

Art and Design in Integrated Studies

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A group of children and a group of teachers working and learning together; ideally, this is team-teaching and Integrated Studies.

Over the past eight years this school, a five-form entry with twenty-three per cent of the age group 'creamed' to a local Grammar school, has been evolving an integrated course for the fourth and fifth year students.

The course was begun in 1967 with the raising of the school leaving age in mind. Two interested teachers who were specialists in Science and Art but who were also interested in the history and geography of the local environment, were approached by the Headmaster and ideas began to flow. Boys and girls were invited to take part on the one whole day allocated for the course. We planned visits, and studying local history and geography, we used this information as an academic catalyst to create wall-hangings, sculpture and experimental mosaics using stained glass, stones and flints. Visits to Fishbourne Roman Palace inspired a wall mural (12' x 8') made from clay mosaics of different textures and sizes, showing the landing of the Normans, the Battle of Hastings and King William on the throne. This mosaic mural took a year to make and about forty boys and girls took part in the work, planning the picture on the wall in sections. Visiting a local Roman Catholic church to see their stained glass windows led to a visit to a stained glass studio and eventually a visit to the Whitefriars Glassworks, and then to buying a tea chest full of stained glass cullet and experimental work on another wall. Melting marbles and bottle glass on glazed tiles we experimented to get a variety of colour and texture.

Our team increased over the years, incorporating other subjects and aspects of the school till three years ago we had a team of six teachers offering Art, English, Geography, History, P.E, R.E, and Maths, with ancillary help from a Police Liaison Officer

and a Welfare Officer from the local Health Office.

Our course has developed, integrated and has been accepted as a Mode 3 examination in Integrated Studies for the CSE South Eastern Regional Board. Entitled "Creative Man and His Environment" the course is in three sections:— Environmental Studies, Community Studies, and Creative Practice, with a Common Core structure running through the two-year course. For the last three years the course has been offered as an alternative to Geography and History for all abilities in the fourth and fifth years. Nearly 90% of the children have chosen to take the Integrated Studies course which works with over 200 boys and girls and now has two and a quarter days on the time-table.

A tremendous amount of planning time is necessary to help this course develop and for common core work and integration of the three sections to take place. The team of teachers meets regularly to plan and discuss the work. We have regular evening coffee breaks with about fifteen of the students at a time visiting our homes and ensuring that we include the entire group. Taping discussions, planning programmes, and talking about life in general, we build a strong relationship which directly affects their work.

The staff team keep their teaching groups of roughly 38 students to 2 teachers for a period of one term. As the course progresses the groups rotate and at the end of the two years the students will have been with each group twice and have completed a series of eleven tests; in the first year consisting of a typed exam booklet of four sections, incorporating Common Core, Environmental Studies, Community Studies and Creative Practice. In the second year six papers are given containing open-ended questions which help candidates to show information gathered, ideas assimilated and the questions generated, so allowing students to explore and demonstrate their individual interests in

CREATIVE MAN AND HIS ENVIRONMENT

which the team has found divides into the themes of:—

COMMUNICATION	LIVING SPACE	CREATION AND DESTRUCTION
means of communication between people. Different generations, different cultures and different social problems.	Animals and their habitat, Seashore The Downs People and Homes Town planning Local history (Ancient British to present day).	Conception, birth, life, death. World and local affairs, Coastal destruction, Erosion Pollution Demolition and re-building

depth. These parts form the Reference Unit for the CSE Examination.

The other part of the examination consists of all the course work, practical work, models, films and personal files, all of which are assessed at regular intervals by the staff, and then is combined with the Reference Unit to form the final grade. During their early tests we give children guidance on how to read the questions properly and encourage them to evaluate the importance of any question. Amazingly enough the children respond to, and even enjoy, these sessions.

By this method of continuous assessment we are able to follow the progress of each individual child, or notice when there is a lack of progress and try to remedy it.

