

# A Line Art

## THE LEARNING LABYRINTH ZINE



**Key learnings and lessons into how to make your own Learning Labyrinth**



In partnership with...



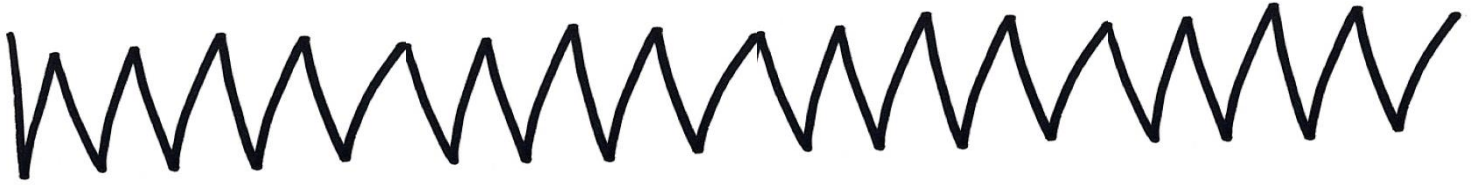
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# A Line Art

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# A Line Art

Hello friends,

I wanted to take this opportunity to welcome you to [THE LEARNING LABYRINTH](#) During the 2020 Covid-19 pandemic, we had an itching to create an idea which responded to the spaces and places we found ourselves in everyday. Most of us became very familiar with our own four walls, and as the world started to reopen, some of us found ourselves in bubbles becoming disjoined from each other. We asked ourselves...

***“In a time where we crave connection, how could we reimagine the places we might usually overlook and see them as spaces where we can connect, become inspired and learn?”***

These spaces might be the hallways, the corridors, or the nooks in the corner of the room. When space suddenly became a premium, we saw a golden opportunity in this challenge and we were fortunate to receive Grant for the Arts funding from Arts Council England to kickstart this R&D idea. We wanted to learn. We wanted to test. We wanted to see what could be possible and how far this idea could be stretched and what were the limitations (if such a thing exists!).

We were fortunate to partner up with [artsdepot](#) and [Discover Children's Story Centre](#) who have championed the project and allowed us to host two Artist Lab residencies to allow a team of diverse and talented Associate Artists (who have a rich wealth of experience in the field of arts education, access, play therapy and design) to collaborate, experiment and respond to the needs identified by our two partner schools [Frith Manor School](#) and [Park Primary School](#).

A series of bespoke participatory activities were devised. These activities were inspired by colourful design interventions which were designed by me, hand drawn and painted and then blown up and transferred onto larger than life vinyl stickers installed in a series of communal spaces in the school.

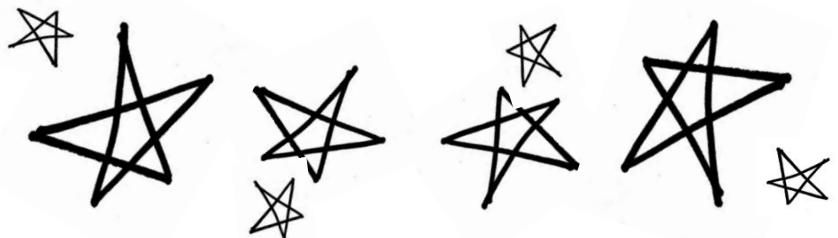
This Zine has been created for educators and creatives so you can learn from the experiences we gained from the R&D programme and can create and implement your own Learning Labyrinths in the places you learn and work.

We hope this pack inspires you and that you enjoy your journey into making your very own Learning Labyrinth.

Best wishes,



Anna Bruder



# A Line Art

## ABOUT A LINE ART & THE PROJECT



**A LINE ART** was formed in 2010 with the mission of creating moments of childlike wonder which activate and nurture audiences' own artistry and creativity. Our kaleidoscopic approach to theatre and art making is inclusive, accessible and distinctive. Our work has a strong illustrative playful aesthetic and it is made for traditional arts spaces (theatres, festivals, museums and libraries) and non traditional arts spaces (schools, shopping centres and public spaces). We work locally, nationally and internationally. A Line Art was founded by Anna Bruder.

