

CAMBRIDGESHIRE - NORFOLK - PETERBOROUGH - SUFFOLK

LET'S ALL CREATE

**SUMMER-HOLIDAY
CREATIVE CHALLENGES
YOU CAN DO AT HOME
ANY TIME YOU LIKE!**

CONNECT

TALK & LISTEN,
BE THERE,
FEEL CONNECTED

**BE
ACTIVE**

DO WHAT YOU
CAN, ENJOY
WHAT YOU DO,
MOVE YOUR
MOOD

**TAKE
NOTICE**

REMEMBER THE
SIMPLE THINGS
THAT GIVE YOU JOY

**KEEP
LEARNING**

EMBRACE NEW
EXPERIENCES,
SEE OPPORTUNITIES,
SURPRISE YOURSELF

GIVE

YOUR TIME,
YOUR WORDS,
YOUR PRESENCE



WHAT'S INSIDE?

These challenges are designed to be fun for all ages, from 2 to 92, and you could do them by yourself or with other people in your household.

Whoever you are, wherever this finds you, we hope that these activities will bring you fun, joy, discovery, and connection.

We've commissioned artists who live and work here in Cambridgeshire, Norfolk, Peterborough, and Suffolk to create the challenges. You can find out more about these wonderful people on pages 37-39.

As well as the activities, you'll find pages on which you can achieve a Discover Arts Award and take part in a survey about making positive changes happen.

PAGE	CHALLENGE	SCISSORS	CRAYONS / PAINTS	PAPER	STICKY TAPE / BLU-TACK	PENS / PENCILS	SOMETHING ELSE	DONE
07	Time Capsule				★		★	
08	Lockdown School Shirt		★				★	
09	New Skies		★	★	★			
10	"Waste Not!"							
10	Loose Part Insects						★	
11	A Change in the Weather			★		★		
12	How to Make a Zine	★		★		★		
13	Investigate and Create							
14	Make a Graphic Score		★	★		★	★	
15	Create New Clothes From Old	★					★	
16	Map-making!		★	★			★	
17	A World Inside Your Home						★	
18	Green Fingers	★	★	★			★	
19	Putting Ourselves on the map							
22	Who, What, Where?		★	★			★	
23	Home (Not Quite) Alone Too!							
24	Eco Flow		★	★		★	★	
25	Write a Short Play			★		★		
26	The Life of Objects		★	★				
27	20 Artworks: 1 Day						★	
28	Make Anything a Game!							
29	Create Your Own Samba Band						★	
30	Playful Paper Planes!		★	★				
31	Wishing Stars			★				
32	Draw Dance Disco			★		★		

IF YOU HAVE INTERNET ACCESS, SHARE YOUR MARVELLOUS MAKING ON SOCIAL MEDIA USING #LESCREATE

GET YOUR ARTS AWARD DISCOVER!

Arts Award Discover is an introductory award open to all children and young people aged up to 25. To achieve Discover you have to do the following things:

- ✓ discover different art forms
- ✓ take part in an arts activity
- ✓ find out about artists and their work
- ✓ share your experience with others

Arts Award's unique qualifications support young people to grow as artists and arts leaders, inspiring them to connect with, enjoy, and take part in the arts. Arts Award can be achieved at five different levels, from Discover to Gold, and develops creativity, communication, and leadership skills.

WWW.ARTSAWARD.ORG.UK

The great news is... you can use the activities and information in this booklet to help you get your very own Discover certificate!

It's simple: you just need to follow the instructions, complete all the different sections on both pages, and post or email these two pages back to us.

WILL YOU TAKE UP THE CHALLENGE?

STEP 1 Let's create your Arts Award Discover! Your first challenge is to find out about art forms. There are many different art forms you can do -here are just some...

- ☐ drawing
- ☐ poetry
- ☐ fashion design
- ☐ dance
- ☐ drama
- ☐ making zines or comics
- ☐ curating an exhibition
- ☐ music
- ☐ creative writing
- ☐ photography
- ☐ sculpture
- ☐ making a film or video
- ☐ game design
- ☐ architecture

Put a tick by any that you've done before. Underline any that you would like to try or do more of in the future.

Some of the art forms listed above are included in the different creative activities provided in this pack... how many can you find?

Choose any three and tell us which of the creative activities in the pack involve them and who designed that activity. We've given you an example below.

Artform | Name of activity | Name of artist

Eg. Sculpture Eco Flow Wayne Talbot

1

2

3



STEP 2 Your next challenge is to choose one of the activities in this pack to do! (You can do as many different activities as you like, but we only need you to show or tell us about one of them in order to get your Discover certificate!)

Which creative activity did you choose?

Use the space below to show or tell us more about what you did. You could stick in pictures of you doing it, draw what you made, or write about it.

STEP 3 Your third challenge is to tell us what you’ve found out about the work of an artist. An artist is someone working with any art form - including painting, drawing, playing a musical instrument, acting, or writing stories or poems. All of the creative activities in this pack were suggested by artists. You can find out about these artists on pages 37-39.

Choose one of the artists who you think sounds interesting and tell us about them...
Who is your chosen artist? _____
What did they study? _____
What is their job? _____
Tell us something that they like about their work... _____
What advice would they give to someone else wanting to become an artist or have a creative job? _____

STEP 4 For your final challenge you need to share your experience of completing your Arts Award Discover with others.

What was your favourite part of doing it? Colour in the stars to show which you enjoyed the most.

Discovering different art forms ☆☆☆☆☆
Taking part in an activity ☆☆☆☆☆
Finding out about an artist ☆☆☆☆☆

What was fun? _____

What did you learn? _____

Show what you’ve done to someone else and tell them about it. (This could be friends, parents, family or anyone else you like)
Who did you show? _____
Ask them to write a few words here about what they think...

Well done for completing your Arts Award Discover! Please fill in the details below clearly and legibly.

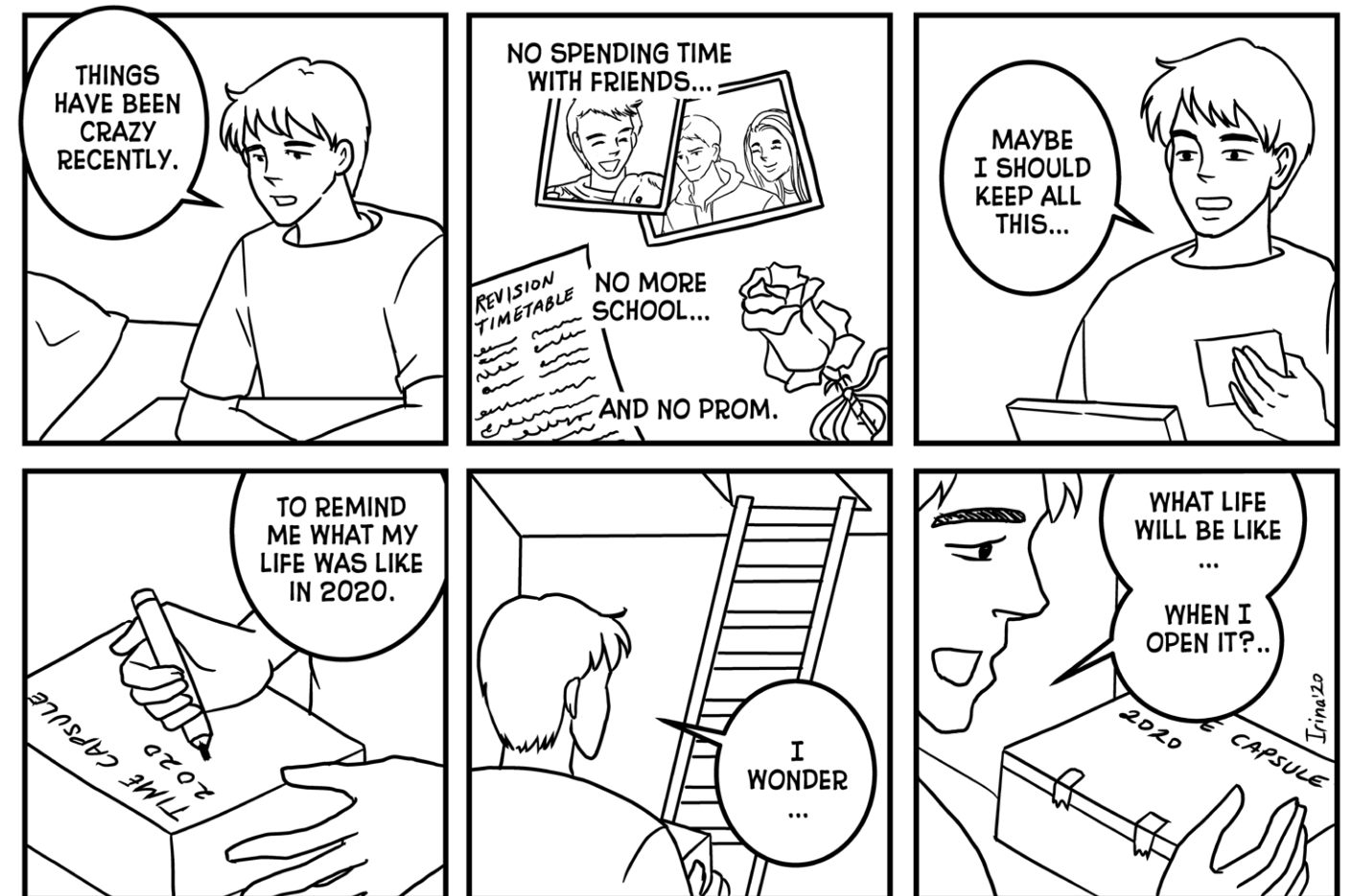
☐ I confirm that the work presented in this form is my own (please tick box)
Your full name _____
Your date of birth _____
Postal address (so we can send your certificate) _____

