Ysgol Wirfoddol Eglwysig Y Model
Model Church in Wales School

Cyngor Celfyddydau Cymru
Arts Council of Wales

Casgliad y Werin Cymru
People's Collection Wales

## 'Mapping the Model' case-study, Model CIW School Carmarthen

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Mapping the Model was an Arts Council of Wales Lead Creative Schools Project, that took place in Model CIW School, Carmarthen, in the Spring Term of 2018. The Lead Creative Schools Programme aims to promote innovative opportunities for learning in schools and to address particular challenges in schools through providing access to creative people, skills and resources. This project was a collaboration between artist Rowan O'Neill and the Year 4 Creative Group at Model School.

The project was designed by the artist in collaboration with teachers in the school in response to the specific brief: can an exploration of deep mapping, via Welsh poetry and drama, improve confidence and oracy skills and enhance creative thinking for pupils in Year 4?  It was also hoped that the project would result in the creation of a digital resource that other people connected with the Model School (old and new) could continue to use in the future.  The People's Collection website presented itself as the ideal tool for achieving the aims of the project. The challenge of this project was to find different ways of mapping links between the school and the town including geography, history and legend. What resulted was an investigative project around the concept of mapping, that used the People's Collection as a repository for the materials created.

The working title for the project was 'Putting Ourselves on the Map'. From the Mappa Mundi to the Ordnance Survey to Google maps, the pupils were made familiar with different ways of representing the world. The pupils were then given the task of being cartographers of their surroundings physically, geographically and culturally. The project resulted in a diverse collection of media and responses to be found here on the People's Collection website.

A Key to the materials produced by the project can be found at this link: https://www.peoplescollection.wales/story/820571

This model for working was in part inspired by the work of Wales based theatre artist Cliff McLucas who developed his concept of deep mapping in Wales in the late 1990s. http://cliffordmclucas.info/deep-mapping.html

Look here for more information about Lead Creative Schools and the Arts Council Wales: http://www.arts.wales/arts-in-wales/creative-learning/the-lead-creative-schools-scheme

Model CIW School website: http://www.modelprimaryschool.com/

## Project Schedule

The project involved 10 sessions; 8 held in the school and 2 school trips. The school sessions were usually 1 whole day, but this could be adapted to suit the time you have available. At the end of the project we had a celebration event which included a short presentation and performance.

**Session 1.** Investigating maps.

**Session 2.** Investigating journeys.

**Session 3.** School trip 1 to Aberystwyth and Borth.

**Session 4.** Investigating mapping & exploring the school.

**Session 5.** Interviewing a former pupil (collecting oral history) & investigating scale.

**Session 6.** School trip 2 to Carmarthen Museum & creating our poem.

**Session 7.** Catalena from PCW visited school & learning about metadata.

**Session 8.** Making an audio recording of our poem & investigating measuring and recording.

**Session 9.** Creating audio and written content, exploring how to publish on PCW & learning about copyright.

**Session 10.** Creating our large map of Carmarthen.

**Project celebration event.** Presenting the project to teachers, parents, school governors and the local community.

All sessions began with a warm up hour in the hall; this would include an introductory circle and drama based warm up games.


## Curriculum links

**Key Stage 2:** History, Geography, Literacy skills, Numeracy skills, Digital Competence Framework

## Session 1. Investigating maps



Activities:

- Drama activities – We ran the session in the main hall. We started in a circle and did some ice-breaker exercises, derived from the techniques of Augusto Boal e.g. the name game. Name game: children take it in turns to go into the circle and do an action, then the other children copy repeat the child's name and repeat the actions.

- We also asked pupils to think of a place they were looking forward to going (to start to link to maps and locations). We imagined climbing Snowdon and asked the pupils to describe their view from the top (what can you see?).

- We then looked at an outline map of Wales. Did they recognise the shape? Was it a picture or a map? Did we look at it or read it in order to understand it? We then made our own map of Wales using the children to create the outline including Snowdon and Carmarthen: https://www.peoplescollection.wales/items/804071

- We split into 4 groups and looked at ordnance survey maps laid out on the floor. What can they see? What do the lines mean? Discussed the key and what the symbols mean. One of the maps was a map of Dyfed subtitled 'a land of legendary beauty'. We talked about how places change over time.