In response to the Covid-19 pandemic, as a company we became interested in the potential of how play can inspire not only physical literacy, but also unlock new and surprising perspectives and moments of connection. We know for many schools that classroom spaces come at a premium, and we wanted to use this opportunity to explore how communal spaces in schools (corridors, halls and playgrounds) can be utilised as places of wonder, connection and stimulation.

Accessibility has always been central to our work and philosophy; our aim was to create an artistic environment which could tap into multiple senses and ways of experiencing 'the art'. We envisaged the Learning Labyrinths utilising every corner of the school, taking students on a daily unforgettable journey where learning could spill out and connect the whole school community.

We started our process exploring the following questions...

- *How can communal spaces be reviewed as places of possibility and positive interaction?*
- *How can artistic spaces help to focus learners?*
- *How can a shared artistic intervention change the culture of school?*
- *Can sensory pathways increase children/young people's curiosity and desire to learn?*
- *Can a corridor/school hall hold as much learning possibility as a classroom?*
- *Are communal spaces environments which can encourage positive connections?*
- *Can sensory practices benefit everyone in the school? (both in mainstream settings as well as SEND settings)*





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ARTIST LABS



We refer to this process as a 'lab' as we wanted to encourage a sense of experimentation and create a space of inquiry, possibility and curiosity.

Over several days, our Associate Artists were invited to engage in a range of hands-on activities which responded to the needs identified by the pilot schools. The artists also had the opportunity to create new participatory games and designs in addition to reflecting on their own experiences of delivering creative work in schools.

In relation to open-ended learning, artists with experience of working in schools explored tensions between structure and freedom, such as the contrast between adult-prescribed curricula and child-led learning. It was suggested that 'guided play' where an adult plays alongside a child at the next level up, may represent a healthy

balance between these two poles. In relation to inclusivity, the artists included a range of diverse characteristics, including participants with visual impairments and wheelchair users, participants with experience of working in the deaf community, and participants from different socio-cultural and ethnic backgrounds. Other areas included exploring learning differences and the importance of self-regulation to help students to be ready to learn.

Following on from the Artist Lab residencies, the prototype ideas were then interpreted by Anna Bruder who translated the ideas into finalised design components. These components were then installed at the schools on giant vinyl stickers.



To see the experimentation process our Associate Artists went through, you can access the Padlet board [HERE](#)

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## CREATE YOUR OWN LAB

- Instigate a series of consultations/focus groups with students and staff at the school. The premise of this is to ask them questions related to the communal spaces in the school...

- ★ *How do they feel when they are in those spaces?*
- ★ *What do they enjoy about those spaces?*
- ★ *What is challenging about those spaces?*
- ★ *If learning took place in those spaces, what would it look like?*
- ★ *How would learning in that space feel different to learning in a classroom?)*