Name and telephone contact for parent/carer/responsible adult (just in case we need to get in touch) _____

Special Offer! Festival Bridge will cover the costs of certificates for the first 1,000 forms we receive back! So get seeking today! See page 34 for details of how to return this sheet and the “What happens next?” survey to us!



TIME CAPSULE



Read (and colour) the story – then have a go at making your own time capsule!

STEP 1 Find a cardboard box or tub.

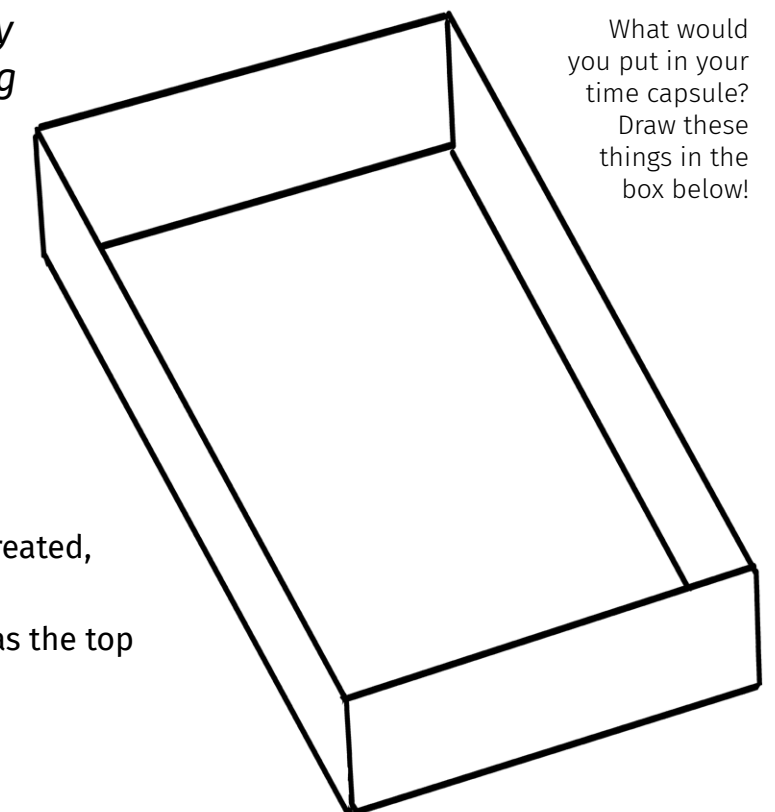
STEP 2 Fill the box with photos, newspaper articles, objects – anything that reminds you of life in lockdown.

STEP 3 (optional) Write a letter to your future self and put it in the box.

STEP 4 Seal the box using sticky tape.

STEP 5 Write the date when the box was created, and your name.

STEP 6 Hide the box in a safe place, such as the top of a wardrobe, cupboard or attic.



What would you put in your time capsule?
Draw these things in the box below!

LOCKDOWN SCHOOL SHIRT



It is common for students leaving primary or secondary school to graffiti and decorate their school shirt. Today, let's get creative and make our own decorated shirt!

You can decorate your shirt however you like. You could use pens to write your name, memories, or messages on it. You could make handprints with paint - or you could cut a potato in half, carefully cut a design into it, and use the potato as a homemade stamp to print onto your shirt! You could have a go at making a stencil out of card by writing a word in big writing and cutting the inside of the letters out. Attach your stencil to the shirt and fill it in with paint or pens, before taking it off and seeing your word appear!

BEFORE YOU START...

Make sure you use an old shirt, or one that's definitely not needed for its original purpose! Be sure to check with an adult before you get going!

LET'S GO FURTHER...

Have fun with colour! Find something around you that will help you make interesting colours. Could you use food dye, or mix paint or pens?



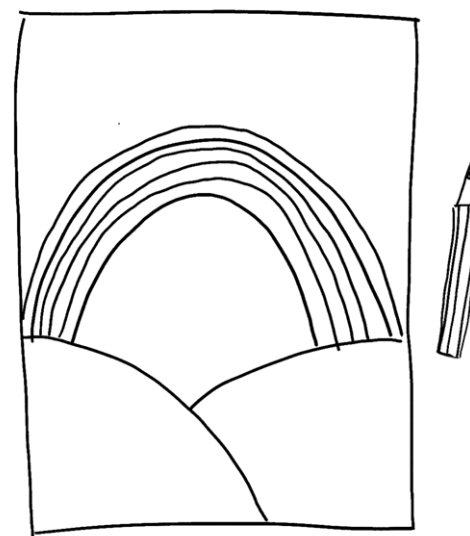
ILLUSTRATION
Heather Morgan
AGE 22
STUDYING
BA Illustration
@heathermorgan_illustration

NEW SKIES

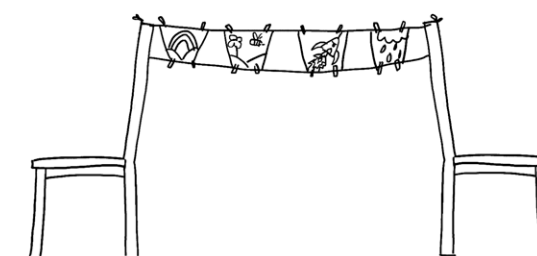


Around the world, some buildings have beautifully decorated ceilings, so you can look up and see skies - even inside, like the detailed mosaics in the Moscow Metro in Russia or the huge paintings in the Sistine Chapel in Italy. Have a go at creating your own indoor sky at home.

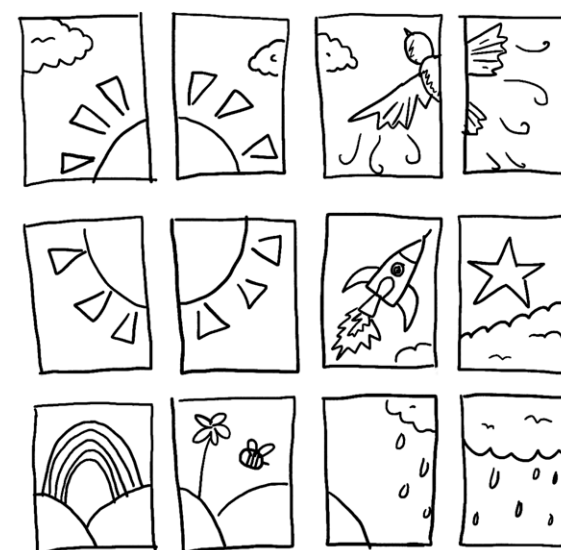
Look up and imagine what you want to see in your new sky. It can be anything from clouds, birds, and planes to aliens or flying elephants.



Draw your sky design onto your paper. You can use pens, pencils, paints, or anything else you can find.

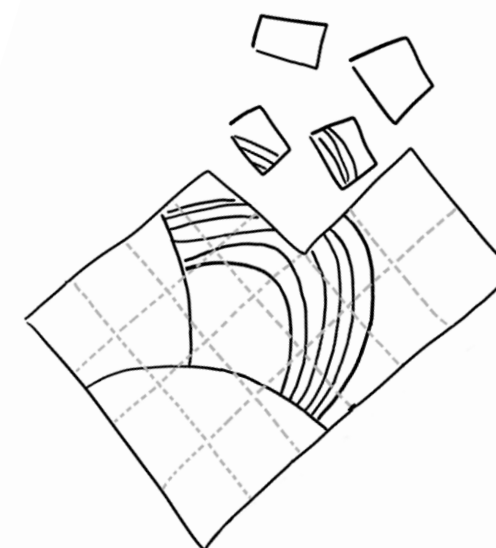


Attach your finished design to the ceiling - or create a ceiling of your own! Tie string or a chain between two chairs and attach your sky with pegs, paperclips or blu tack... You can even step into your sky by turning the floor into a ceiling, arranging your design on the floor!