- We looked at different maps including fantasy maps in children's literature. Sources: Mappa Mundi, Narnia books by C.S. Lewis, Winnie the Pooh by A.A. Milne,

Mabinogion Map (http://prydain.wikia.com/wiki/File:Mabinogion_Map.jpg), Welsh authors map (https://www.theliterarygiftcompany.com/products/literary-map-of-wales-map-llenorion-cymru).

- In the afternoon sessions, following on from viewing the Mappa Mundi, pupils were asked to draw their world as they saw it including everything that was important to them. They used the middle pages of their Cartographer's Notebooks. After completing the task they presented their maps to the rest of the group.

Additional reading for the teacher:

- http://www.cliffordmclucas.info/deep-mapping.html

- Boal, Augusto. (2002). *Games for Actors and Non-Actors.* Routledge, 2nd edition.

- https://dramaresource.com/drama-games/

- https://www.peoplescollection.wales/items/820356

## Session 2. Investigating journeys

The warm up session included exercises around orientation and spatial awareness. Games were adapted from Boal such as 'cars' where pupils partner up and one is the car and one the driver. The car closes their eyes while the driver taps their shoulders and back to get the car to move in the right direction. Games also featured points in the room, creation of equal triangles and orientation towards direction. We then looked again at the legendary map of Dyfed and discussed place names introducing the idea that language gives a clue to the nature of a place e.g. Aber, Caer, Mynydd. All pupils were then asked to choose a route for their trip to Aberystwyth the following week, to trace it along the map and then store it in their finger. We then performed our routes as a group, trying to work out who got their quickest. We looked at the route on google maps.

In the afternoon sessions we started to look at the People's Collection website. We found materials relating to Carmarthen and continued discussion from the morning around place names in an investigation of the significant properties of their town.  We searched for the model school but as yet there were no items on the website.  We looked at the mapping function on the site and concluded the session by agreeing to try and put ourselves on this map.

## Session 3. School trip 1 to Aberystwyth and Borth



Preparation: We identified a source of material that would help us understand our locality better, and based a school trip on a visit to this resource. We visited Aberystwyth to view the Black Book of Carmarthen at the National Library of Wales. At the Library we were given a workshop about the Book and its relationship to Carmarthen. We were given a copy of a map of Carmarthen from 1888 with Priory Street on it. We were asked to circle every street or lane that included the word Priory. We also learnt about the figure of Merlin and were asked to draw our impression of him.

We had an interest in another locality close to Aberystwyth which connected with the Black Book; the submerged forest at Borth. The trip was planned so that we could visit the National Library of Wales, then Borth beach in the same day. On the beach the pupils looked at the trees and then did an exercise in pairs where one person was a camera and the other a photographer – the photographer led the camera (with closed eyes) to a spot they wanted to capture. The photo is taken as the camera opens its eyes. These frames were then documented for real with iPad.

We looked at an OS map of Aberystwyth and Borth and talked about the points of a compass as Borth was North of Aberystwyth. We also drew a labyrinth on the sand and some of the pupils drew the route from Carmarthen to Aberystwyth that they had stored in their fingers in the previous session, when they had traced the route to Aberystwyth from Carmarthen on the map of Dyfed.

https://www.peoplescollection.wales/story/797666

## Session 4. Investigating mapping & exploring the school



Following our warm up, we made a postcard of our school trip from the previous week. We asked the pupils to think of an image that best represented our trip and to write a message. The postcards were sent home to the pupils' families later in the project.

We then did an exercise where pupils listed as many place names, countries etc that they knew. This was in preparation for touring the school. I asked the group to show me round the school and tell me any names they had for particular places. We finished up in the Attic, a place not normally frequented by the pupils. In the afternoon the group was split into two and allowed into a locked room in the attic that contained school records including an old school log book from when the Model School was at its original location. The pupils were asked to find something special in the room. After finding the book we read parts of it and tried to understand what it was. The book contained diary entries and photographs and even included an entry about the school's current Deputy Head.

