Berghemskolan, Jarfalla District, Stockholm

 – an example of a school using the modules

We were fortunate to visit Berghemskolan on Thursday 9th March to hear about the implementation of the Get Creative with Art Project within the school and its subsequent outcomes.

**Swedish reflections following the presentation: -**

* The importance of a supporting management in the school.
* A coordinator important, who supports all the themes in the same direction.
* The whole staff has been involved, and at least 3or 4 of the modules have been used thus far.
* A plan for use is elaborated for the next remaining modules.
* Children with special needs who normally don’t speak started talking when using the art works.
* Self-esteem and confidence have increased when displaying the art in the windows.
* Everyone got proud when they were part of the exhibition.
* The exhibition included the parents.
* .All age groups at school took part in the project, from 6-12 years, an extension of our original age range

**UK reflections: -**

* Artwork provides a second language to express themselves.
* The themes fit into different contexts.
* The children were interacting and discussing and enjoying the work from the modules.
* Talking about and analysing the pictures helped with understanding before completing art works
* Sharing more colourful works of art stimulated pupils to use more vibrant colours in their own work.
* Children with special needs who found social interaction difficult were able to participate in some of the drama activities and their general interaction increased.
* The collaboration between teachers of different age groups helped to increase the self esteem and self confidence of the pupils.
* A real impact in all areas with children being ‘allowed ‘ to feel proud.
* The real impact of children who normally find it difficult to express themselves being able to talk between themselves in a group.
* The real impact of a visual representation on a verbal outcome.
* The impact of having an outward facing art exhibition was much more than anticipated – it provided a collaborative, cohesive feel to the school.