LET'S GO FURTHER...

See if you can grow your sky by adding more pieces like a mosaic or a jigsaw puzzle. Maybe you could even fill the whole ceiling or floor.



Or you can divide up your original design into smaller rectangles. After you've cut or torn apart your pieces, mix them up and put them back together again in a different layout.

"WASTE NOT!"



How could you give your rubbish a whole new life? Rescue your rubbish from the bin and use it to create a character.

Find and choose about six different pieces of rubbish or recycling which appeal to you. Look for clean and dry materials, and search for different colours, sizes, and textures. You might want something bendy and something more solid! Can you find something that is your favourite colour?

What is unique about your chosen pieces? Do they make any sounds? Do they remind you of anything? Do they feel smooth or rough? You could sketch out your ideas to help you imagine what your character could look like. Try this a couple of times - which drawing is your favourite? Could a cereal box become a robot's body? Could a loo roll become a giraffe's neck - or an arm? Use your items to inspire your character.

Now, use the materials and have a go at building your character. You could cut or tear your materials, add colour to them, or even draw or build its eyes!

LET'S GO FURTHER...

Can you make your character move? What's its name? What kind of personality does your character have?



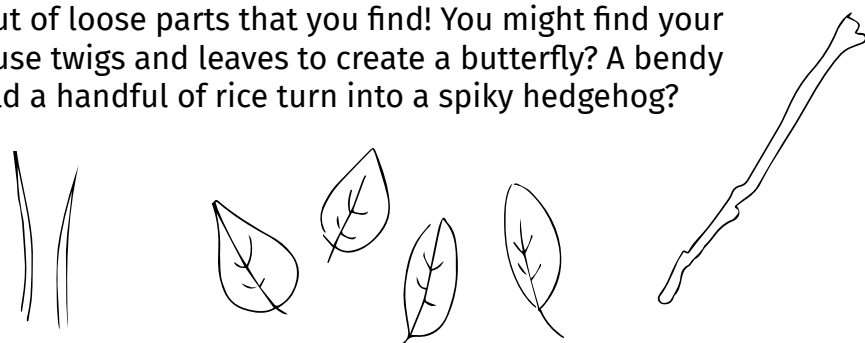
Loose part insects



"Loose parts" means the things around you that you can move around and take with you. For example, leaves on the ground, bits of twigs, and stones are loose parts.

Today, create an insect or creature out of loose parts that you find! You might find your items inside or outdoors. Could you use twigs and leaves to create a butterfly? A bendy row of stones to create a snake? Could a handful of rice turn into a spiky hedgehog?

What lines, shapes, colours, and textures make up your creature?



A CHANGE IN THE WEATHER



The weather is always changing, so why shouldn't we have fun changing how we describe it? Play with words and weather to create new phrases and ideas! Have you heard the phrase "storm in a teacup"? What do you think it means? What images does it bring to your mind?

STEP 1 Make a list of 10 different types of weather, like hurricanes, monsoons, or sunshine.

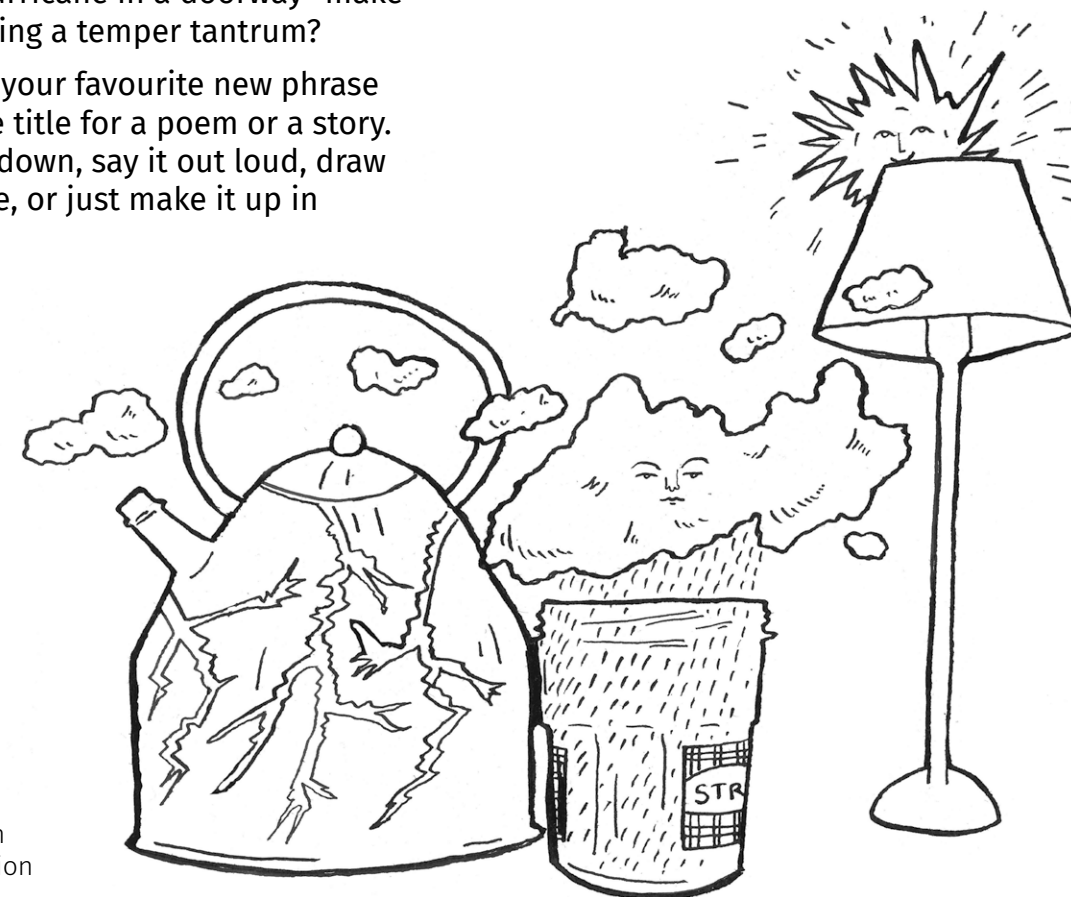
STEP 2 Make a list of 10 different household objects. This could be things like doorways, spoons, or radiators!

STEP 3 Connect your lists by taking a type of weather and a household object and linking them with "in a". For example, "sunshine in a radiator", or "monsoon in a spoon", or "hurricane in a doorway". What do these new phrases suggest to you: does "sunshine in a radiator" make you think of being warm and cosy? Does a "hurricane in a doorway" make you think of having a temper tantrum?

STEP 4 Choose your favourite new phrase and use it as the title for a poem or a story. You can write it down, say it out loud, draw what it looks like, or just make it up in your head.

LET'S GO FURTHER...

Reinvent other phrases that you know! Could "it's raining cats and dogs" be replaced with "it's storming hamsters and pigeons"? Could "she jumped for joy" become "she sprinted for jealousy"? Experiment with different phrases. Could you use them as titles for poems or stories?



ILLUSTRATION

Maya Chessman

AGE 20

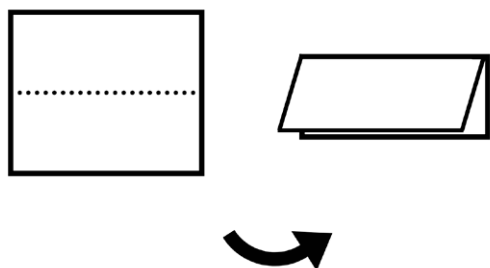
STUDYING Illustration

@maya.c.illustration

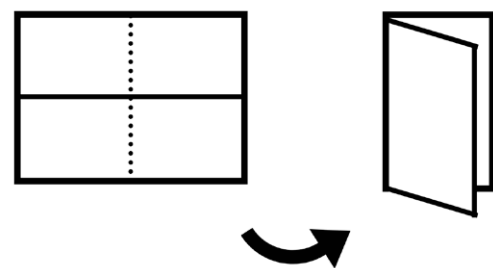
HOW TO MAKE A ZINE



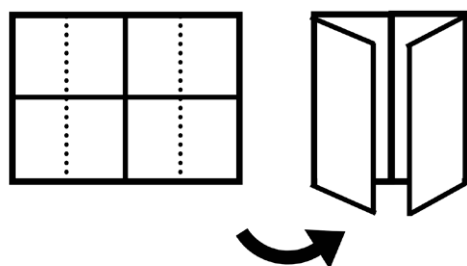
Zines are small, handmade booklets in which you can express yourself. All you need to get started is a piece of paper and some scissors.