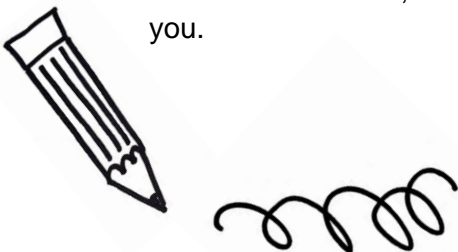
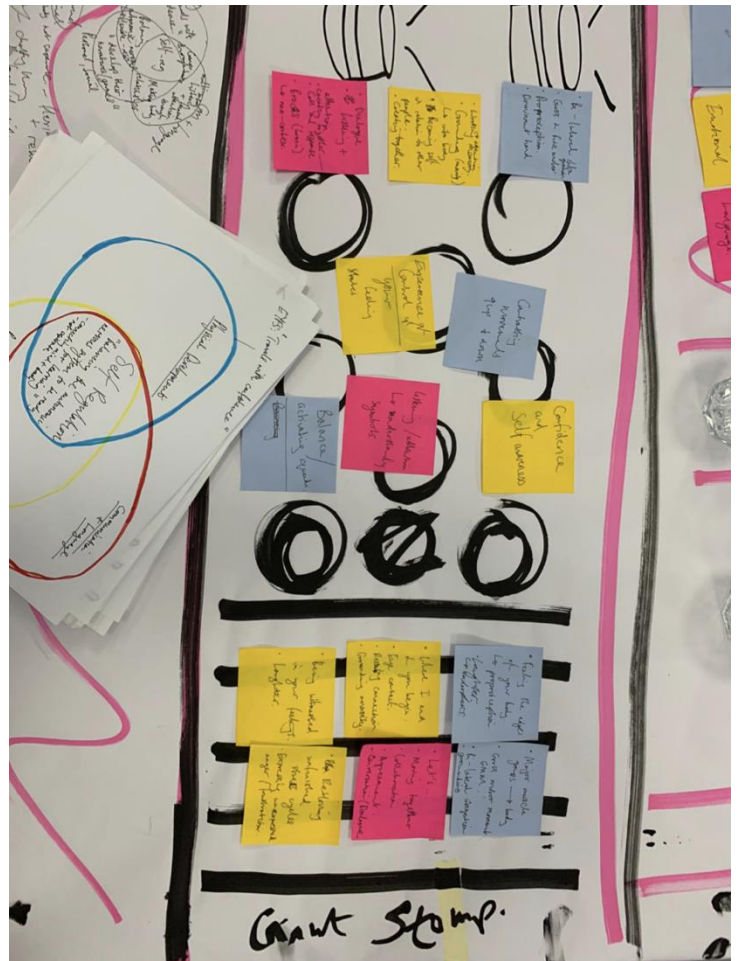


- Assemble a team of colleagues and set aside a dedicated time and space where this Lab will take place. Varied expertise and experiences should be welcomed.
- Choose a space which will allow you to work in a multifaceted way; to discuss, move around in and places your ideas in different areas (such as the walls and floors)
- Come armed with various materials for you to use and add your ideas to...



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- ★ Lining paper
  - ★ Coloured paper
  - ★ Coloured felt tips
  - ★ Post it notes
  - ★ Masking tape
  - ★ LX tape
  - ★ Scissors
- Write your consultation questions in large and add the responses to them underneath.
  - Use the responses as a starting point. Spend some time discussing these and then split off into different groups and start to think of ways to meet this challenge. Ask yourself: ***“If this challenge could be turned into a hands-on game which took place in the chosen communal space, what would it look like and how would it work?”***. You don't need to have the answers, start with the materials you have at hand and start to create a possibility.
  - Consider all aspects of the space: walls, floors, corners, doors etc
  - Remember, this is a space for play and possibility so go into this experience with an open heart and mind.
  - Explore the space and use it as a ground to test out and visualise your ideas - let your ideas be bigger than the space then they find themselves in!
  - Think of a way to record and keep the learning which is manifesting in the spaces (take pictures, collate notes, keep prototypes in a safe space).
  - Commit a time to test out the ideas/games/design interventions you have created. Remember that this is R&D and it may not go perfectly, but give it a go and notice what is happening when you are testing out your ideas.
  - Regroup and refine your ideas. Share experiences and how they may be differentiated for different year groups.
  - Finally, your finalised ideas don't need to be in the same medium - you may want to add your design interventions into the space using coloured tape, or you may wish to paint them onto the walls, or make pathways in the playground using chalk. Use what works for you.



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## ENTRANCE TRAIL



### WHAT IS IT?

A playful active way to begin the school day.

### HOW TO PLAY

Move over the trail in any way you choose...wriggle, shake, bop, bounce, stomp and dance.