https://www.peoplescollection.wales/story/797726

## Session 5. Interviewing a former pupil (collecting oral history) & investigating scale
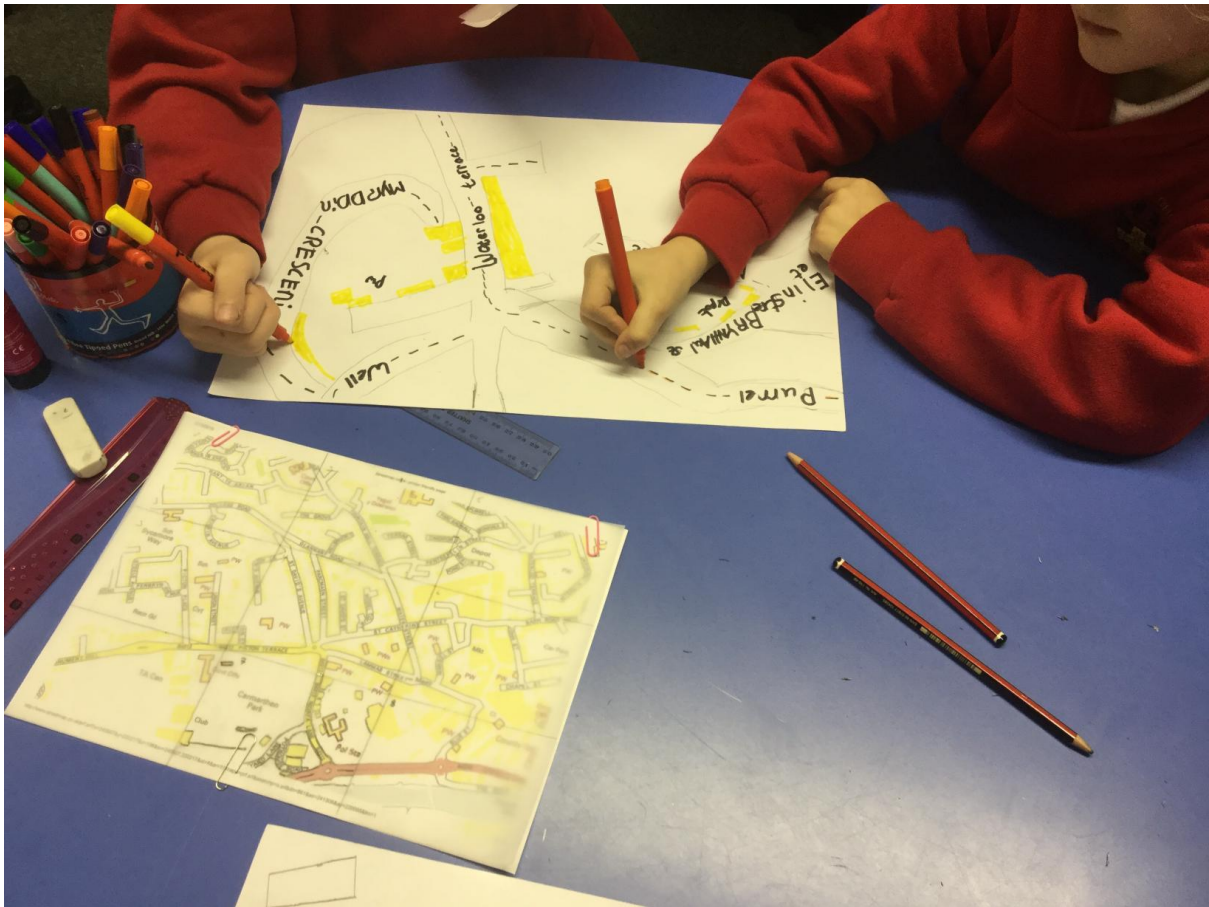


Following a warm up, pupils were informed that there would be a chance to interview a former pupil of the Old Model School who was also a teacher in the current school. The pupils spent an hour devising questions. They then interviewed the teacher and recorded the interview on an iPad. They then wrote down as much as they could remember in their mapping note books.

This was followed by an exercise looking at the location of the old Model School in relation to the current school site. The pupils then drew a route from the new school to the old one. The pupils looked at a plan of the old school as featured on the 1888 map of Carmarthen. They also looked at street and road names and tried to make their own place names given pairs of words to put together.

In the afternoon sessions the group was split into pairs again and focusing on a contemporary map of Carmarthen that featured the school and the old school site they were given the task of 'scaling up' the map. The original map was covered with tracing paper that had been divided into nine squares. Each pair worked on a square transcribing the contents of each square on the A4 paper to a single sheet of A3. At the end of the session the A3 squares were joined together to form the scaled up map. The map was later used as a decoration on the cake for our celebration.