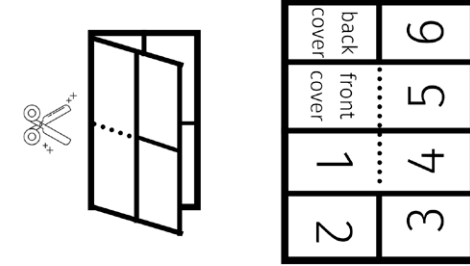
1 Start by folding a piece of A4 paper in half lengthways, then open it out.



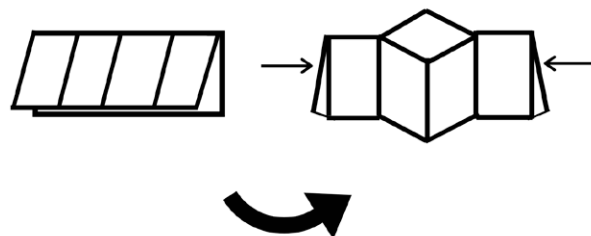
2 Fold it again along the width. When you open it out, you should have four sections on your piece of paper.



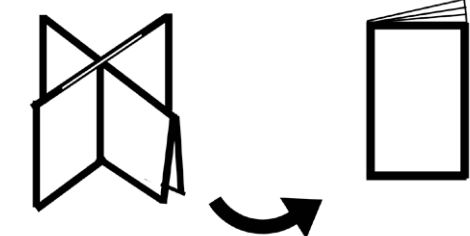
3 Next, fold the edges into the centre, open it out and fold it along the width again.



4 Make a cut into the centre (use the diagram to help you find the right place).



5 Now, open it out and fold it along the width again. Push the two ends inwards so the cut opens.



6 Keep pushing until the paper makes an X shape, fold the X shape round, so it becomes a booklet!

Now you have made your zine, you can fill it with whatever you want! What do you like? What message do you want to share? Your zine might be about animals, or climate change, or something else that you feel passionately about. Spread the word! This is your very own mini-magazine to share whatever you would like to share. You could fill your zine with writing, drawings, poetry, comics or collage - the possibilities are endless!

INVESTIGATE AND CREATE



Sometimes things can feel scary or confusing. There is a lot happening in the world at the moment, and lots of change to get used to. It's normal to feel anxious and a bit strange. Luckily, we can help ourselves feel better. One way to do this is "grounding", which is simply using the space around you and noticing what is there.

This is how you can do it:

5 ACKNOWLEDGE FIVE THINGS YOU SEE AROUND YOU

- ➔ Look at each object and then turn away and try to draw it (no peeking!)
- ➔ Go on a walk and see what captures your attention. Write them down. Use that to make a poem!

4 ACKNOWLEDGE FOUR THINGS YOU CAN TOUCH

- ➔ Using your objects, arrange them on a piece of paper in different ways to create patterns or shapes. When you find one you like then draw round it. You can then colour it in and decorate!
- ➔ Take a piece of paper and walk round your house. Put your paper against things that have different textures and use a pencil to colour over it. Look at the different patterns the lumps and bumps make.

3 ACKNOWLEDGE THREE THINGS YOU CAN HEAR

- ➔ Create a sound journal by folding A4 paper in half to make a booklet. Write down each sound and where you heard it. Draw the thing that made the sound. You can add as much detail as you like.
- ➔ Go around your house and knock on the walls, on the floors, on the tables – anywhere that you can find that makes a sound. Pick your favourite three and then take someone on a tour around the house sharing those sounds with them.

2 ACKNOWLEDGE TWO THINGS YOU CAN SMELL

- ➔ Cut up some paper into thin strips. Decorate each strip depending on what each object is e.g. you can smell lemon, so you decorate a strip with a drawing of a

Any time you feel upset or tense you can count 5,4,3,2,1 and take a deep breath to help yourself feel better.

- lemon. Put a lemon slice onto the paper. See if it has left a smell behind. You can put these all together into a scent book.
- ➔ Talk to your family about a smell they remember from when they were younger. Write down their memory and read it out to them.

1 ACKNOWLEDGE ONE THING YOU CAN TASTE

- ➔ Write a letter to someone who's never tasted that before. Can you describe it to them?
- ➔ Pick your favourite meal. Write the story of the last time you ate it. (make sure to describe the taste and why you like it so much!)

➔ If you, or someone in your household, has a sensory impairment, here is a suggestion of how to adapt this activity. You could choose one sense to focus on for all the exercises. For example: What 5 things can you hear loudest? Now what 4 things can you hear that are slightly quieter? And continue this all the way to 1 thing that's so quiet you can barely hear it.

FIONA MULLER > P 37

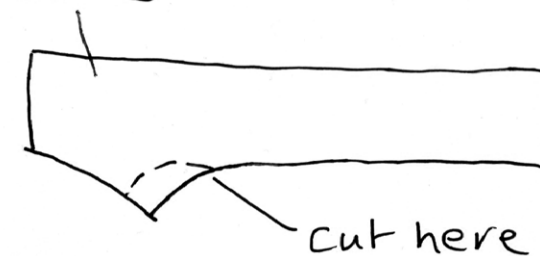
CREATE NEW CLOTHES FROM OLD



Do you have any old clothes that you don't wear or use any more? Today, we're getting creative and creating something new from something old! Be sure to check with an adult and only use clothes that are ready for a makeover!

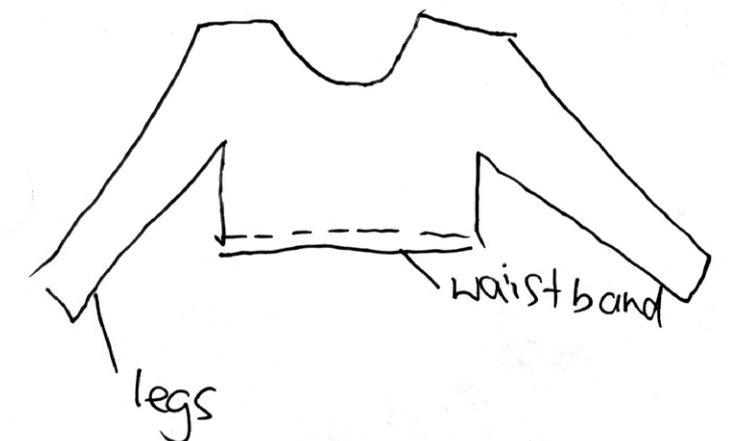
Have a look at the diagrams below to give you some inspiration. There's so much you could do with just a pair of scissors - but you could also use things like a needle and thread, or pens, or you could even get creative with dye from food! Experiment with tea, coffee, food colouring, or something bright like beetroot or red cabbage! What colours can you create?

leggings folded in half

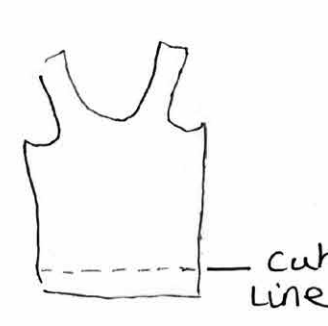


cut here

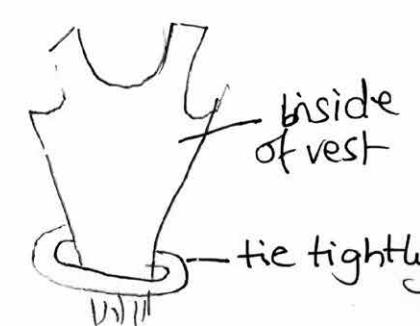
crop top



You could create a crop-top from an old pair of leggings, or update an old t-shirt with a pen and a simple pattern. Create shorts from trousers or a strapless dress from a skirt - or even make a sleeveless top with two old tea towels!