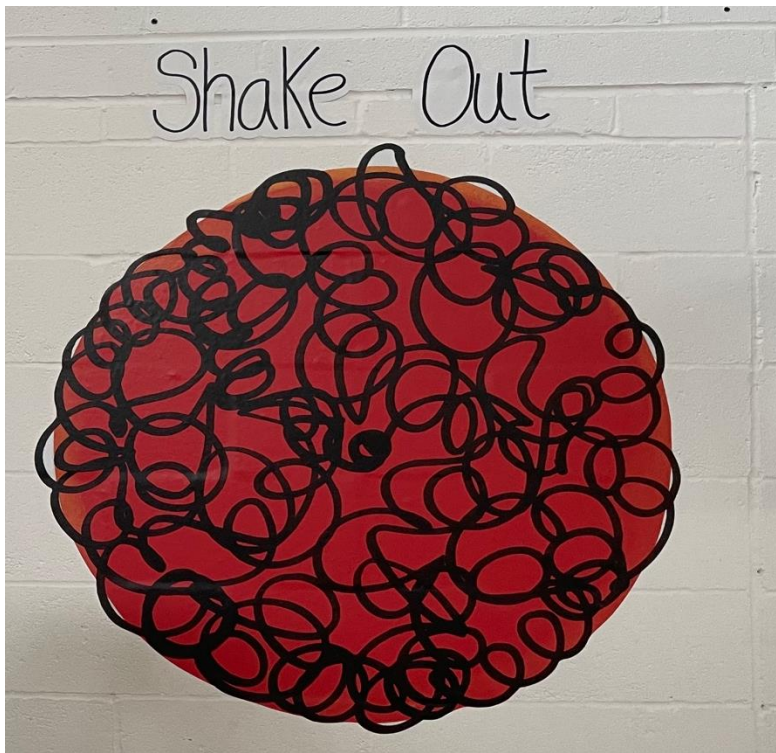
### WHY PLAY?

- Interesting transition into the school day.
- Movement and play support self-regulation and readiness to learning.
- Opportunity for parents and guardians to enter the school with their children and have a positive interaction to start the day.



### WHAT COULD YOU DO?

- Using coloured chalk or paints, how would you create your own unique pathway into the school from the gate to the entrance?
- Alternatively, could you recreate something similar in the school playground?





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## SHAPE SOUP



### WHAT IS IT?

An active matching game for cognitive development.

### HOW TO PLAY

- Stand on the green spot on one leg
- Complete a challenge\*
- Run back to the green spot

### EXAMPLE CHALLENGES...

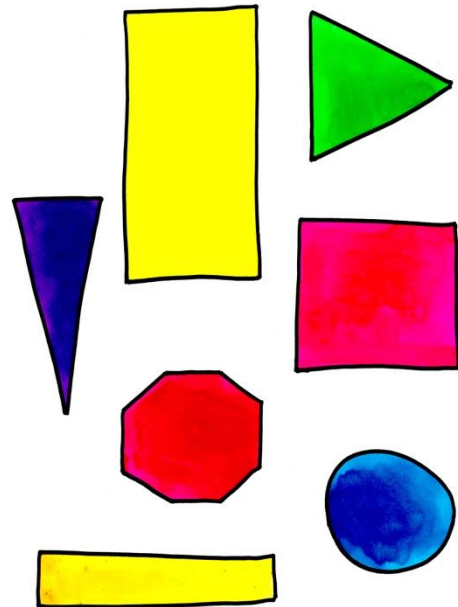
- Touch three circles
- Touch a red shape and then a triangle
- Touch a shape which isn't green or a square

### WHY PLAY?

- Improve working memory
- Develop shape recognition
- Solo, pair, or small groups

