating. The children wanted to show how the heart changes before and after exercise, through a piece of artwork.

The class began by recording slow heart beats, making finger prints for every heart beat felt. Some relaxing, slow-breathing ensured that everyone was rested before the recording. Then, the children recorded a much faster, louder and powerful heart beat after a very vigorous workout!

They noticed that when they did the vigorous workout, their heartbeats were so LOUD! The class decided to hang the art in an installation and they used heartbeat sounds playing through headphones so that the audience could hear the inspiration behind the work. They wanted the audience to feel how loud and fast their heartbeats had become!



Year 4: Computing and Collage

4A1 investigated how they could use computing hardware to make a collage. They researched different artists who have made art using ICT parts for inspiration and decided, as a class, that it would be interesting to make an animal collage using old remnants of broken computers, CDs, and keyboards.

They sketched ideas for the animal design and annotated what each part would be made out of. They chose their favourite design to make as a class and the Synergy Arts Team supported them to develop their ideas further. The chosen design was drawn onto a large piece of cardboard and, with adult supervision, the children took turns sticking CDs onto the design with a hot-glue gun. They then dismantled a couple of broken keyboards and used the letters and numbers to make the body (this bit was fiddly as the keyboard parts were small).

To finish the piece, the children used the wires from the keyboard as the butterfly's antennae. They felt that the final butterfly looked very impressive and they really enjoyed the process of combining two of their favourite subjects together.



Year 4: Computing and Collage

Class 4P was inspired by their internet-safety lessons in Computing. They discussed what art they could create that would represent *staying safe online*. They decided to use locks and keys to make an interactive art piece.

The children carried out research and collected a range of printed photos that were later cut and layered to create a patchwork of images, words and objects that represent issues around internet safety.

The padlocks symbolized passwords and the way these act as a barrier to anyone trying to access private information. Each key matches a padlock and, to open the cupboard, visitors to the exhibition had to crack the code!



Year 5: Spanish and Sculpture

5H decided to think about things Spain is famous for and create mixed-media sculptures to reflect these aspects of the country.

Firstly, the class shared ideas with a talk partner and then fed back their favourite ones to the whole class. Each group was allocated a different idea to develop, coming up with a design and thinking about how it could be created. In groups, the children worked on the different ideas and used a range of materials such as mod-rock, card, paint, fabric and buttons to create the final pieces for the exhibition.

Using mod-rock was a new challenge for the class. It was an exciting, yet messy, experience from which they created an enormous sombrero. *Synergy Week* has been really enjoyable, it has allowed the class to show their creativity, have fun and work collaboratively!



Year 6: SPAG and Film/Photography

6R decided to recreate famous photographs and write accompanying thought bubbles. During the process, they spent a lot of time discussing the events behind the photos and the people captured in them. The thought bubbles reveal the children's interpretations of the moments captured and what they would think if they were put into those situations.

The class decided that all props had to come from things the students already had and that nothing was to be bought. As a result, when the students weren't able to come up with ideas of how to recreate the photos exactly, with the materials available, imagination kicked in.

Taking the photos was probably the most fun part of the process. In particular, the children enjoyed throwing their own New Year's Eve party in the classroom - complete with a Times-Square-inspired countdown. The ordeal of picking up all the confetti off the floor at the end was worth it!

The students came up with majority of the ideas themselves and were guided to the most logical way to achieve things. They enjoyed that the brief was so open and that there wasn't a right or wrong way to explore it.