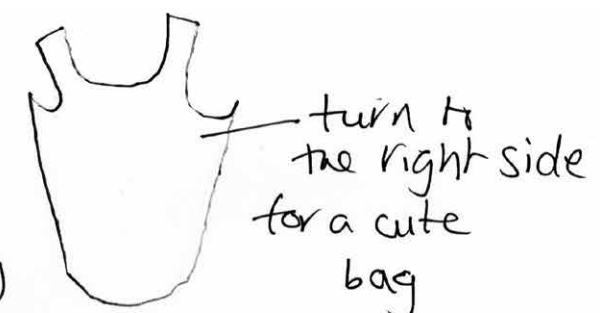


cut line



inside of vest

tie tightly



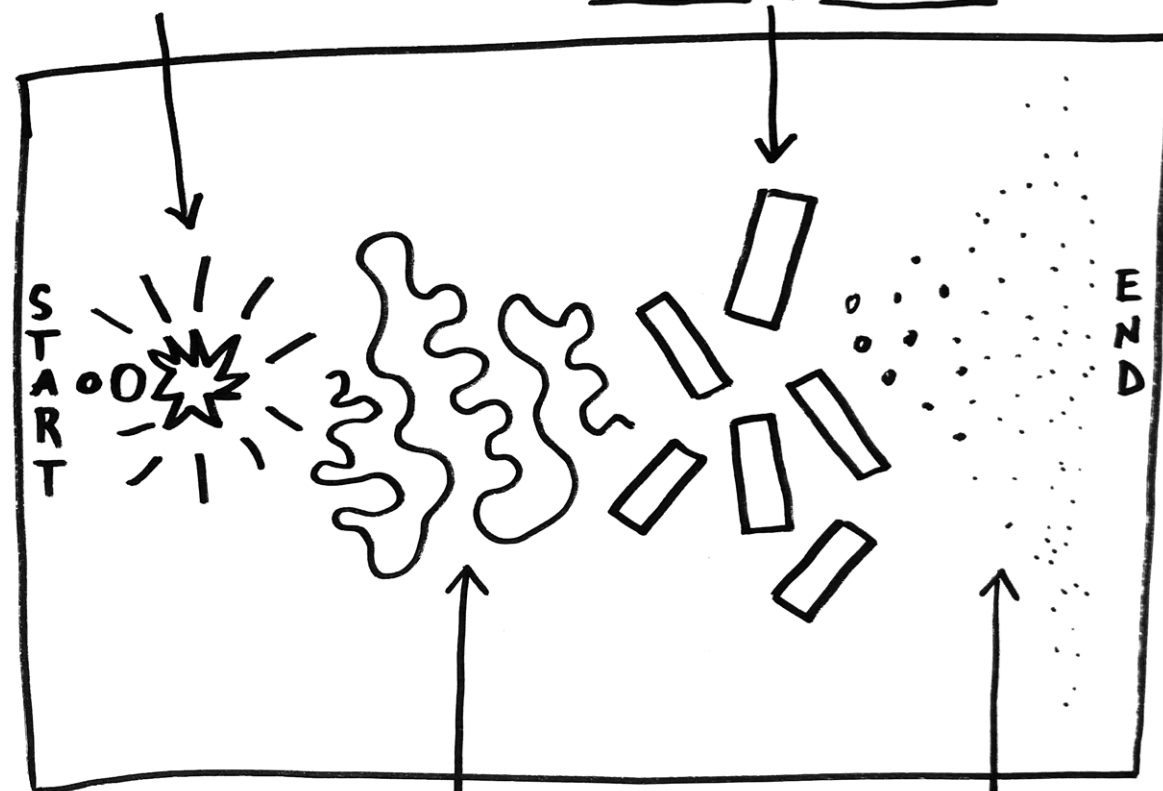
turn to the right side for a cute bag

To create a bag with an old vest, cut around 3cm off the bottom of the vest and turn it inside out. Use the piece you've cut off to tie around the bottom of the vest, turn it out again - and you have a brand new bag!

What new clothes will you create?

BANG!!

SCRAPE
SCRAPE, SCRAPE



'WHOOOOOOO
OOOOOSH'

PIP PIP PIP
PIP PIP PIP PIP
PIP PIP PIP

OLIVER PAYNE > P 39

MAKE A GRAPHIC SCORE



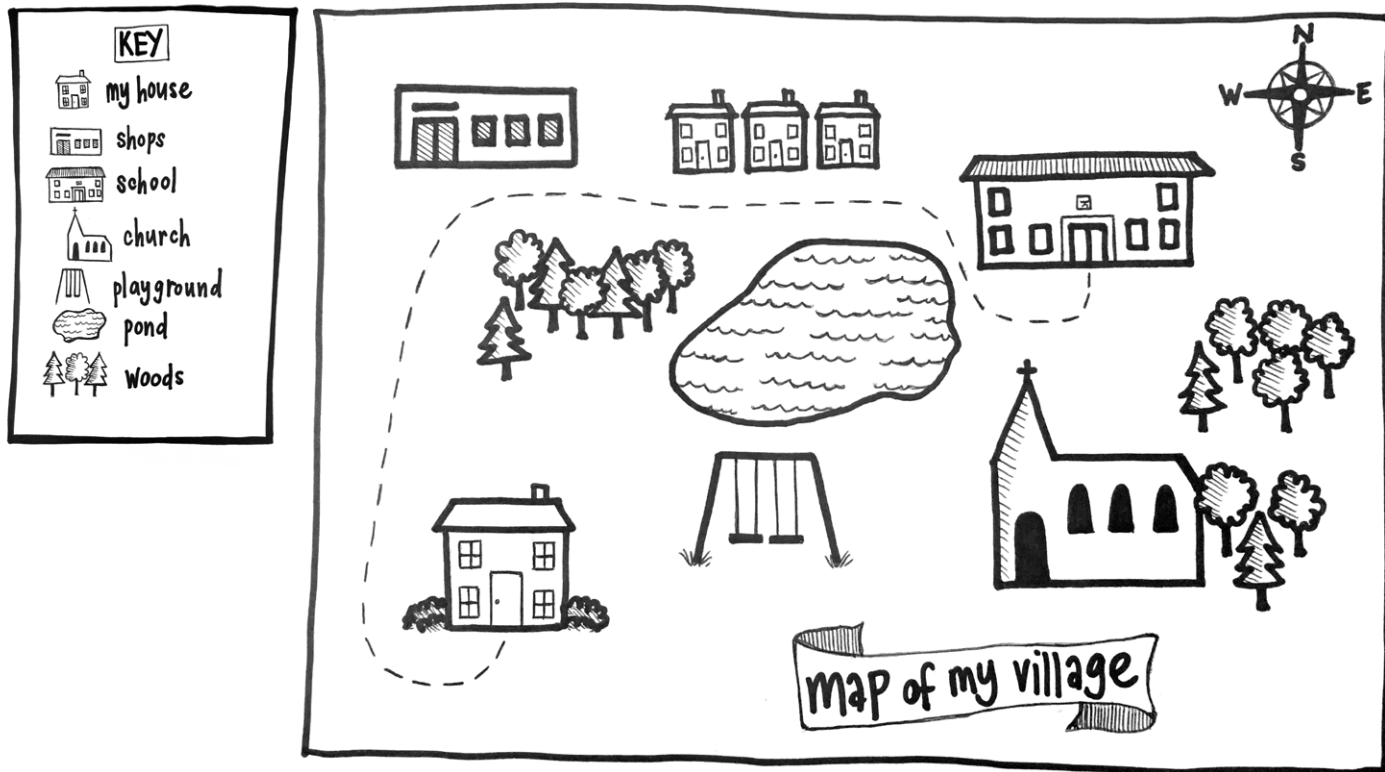
When music is written down, it can look very complicated! If you don't read music notation, the staves and notes can be tricky to follow. A graphic score is a way of "drawing" musical instructions with shapes, lines, and colours - so that it can be played by anyone, and with any sound!

Find something to draw on (the bigger the better!). Grab some pens, pencils, paints, collage materials, or anything you can find to make a mark. Have a go at making some shapes - some big, some small, some wonky! Use different colours, patterns, and designs. You could use the examples here as inspiration.

Imagine the left-hand side is the start of the music and the right-hand side is the end. Use your drawing to inspire you to make music - you could sing, bang a saucepan, play the keyboard... Or, give it to someone else to see what music they make! If your drawing is big and bold, make your sound loud and proud! If your drawings are swirly, what sort of noise would that be?

LET'S GO FURTHER...

Turn the idea around by drawing what you hear! Make some marks, and draw, scribble, and doodle in time to the sounds around you. You might draw in time to the radio, the sounds of people talking, birds, or cars.



ROSY PRUE ► P 39

MAP-MAKING!



Think about somewhere you know - what would it look like from above? If you were a bird flying over it... what would you see? Create a map that shows where the important things are and the places it could take you.