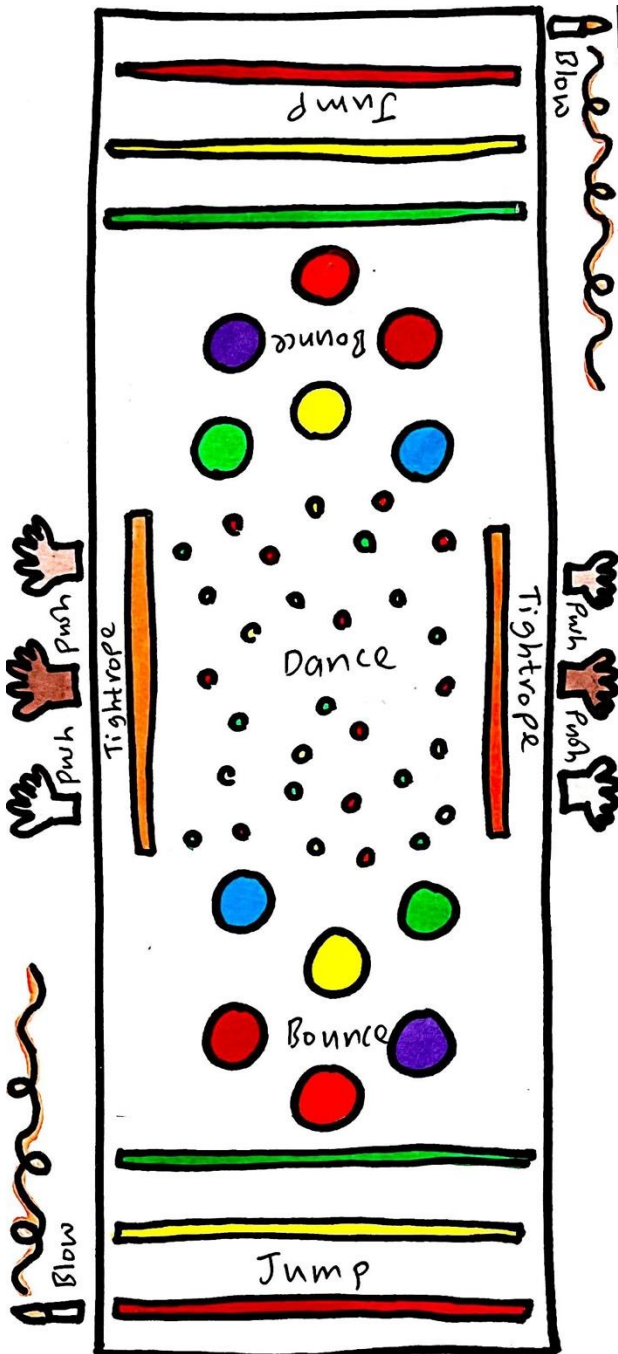
### WHAT COULD YOU DO?

- Could you develop your own soup activity using numbers and letters?
- Could you develop another challenge which uses the shapes to make larger images?



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## REGULATION TRAIL



### WHAT IS IT?

A short circuit breaker to help students regulate.

### HOW TO PLAY

- Use the works and shapes as a guide for movement and play.
- This can be interacted with individually or in pairs or small groups.

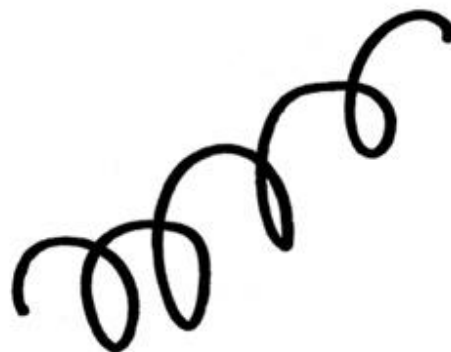
### WHY PLAY?

- Circuit breakers are great for dysregulated students to self-regulate
- Exercising large parts of the body and uses balance, pressure and hand eye coordination
- Opportunity for co-regulation.
- It can help with students transitioning from different spaces and classrooms around the school.

To see this activity in action, click [HERE](#)

### WHAT COULD YOU DO?

- Using sticker dots/shapes, could you create a transition pathway in a corridor space which helps your students to self regulate?
- Simple ideas can be effective and work with the space and materials you have.
- You know your students and their needs - what physical activity could help them self-regulate?
- Is there a ritual you could create to help the students prepare for learning?