https://www.peoplescollection.wales/story/801081

## Session 6. School trip 2 to Carmarthen Museum & creating our poem



Preparation: Part of the remit of the Lead Creative Schools project is to work outside of the classroom. A particular goal of this project was also to include poetry. Combining these two aims we visited Carmarthen museum in the company of a Carmarthen based poet to create a poem about the town. The visit was local to the school so the children walked to the bus stop, paid their own fare and then travelled by bus to the museum.
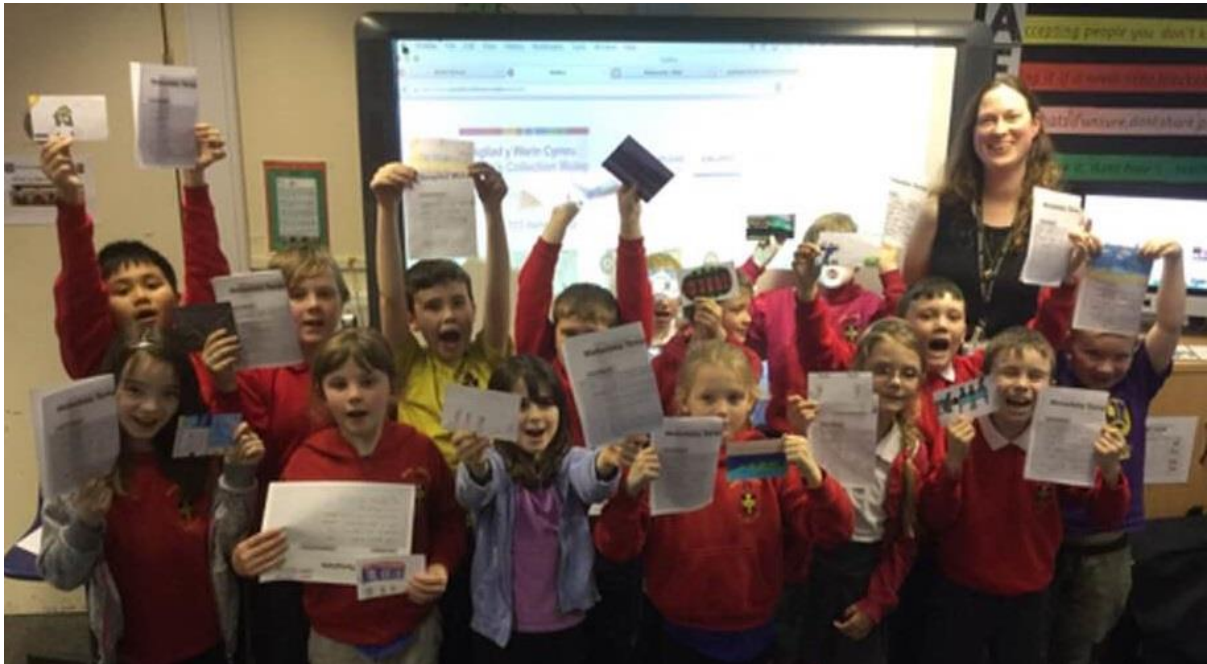
We identified and contacted a local poet, Elinor Wyn Reynolds. We felt it was important that the poet was bilingual, that they lived in the local area and understood the history of the town. Elinor had visited the museum previously and identified certain things she wanted the pupils to notice. We also had an introduction to the museum from the curator Peter Evans. We spent the morning at the museum, ate our sandwiches and then had a creative session with Elinor about using our imaginations.

Back at school we created a word horde from the trip. We wrote down the words for lots of things that we had seen.  We then wrote our poem. Elinor led the activity, writing the work up on a white board and the poem was recited into being.


https://www.peoplescollection.wales/story/797811

https://www.peoplescollection.wales/story/791726

**Session 7. Catalena from PCW visited school & learning about metadata**



Catalena Angele, People's Collection Wales Learning Officer, visited the school. She introduced the PCW website and showed pupils some examples of work created by other schools on PCW. She showed us the different sections of the website and how to search for content. She then ran a session on metadata, to help pupils understand the information required when uploading content to PCW. The pupils practiced writing a good title and description for the postcards they had drawn.

https://www.peoplescollection.wales/items/804111

The metadata teaching resource; *Lesson Plan 2: Metadata - Looking for a needle in a haystack,* is available on PCW and links to the Digital Competence Framework: https://www.peoplescollection.wales/learn/copyright-and-metadata

## Session 8. Making an audio recording of our poem & investigating measuring and recording.



Following a warm up in the morning we worked on preparing the poem written the previous week for recording. We then recorded the poem outside and inside using the iPad.

In the afternoon sessions we looked at measuring, recording measurements and making plans. We measured the playground in different ways – using string, knotted string, trundle wheels, a tape measure and a metre rule. We went back into the classroom and discussed scale – how would we draw what we had measured accurately onto paper? We used graph paper to draw the things we had measured.