You might choose somewhere as small as a room inside your house, or as big as the town or village you live in.

Use a blank sheet of paper to create your map. You could add details like buildings and objects, or natural things like trees and rivers. Draw on your details, write a little description, or create symbols to represent them. You could create a 'key' for your map, which is a list that explains any symbols you have used. Your map can be as colourful, big, small, or detailed as you like.

When you have finished your map - you could use it to imagine a journey! Add in lines, or trace your finger, to show your route. It might be your route through the kitchen to make a sandwich, or your route from home to school.

LET'S GO FURTHER...

Create a map of an imaginary place! You might think about somewhere in one of your favourite stories - or it might be somewhere you would love to live. Is there a Fairytale Forest, a Lake of Mystery, or even a Sweetshop of Dreams?

What adventures happen to the people who live in your imaginary land?

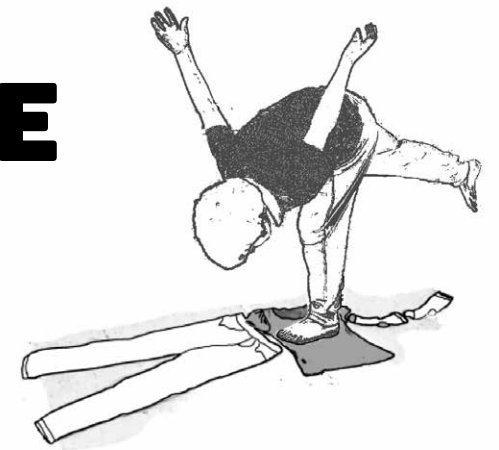
You might just find some more mapping inspiration in the middle of this booklet...

ABBY PAGE ► P 37

A WORLD INSIDE YOUR HOME



Today, anything is possible! Find random objects from around your home to make your own world. Anything goes!



Have a look around you and gather the things that look interesting. You might choose things like cushions, blankets, clothes, a bucket, a box, tins, or bottles.

Arrange your objects to create a picture. This could be something like a smiley face or a car. You might just like to create a pattern - or lay them all out to create a completely new land! What is it like in your new land? What is the weather like; what does it sound like? Have you ever been anywhere like it? Does being in your land give you any magical powers?

When you are in your land, how do you move? Could a sock on your hand become a slithery snake? Is your body bouncy like a monkey in this land? Or does it float like a cloud?

LET'S GO FURTHER!

How do you get from your house into your magical world? Do you roll there, or walk a tightrope? You could create a secret passage into your world. Lay out some clothes next to it - you could pretend that when you jump on your clothes, you magically appear in your world!



GREEN FINGERS



There are plants, bushes, weeds, flowers, and trees all around us. Today, be inspired by nature to design your own plant - your plant can grow from anything you like into anything you want it to be!

Have a look out your window, or take a walk, to see the plants and leaves around you. What do they look and feel like? Can you collect some twigs to use later on?

STEP 1 Create a plant pot. You could use recycled tins, milk cartons, yogurt pots, or an old jam jar. Decorate your chosen pot however you like; you could use paint, paper, glitter, wool, or magazine cutouts.

STEP 2 Put something heavy in your pot to keep it sturdy. You could use something like stones, rice, flour, or sand. Have a look in your recycling box; you could choose something to create the shape of your plant, or simply start with your leaves.

STEP 3 Now, draw out some leaf shapes on paper. Make some big, some small, in as many shapes as you like! When you're happy with them, cut them out and draw on them. Plant leaves have beautiful symmetry; to get this effect, fold your paper in half and draw outwards from the central fold. Add a realistic curl to your leaf by folding it around a pencil!

STEP 4 Attach your leaves to your twigs using sticky tape. Insert your completed twigs into the pot and arrange your creation! Could you add new leaves every few days to make it look like your flower is growing? Perhaps you could add petals onto milk bottle caps to create flowers!

STEP 5 Add details like faces or eyes to make your plant unique. What can you find in your recycling box to inspire you? When your plant is fully blossomed, fill in the label and put your plant in your window for the world to see.

NAME:

PREFERRED LIGHT:

BEST LOCATION:

MAXIMUM SIZE:

WHEN DOES IT FLOWER:

SPECIAL FEATURES:



TIP Save this activity until last or make sure you've done the activity overleaf before cutting this page.

LET'S GO FURTHER...

Is that a new flower forming? Why not turn your creation into a plant monster! Add eyes and teeth using bottle caps and egg cartons - or whatever else you can find to get creative with!

PUTTING OURSELVES ON THE MAP



Turn the page and you will find a map of our region created especially for this booklet! It's by professional artist Beverley Coraldean - who studied at Norwich University of the Arts and now makes her living from drawing, illustrating, and designing.

Beverley says: "Illustrating maps is always a challenge. Some are more informative and some are more stylistic depending on the information or message the map needs to get across. But they all need to have a degree of realism.

With this map I started by plotting out the coastline, counties, major cities, and roads. I then knew where to place the interesting locations we chose to feature rather than the usual cities and landmarks. We also wanted to leave some space for you to add in your own home and favourite locations.

I liked playing around with scale in this map; especially drawing the giant people being creative and exploring Europe and The World. When I was younger, I didn't realise how close the rest of Europe was!"

Here are a couple of ideas for how you can get creative with the map:

1 Find where you are on the map and mark it however you choose. See where you are in relation to the rest of the district, county, region, country, continent, world...

2 Plot the places you have been - or would like to go to!

3 Fill any space you can find with other interesting things that are going on in the region!

Plus, if you have an atlas or an internet search to hand, you could try these:

4 Find a place in the region beginning with each letter of the alphabet (though be aware that, as far as we know, there are no Vs, Xs, or Zs! Maybe you will need to extend your search overseas to complete the set...).

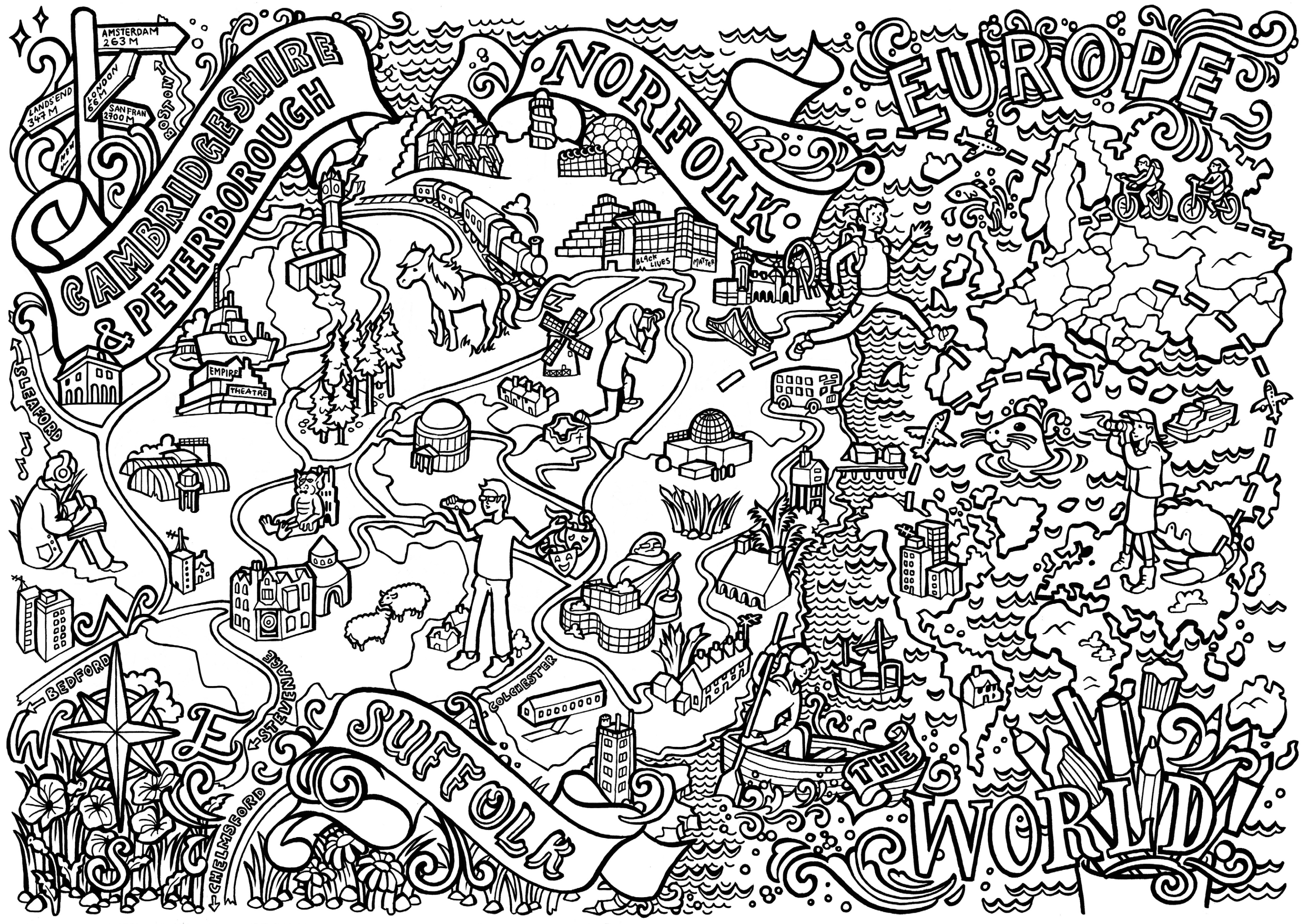
5 Find - or invent! - some interesting-sounding place names and draw / write / imagine what they are like! Some of my favourites are Fiddler's Green, Queen Adelaide, Great Snoring, Friday Bridge, and Shingle Street. In our three counties we also have places called California, Little London, and America - so we've plenty of links to the wider world...