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## MAGIC CARPET



### WHAT IS IT?

A highly adaptable space for creative learning.

### HOW TO PLAY

This design intervention can be used as a thematic space which can be used for...

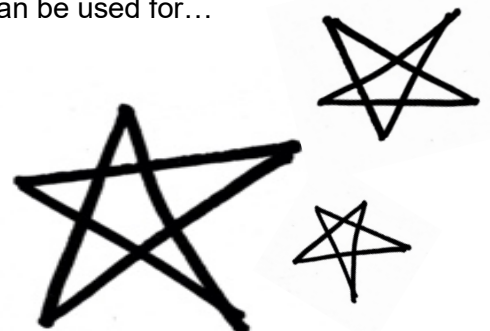
- Storytime
- Exercise mat
- A space for relaxation
- A space for reflection
- A space to breathe.
- A space to gather ideas and inspiration.

### WHY PLAY?

- Adaptive space to celebrate creativity.

### WHAT COULD YOU DO?

- What core visual could you use to create your own thematic space?





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## MIRROR ME

### WHAT IS IT?

An active matching game for cognitive development.

### HOW TO PLAY

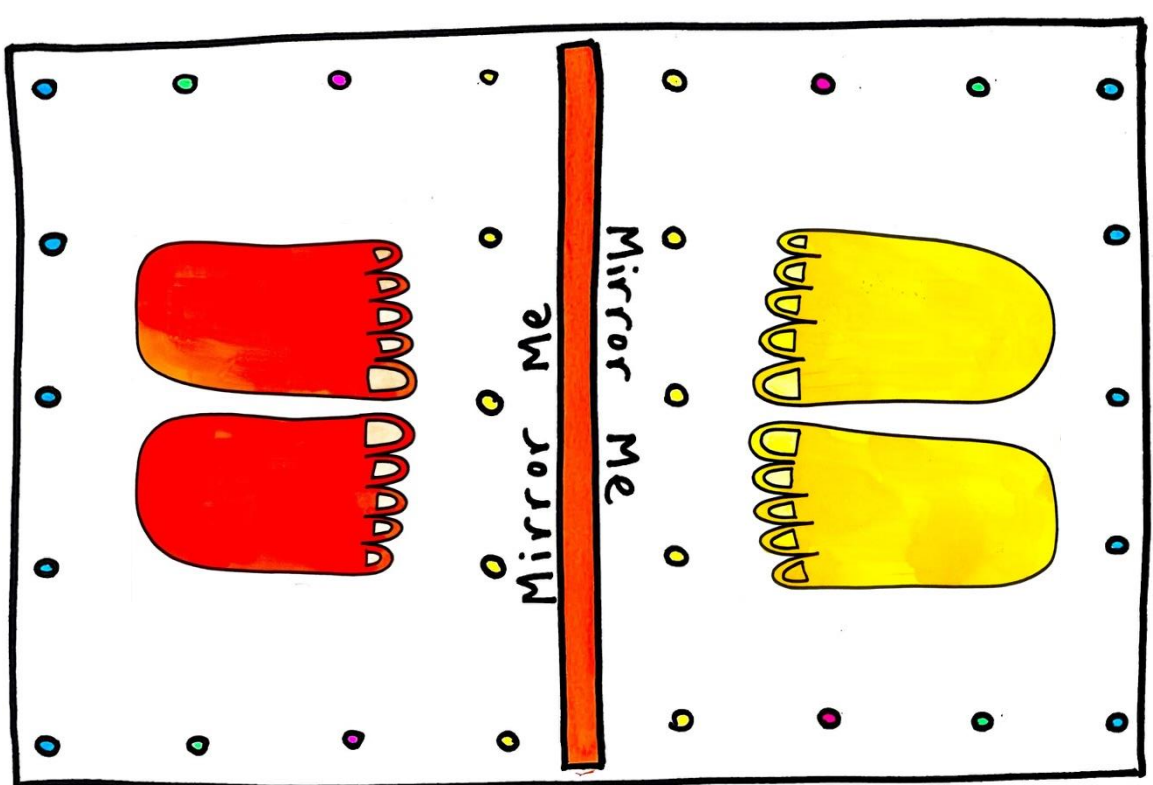
- Players stand on either side of the red line.
- One player moves, the other mirrors.
- Develop games by building up patterns and sequences.