We now realise that unconsciously we have been eliminating the competitive spirit by our own insistence on caring for every member of the group. This seems to have been infectious among children because we often find now that, instead of them condemning the unfortunate, the inadequate, or downright difficult member, they first accept and then go on to help.

The building up of a worthwhile relationship of trust and respect between pupils and staff takes time, a very careful structuring of the programme ensuring enough flexibility,

an enormous amount of preparation and some consultation with the children who are brought into the planning of their programme. In order to break down the barrier of resentment to authority that some children have we deliberately create situations whereby we can make social contacts with them outside the school environment. As well as our 'At Home' evenings we have work parties as and when the need arises, for film editing, cake and toffee-apple making and other fund-raising activities. Educational visits, coach trips, cinema and theatre outings are also very useful for making this social contact. We find it just as necessary to use this approach for the more academic pupil as it is for the resentful or socially-deprived one. Pastoral care is one of the most vital parts of this work. In all teaching situations pastoral care is or should be practised but under these conditions the needs are more quickly noticed and dealt with. We are concerned that pastoral care should be an integral part of our teaching, and we plan the work so that the two are indivisible.

The school, a Secondary Modern one, was built in 1939 and there have been additional rooms built on over the last twelve years. A new block of three classrooms and a course area built for Integrated Studies is

now overcrowded on Wednesdays with three groups of 38 students plus the teaching team of 6 teachers so that we overflow into the youth club for practical work and meetings.

For the first two terms of this school year the Common Core work has included the following:—

Films for general discussion and follow up work,

'A Roof Over Your Head' 4 films to do with tenants, landlords, buying a house, and the law.

'Where There's Smoke' an anti-smoking film.

'Tilt' a cartoon on world pollution.

'And On The Eight Day' two films of topical interest — energy and pollution.

'Culloden' genocide and the problems of a minority.

Other Common Core work:—

'Mock Trial' (taking and riding a moped) planned and enacted by fourth years with the assistance of three police officers for the court scene. This work was preceded by visits to Lewes Crown Court and The Old Bailey, London.

'Careers Convention' an entire day involved with careers problems. During this day there were visitors from industry, local firms, businesses and Further Education.

'Money Matters' all aspects of managing money: banking, mortgages, hire purchase, bulk buying, discount firms, national savings, budgeting.

Each group usually follows up the Common Core work at greater depth and from their particular vantage point.

During these last two terms all fourth year pupils have made the following Common Core visits:—

Day visit to Brighton — Royal Pavilion, Preston Manor, The Lanes, Churchill Sq., Shopping Precinct, Museum and Art Gallery.

Local Area — Day visit to village.

1. Willingdon and Polegate.

2. Pevensey and Westham.

3. Westdean, Friston Forest and River Cuckmere.

Day visit to London — All groups saw Tower of London. Then Creative Practice group went to the Illusion Exhibition at the Contemporary Arts, the Community Studies group went to St. Paul's Cathedral and the Environmental Studies group went to the Natural History Museum.

Day visit to Lewes — Mayor's Parlour and Town Hall, Castle and Barbican Museum, Priory Ruins, and Anne of Cleves House, New Bridge and the Flyover.

Afternoon visit to the Towner Art Gallery — "London River" Exhibition.

Second London Visit — Creative Practice to the Royal Academy — "The Impressionists". Environmental Studies to the London Zoo. Community Studies to the Mary Quant Exhibition, London Museum.

During these same terms the fifth year students have made the following Common Core visits:—

Day visit to Chichester — Roman Palace at Fishbourne, Chichester Cathedral, Corps of Royal Military Police Museum, City Museum.

Day visit to Rye — Two Potteries, Tile Factory, two Boatyards, Town Hall, Church and Tower.

Day visit to London — All groups to Commonwealth Institute. Creative Practice to Mary Quant Exhibition, Kensington Palace Museum and Biba, Kensington High St. Community Studies to Old Bailey. Environmental Studies to Biba, Kensington High St.