We also looked at 'scaling up'. We looked at the plan of the old school as it appeared on the 1888 map of Carmarthen and decided to try to draw a plan of the old school on the new school playground. We decided how much bigger we wanted the map to appear on the playground. We multiplied the maps measurements and then re-created the map 40 times larger in chalk on the playground.

https://www.peoplescollection.wales/story/799431

## Session 9. Creating audio and written content, exploring how to publish on PCW & learning about copyright.

Following a warm up session we recorded the song Clychau Cantre'r Gwaelod which the year group had prepared and sung at their St David's Day Assembly. The song related to the legend associated with the submerged forest at Borth which appears in the Black Book of Carmarthen.

https://www.peoplescollection.wales/items/800416

We then worked in the computer suite looking at the idea and importance of copyright, as a way to introduce the concept that our work would be published on the People's Collection website. Images that the children had created of Merlin were already uploaded to the site. We talked about copyright, using the PCW copyright teaching resource as a guide. We then went through the upload and publication process including tagging, dates and pinning to the map.

The copyright teaching resource; *Lesson Plan 1: Copyright - Know your digital rights,* is available on PCW and links to the Digital Competence Framework:
https://www.peoplescollection.wales/learn/copyright-and-metadata

In the afternoon session we continued to work in the computer suite. Collections of images relating to the previous work sessions were already available to view on the People's Collection website. Having split the group into two each group worked with the images using them as a spur to record log book entries such as those that appeared in the school log book. They collaboratively wrote descriptions of the work they had made and experiences they had shared over the course of the project. These appear on the website as the dated Log Book Entries.

## Session 10. Creating our large map of Carmarthen



After recording the school prayer in the computer suite the pupils were invited to look again at the online version of the Mappa Mundi to remind them of this medieval map that records places, events and people. After exploring this map again we went to the lower school hall. A large sheet of paper had been pre-prepared and was unfurled on the floor.  Pupils were asked to take their shoes off. A plan of the old Model School (from the 1888 map of Carmarthen) was stuck in the middle of the sheet of paper.  On the Mappa Mundi, Jerusalem is at the centre of the world. On our map the school was at the centre of our world.  In the top right the pupils stuck a compass denoting north. In the top left the pupils stuck the school crest. In the bottom left we added a scale, 1:17 that expressed the no. of pupils involved in the project.

In the afternoon sessions the pupils were asked to fill the rest of the sheet with their Mappa Mundi.  They drew and cut out photos printed from the project and other pictures created over the past weeks. They also drew other images on the map including roads and named streets and places. They even included the poem. At the end of the session once they had finished making the map we rang the old school bell and recorded it.  This marked the end of our map-making project.

https://www.peoplescollection.wales/items/820261

https://www.themappamundi.co.uk/

https://www.peoplescollection.wales/items/804221

## Project celebration event



We held a celebration event to present the project to teachers, parents, school governors, the rest of Year 4 and the local community.

Preparation: We sent out invitations to people who had helped us with the project, teachers, governors and the local community. We chose which parts of the digital work we wanted to show at the event. We then created a script to introduce the project and give context to the images we'd chosen. We practiced our lines and made a digital presentation which meant co-ordinating image, sound recordings and speech. We had a huge cake made and decorated it with a copy of one of the maps the pupils had made. The map was printed on sugar paper.

The event: Ran from 3-4pm in the School Hall. The event took the form of a performed exhibition. Pupils took turns to read out their lines from the script. They showed examples of their work on PCW and played some of the audio recordings they had made. Images and objects made and used during the project were also displayed on tables around the hall, and the large map of Carmarthen was laid out in the middle of the floor so everyone could walk around it. The Head Teacher and one of the governors spoke to praise the pupils and the project. Both classes involved were awarded a personalised OS map that had been printed specially to include the school at the centre of the map and an image of the pupils depicting Wales with their bodies on the front. Everyone had a great time and enjoyed eating the map cake!

https://www.peoplescollection.wales/collections/820896

## TOP TIPS for creating a successful project:

- Remember to take photos at every stage of your project so that you have a great record of the work you have done, and lots of content to upload to PCW.

- Some basic skills sessions around taking pictures with iPads and framing shots will not go amiss.

- Also worth reminding pupils to try and remain as still as possible when using audio recorders.

- Try to respond to discoveries made as the project evolves so there is a real sense that the materials are emerging through the process.

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