### WHY PLAY?

- Mirroring develops collaboration, non-verbal communication and empathy.
- Open-ended design for games to be invented by children.
- Solo, pair, and group activities.

### WHAT COULD YOU DO?

- Could you play with different speeds and tempos and see how they affect the movement?
- Could you play different types of music to encourage different types of movement and image making?



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As part of your schools immersion week, you could take the theme of re-imagining the schools spaces and involve your students in the creation of your own schools Learning Labyrinth.

## STEP 1 - ASSIGN SPACES

Each year group/form is given a different communal space to re-imagine. These can be spaces found inside the school and also outside such as the school playground. By giving each year group/form a different space, it will allow for a rich and expensive Learning Labyrinth. Explain that the key outcome of the week will be 'creating engaging and accessible spaces where learning can happen outside of the classroom'.

## STEP 2 - INVESTIGATE THE SPACE

Take your students on a journey to that space. You could ask your students...

- How does this space make you feel?
- In what ways could we make this a more inspiring space?
- How could this space allow learning to happen?
- What are the challenges with this space i.e., is it too dark?

Take photos of the space. When you return to the classroom, write up the responses from the above questions so these become part of an 'ideas bank'.



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## STEP 3 - SEED PLANTING

To help illustrate the idea of transforming spaces, you could show your students some examples of the design interventions which have already been tried out in this zine. Perhaps you could select one or two to share rather than share them all.

To help the students with thinking about the space and how it can transform, you may want to give them a theme they all have to work on or a clear directive e.g a space which combines problem solving and takes place in the solar system.

Key outcomes which you could draw upon which have been included in this zine are...

- Problem solving
- Reflective environments
- Coordination activities / physical literacy
- Self-regulatory games/activities
- A space which encourages group work
- Rituals for getting ready for learning
- Creating an accessible space



## STEP 4 - PROTOTYPING IDEAS





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Put your students into small groups (between 4 - 5) and give them a large piece of paper and access to colouring pencils/pens/post it notes/art materials. Ask them to first of all draw a birds-eye view of their chosen space. They need to draw this in large and make sure it fills the paper. Once they have drawn the space, they must visualise their idea into a blueprint style plan as a group using the materials to show what the space might look like and what the design interventions could be. They may want to include arrows and notes to annotate important features.

You may want to describe this task as 'it's like building your own board game'. This board game needs to be big, bold and streamlined (with one or two clear instructions and needs to be understandable to different age groups in the school!).

## **STEP 5 - SPACE MAKERS SYMPOSIUM**

Set up your classroom space like a gallery, displaying the prototype designs on the walls or desks. Encourage the group to travel around the classroom and marvel upon the other designs and allow the creators of the designs to share their ideas and ambitions.

At the end of the symposium, explain to your students that you are going to vote on ONE design/idea they are going to make as a class. To make this fair, you may want to say that they can't vote for their own idea and they must cast at least two votes (their first choice and second choice).

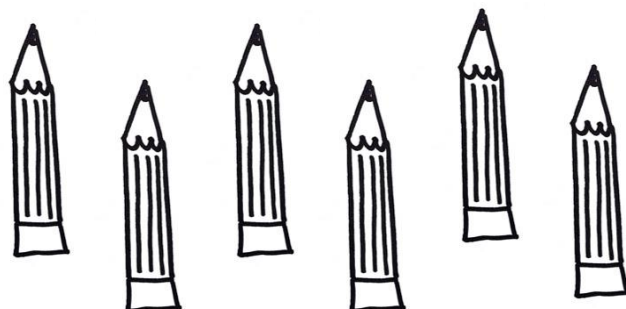
## **STEP 6 - MAKE IT**

Now that the group have decided on their chosen idea, segment the idea into different components and as small groups, the class needs to prepare their idea (e.g one table uses templates to draw around and cut out, one group creates signage etc).