Second visit to London — Creative Practice to Design Centre, Carnaby Street, and the Hayward Gallery (Edvard Munch & Lucien Freud Exhibitions). Environmental Studies to Design Centre, Imperial

War Museum (Colditz Exhibition). Community Studies to The Imperial War Museum (Colditz Exhibition) and Carnaby St.

Creative work is possible in many fields and after studying street design and furniture we are now beginning to design concrete sculpture suitable for use outside and in the squares around the school buildings.

We use all available resources relying heavily on the Teacher's Centre for the loan of a super 8 camera and projector and their tape recorder. The combining of oral and visual media into film making is a useful and rewarding experience for the children and us. It gives them an aim and often the incentive to finish a piece of work and a great sense of achievement. It allows us unlimited scope in the use of materials, ideas and methods and is also invaluable in inculcating a critical awareness of the media that is a part of our lives.

In this Creative Practice group we begin with a carefully prepared programme. Our first theme is communication and from that first moment we have to generate excitement, energy or tension. One method we have found successful is to discuss some topic over which we have conflicting views or ideas. The students very soon become aware of the interaction; we then pause to show them the many different methods of communication we have employed. They join in and contribute their ideas.

A variety of activities follow, often using information gathered in the other two groups to inspire a new creation, be it a poem, some prose, picture, collage, 3D work or animated film.

Some of the films produced by the children include:—

"The Long Man of Wilmington"

A cartoon account of the three different versions of how the Long Man came into existence. This involved considerable re-

search, many children worked on the project which was a difficult but worthwhile one.

Method:— large background, cut-out figures with moveable joints; taped commentary, and background music.

"The Lonely Balloon"

A gentle satire on the theme of loneliness, made by two IV year girls.

Method:— series of pictures, movement slow, greatly improved by clever dialogue and use of musical backing. The backing was made in the students' spare time.

"Creation"

Theme of Genesis.

Method:— large background with moveable collage and cut-outs. Backing of commentary and music.

"Invaders of Eastbourne"

Information gathered in Environmental and Community Studies used to make this film covering the invaders of Eastbourne from Romans to the students and old people of today.

Methods:— a moveable diorama was designed and made by two of the less able and rather difficult boys and this diorama was used very effectively for the filming of the Roman invasion. Other pupils made polystyrene models of Pevensey Castle and the settlement at Old Town. Not all the film is cartoon, some involves the pupils in acting, and there is a great deal of dialogue. For the section about the invasion of the old people several drawings were used and cut-out figures were moved on a background painting of the sea-front, showing the Bandstand, the Pier, and the Promenade.

This project, an ambitious one, has involved a great deal of research and a large number of visits.

"The Lads"

This film, about football violence, was begun after a discussion about a football

DIAGRAMMATIC REPRESENTATION OF ONE YEAR'S WORK

	TERM 1	TERM 2	TERM 3
CREATIVE PRACTICE	C.P.	C.P. C.St.	C.P. C. St. E. St.
ENVIRONMENTAL STUDIES	E. St.	E. St.	E. St.
COMMUNITY STUDIES	C. St.	C. St.	C. St.
	COMMON - CORE	COMMON - CORE	COMMON - CORE