6 If you haven't already done it, Rosy's Map-making activity on page 16 might be the perfect one to try next!

Beverley's work, and the other illustrations you'll find dotted around this booklet, were commissioned by Norwich University of the Arts, where all the artists are current or former students. Thanks to Lynne Simpkin and NUA for this generous contribution!



NORWICH
UNIVERSITY
OF THE ARTS
NUA.AC.UK



AMSTERDAM
263 M

LANDS END
347 M

LONDON
66 M

SAN FRAN
2700 M

BOSTON

CAMBRIDGESHIRE
& PETERBOROUGH

NORFOLK

EUROPE

SLEAFORD

BEDFORD

STEWENAGE

WELLS

COLCHESTER

SUFFOLK

THE
WORLD

WHO, WHAT, WHERE?



The most interesting characters and stories start with a single idea! Today, let's create a character and take them on a journey.

Start by having a go at drawing the head and shoulders of your character. Will it be a human, animal, superhero? Perhaps your character is an alien! It's up to you.

Add details like eyes, a nose, a mouth, ears, eyebrows, and hair. How does this change your character? What do you think they are like?

How old is your character? What is their name? Do they go to school or work? What is their favourite food, colour, and thing to do? What is the most interesting thing about them?

Now, start to bring your character to life. How would they walk? Have a go at walking like that! How would they talk? Have a go at talking like that! What would they say, and do? If they are a really loud and confident character, how does that make you feel? What if they are shy and quiet? Does it feel realistic, or is your character very different from you?

Play with your character. What adventure will you take them on?

LET'S GO FURTHER...

What happens if your character faces a problem? Have a go at writing a story about your character and how they overcome their problem. What happens in the beginning, middle, and end? What do they learn?

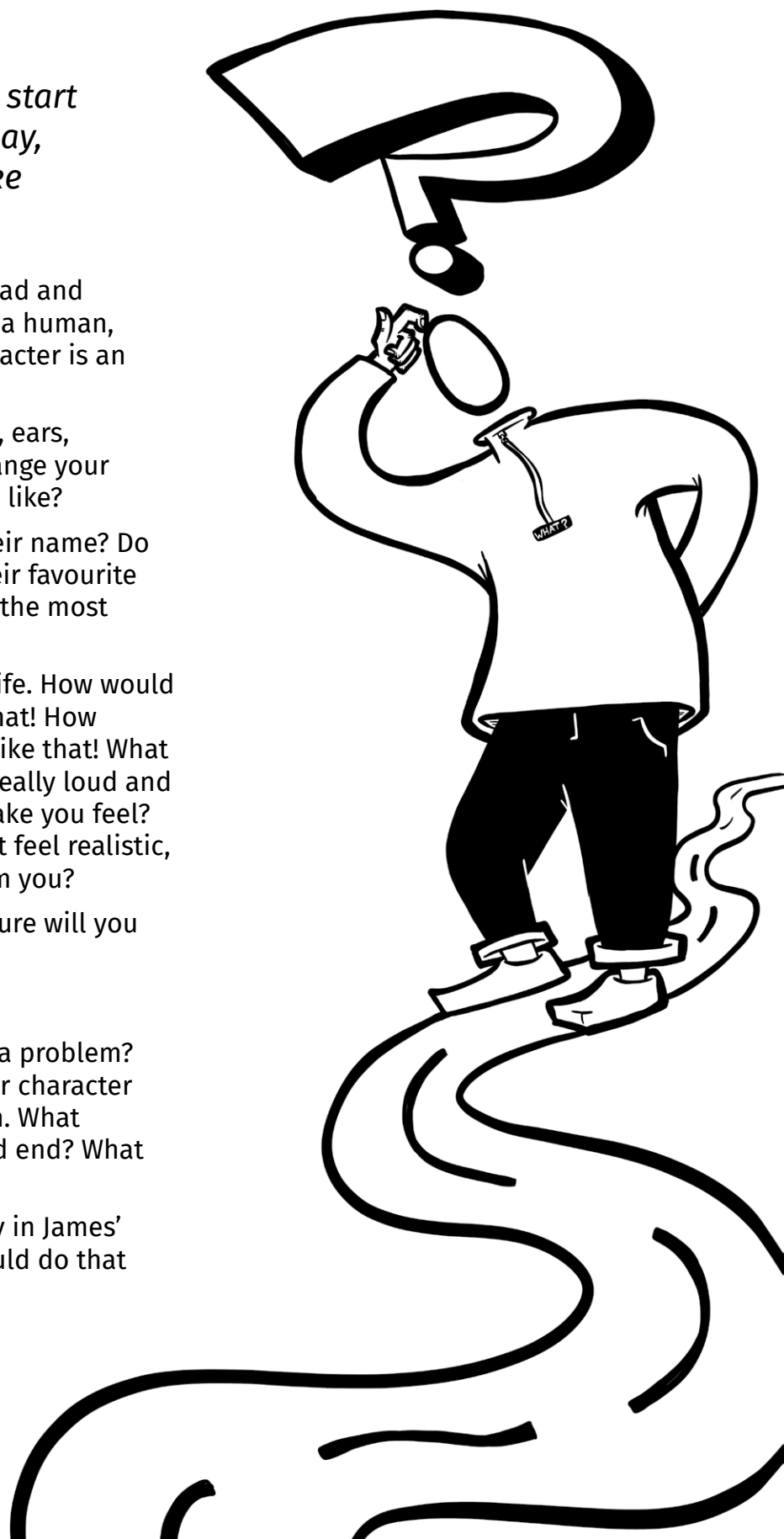
(You might already have written a play in James' activity on page 25 - or maybe you could do that next with your new character!)