In their small groups, invite the class into their chosen space and allow them to attach, tape, stick their design interventions in the space.

## **STEP 7 - PLAY IT**

At this point, the ambition would be that all the other classes have had the opportunity to transform their own spaces (their unique component of the Learning Labyrinth). Across this day allow the students to play and engage in the other spaces and activities designed by the wider school community.



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## CREDITS & THANK YOU'S

We would like to take this opportunity to acknowledge the talent, creativity and support which was given to this project by the following people and organisations...

### CREATIVE TEAM

THANK YOU to our wonderful team of **Associate Artists** who came together to help generate ideas, learn and play through our Artist Lab strand and who helped design and deliver the projects in the schools

**Rachel Bagshaw:** Director & Theatre Maker  
**Harsha Balasubramian:** Anthropologist  
**Ross Bolwell-Williams:** Creative Producer  
**Anna Bruder:** Designer & Artist  
**Tamsin Cottis:** Child Psychotherapist  
**Kevin Davidson:** Lead Facilitator  
**Tas Emiabata:** Actor & Creative Facilitator  
**Becky Finlay Hall:** Drama & Movement Therapist  
**Toby Hulse:** Playwright, Director & Creative Practitioner  
**Arji Manuelpillai:** Lead Facilitator  
**Jo Ross:** Artist & BSL Interpreter



A special thank you to **Duncan Butcher** for taking the photos.

### SCHOOLS

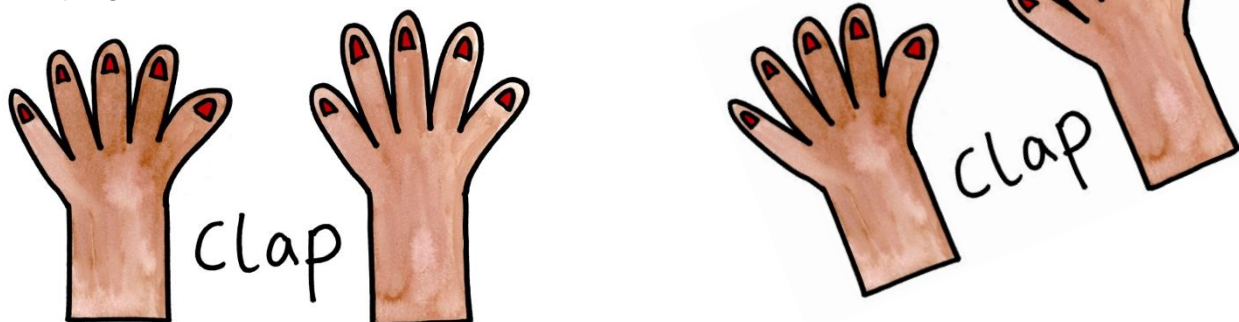
THANK YOU to the students and staff from **Frith Manor School** and **Park Primary School** for coming along with us on this journey.

### PARTNERS

THANK YOU to **artsdepot & Discover Children's Story Centre** for championing this project and for connecting us with your community and for hosting our Artist Lab residencies.

### FUNDERS

THANK YOU to **Arts Council England** for generously supporting this R&D project through your Grant for the Arts programme.



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## FIND OUT MORE



If you would like to find out more about us and our projects, you can check out our website or scan the QR code

[www.alineart.co.uk](http://www.alineart.co.uk)

You can also keep updated with us on social media using the handles below...

**Twitter:** @AnnaBruder

**Instagram:** @AnnaBruder

**Facebook:** /readysteadycolour

Share your photos and experiences of creating your own

## SCAN ME