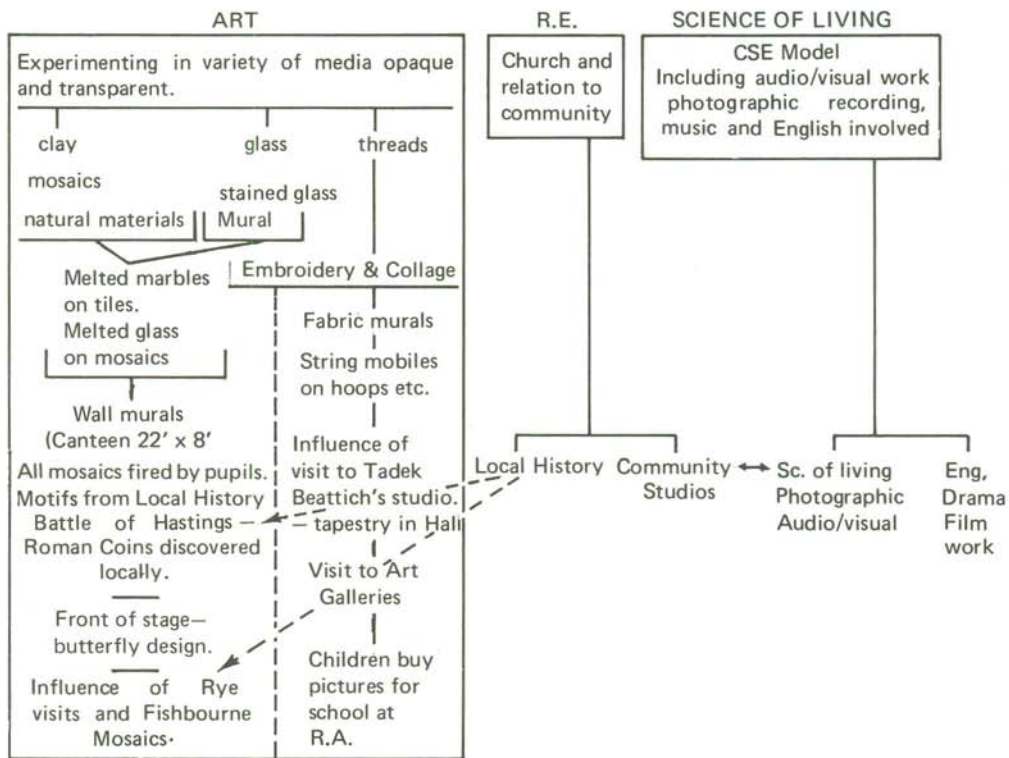
match had provoked a panel picture of a football match with individual 'blown-up detail' pictures. The boys who had worked on the panel picture then went on to make a dramatic film of an attack by a gang of football hooligans. The boy who directed, spliced and edited the film also acted the part of the victim.

Methods:— using locations in Eastbourne and about ten pupils as actors. The backing consisted of the boys singing their football songs and clapping.

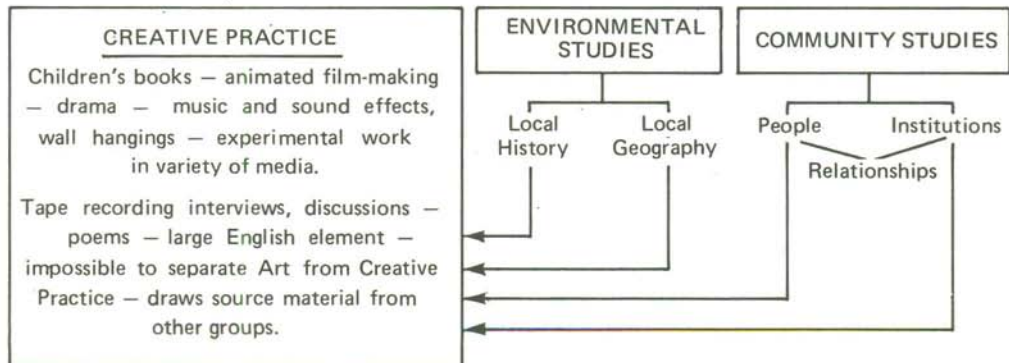
One thing we never lack is variety — we

read newspapers, magazines, watch television, films and theatre, meet people, talk and think and above all try to communicate. Integrated Studies seem to be nothing less than an interest in life and living. It demands hard work from us all, a continuous assessing of our own work and teaching methods, a readiness to admit our mistakes, a flexible approach and a sense of humour. In return it gives a steady relationship between teacher and teacher, and teacher and student, and a continual sense of learning and experience that we hope will last all our lives.

**ART ELEMENT IN GREATER DETAIL.
DIAGRAM TO SHOW DEVELOPMENT OF COURSE 1967-74.**



COURSE RE-DESIGNED



TOTAL OF 17 STAFF INVOLVED OVER SIX YEARS