ILLUSTRATION Ed Le May

AGE 23

STUDYING Graphic Communication at NUA

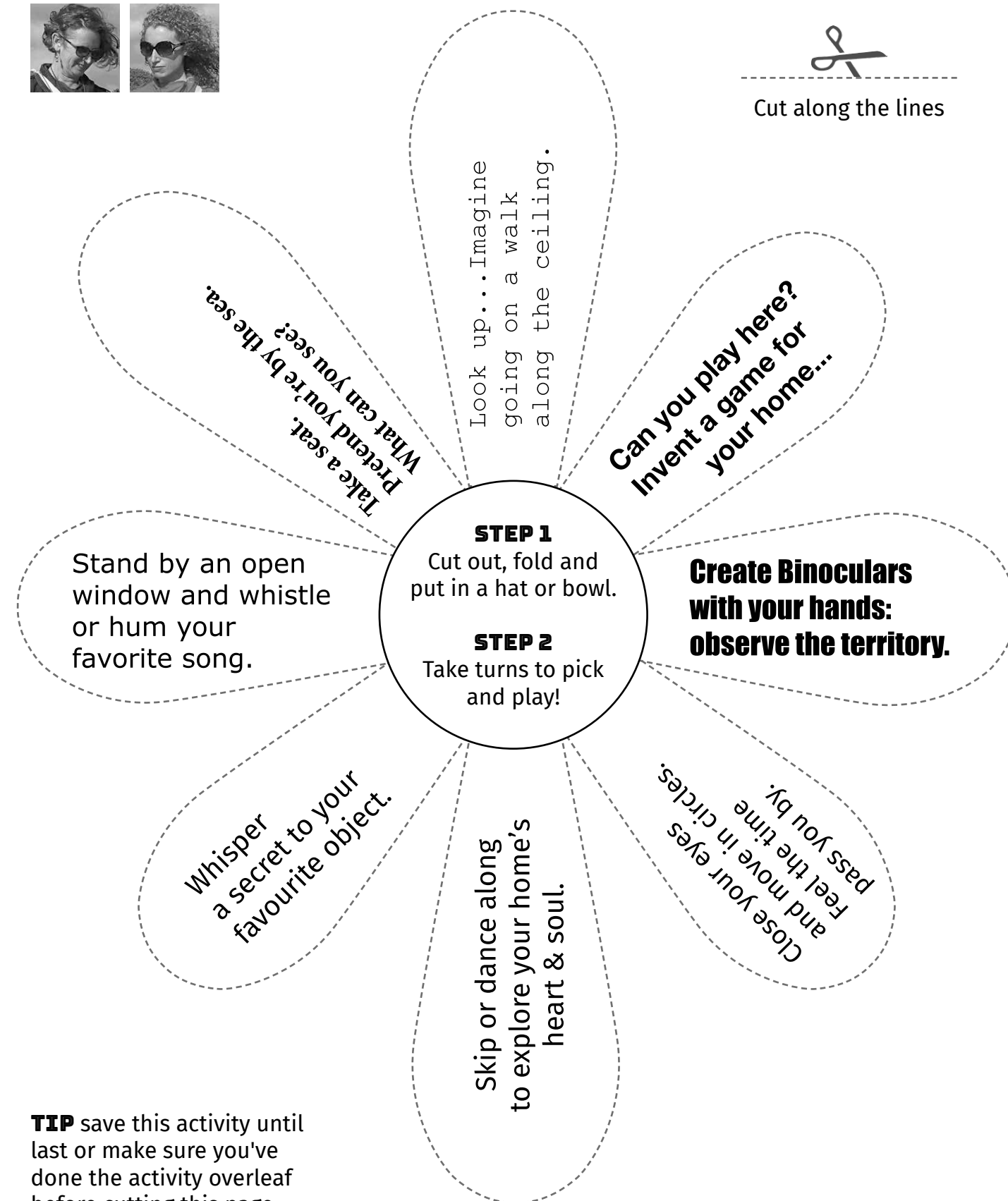
@edlemaydesign



HOME (NOT QUITE) ALONE TOO!



Cut along the lines



TIP save this activity until last or make sure you've done the activity overleaf before cutting this page

ECO FLOW



Have you ever wondered how nature works? What does the sun do, how do plants grow, and where do clouds come from? Today, we're going to look at nature from the inside out!

If you like, you could create a sculpture that might look like the pictures below. To do this you will need to find something to make a chain - this could be paper, wool, string or ribbon, or rolled-up newspapers. Or you could simply sketch out your nature flow on paper.

WHERE DOES NATURE FLOW?

Draw, find, or create a plant, the sun, and an animal or human. Place an arrow between the sun and the plant. The sun makes the leaves produce oxygen, which humans and animals need to breathe! So - add another arrow between the leaves and animals. Nature has already "flowed" from the sun, to the leaf, to the human!

When humans breathe, we breathe in oxygen, and breathe out carbon dioxide. Carbon dioxide is something that plants need to survive. So, add an arrow that goes the other way - from the human to the plant. We need plants to survive, and plants need our carbon dioxide to survive!

What other details could you add to your nature flow? You could do some research, or ask your family to help you!



LET'S GO FURTHER...

Have you ever wondered where puddles go? When water "disappears", it evaporates. This means that it turns into water vapour, which goes into the air. Water vapour creates clouds. And - rain comes from clouds! Could you add arrows to show how nature flows between water and clouds?

WRITE A SHORT PLAY



Today, we are planning and writing a short play! Your play can be about anyone, and anything can happen. Let's have some fun...

Who is in your play? All plays have characters e.g. *The Three Little Pigs* contains - would you believe it?! - 3 little pigs! To create a character, draw a stick person on a piece of paper. Next to your stick person, write down their name, age, gender, hobbies, dreams, and fears.

WHAT DO THEY WANT? The word 'drama' comes from a Greek word *dran* meaning 'to do'. All plays are about characters trying to do something. For example, 3 pigs want to build houses. Write down what your character wants.

WHAT DO THEY DO? In the beginning of a play, things go well for characters as they try to get what they want. For example, 3 pigs gather materials and build their houses. Write down how things go well for your character at the start.

WHAT HAPPENS NEXT? As the play progresses, things start to go badly as characters face obstacles that stop them getting what they want. For example, the wolf arrives and blows down one of the pigs' houses. Write down what obstacles your character faces at this point.

AND THEN? Then, things get even worse as characters face greater obstacles and it looks like they'll never get what they want! For example, the wolf blows down the second pig's house and it looks like the pigs won't live happily ever after. Write down what greater obstacles your character faces.

HOW DOES IT END? At the end, characters either do or don't overcome obstacles and achieve what they want. Luckily, the three pigs work together to defeat the wolf and live happily ever after in the last remaining house. Write down how your character does or doesn't manage to overcome their obstacles and whether or not they then get what they want in the end.

You now have a plan for a short play. Well done! Unlike books, plays aren't written using descriptive sentences or long paragraphs. Plays are made up of speech (what characters say) and stage directions (what characters do).

Next, have a go at using speech and stage directions to create a script for your play. At the start, remember to briefly set the scene and introduce characters. A play script might look like this:

A street. 3 little pigs sat on the roadside.

PIG 1: I have a plan to get us off the streets.

PIG 2: I bet it's a rubbish plan. PIG 3 stamps his trotters.

PIG 3: Be quiet Pig 2! What's your plan Pig 1?

PIG 1: We could try to build houses.

When you have done this, you have planned and written a short play!

LET'S GO FURTHER...

When you've finished writing your play, try acting it out with others, as plays are written to be performed!



MELISSA SHINNIE > P 39

THE LIFE OF OBJECTS



The objects and things in our home reflect who we are and the things we like. They help to express our identity, interests, and tastes. If these objects had personalities, what do you think they would be like? Use your imagination to have a conversation with the objects in your home. You might be surprised by what they tell you!

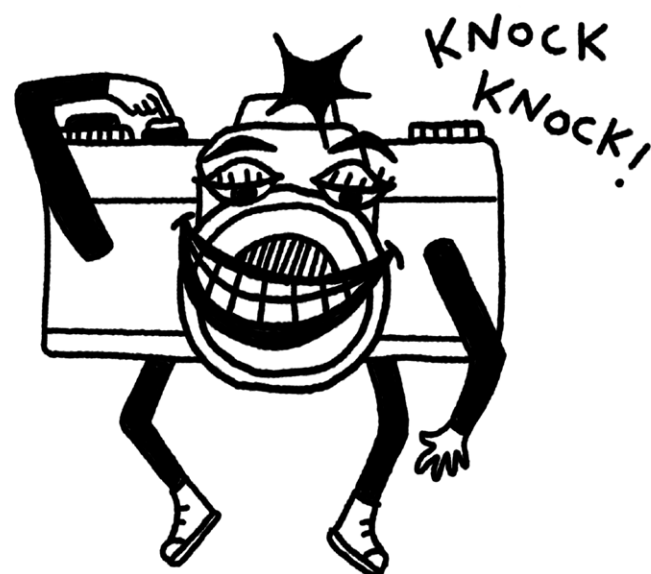
Start by choosing an object from your home that you love or find interesting. It could be a chair or a lamp, a mug, a favourite toy - anything. Take a moment to sit with your object and imagine the type of personality they might have. Are they serious? Silly or naughty? Are they quiet or loud?

Next, use whatever drawing materials you have available to quickly sketch the object. While you are sketching, imagine elements of their character. For example, what sort of voice do they have? What is their favourite colour? What activities do they enjoy? Do they like rock 'n' roll? Make a list of the things that make your object a unique character.

Using your list and sketch as inspiration, add details to show their personality and unique characteristics. You could do this by drawing them with a silly face or doing something they enjoy, like singing or playing cricket.

LET'S GO FURTHER...

Imagine your object in the world before it lived in your house. Who used or came into contact with your object before you? If it is handmade, imagine the way it was made or the place that it was made. If it is a new object, who put it on the shelf in the shop or delivered it to your house?



CAITLIN COCHRANE > P 37

20 ARTWORKS: ONE DAY



One day - 20 mini tasks! Are you ready? Record your tasks with photographs, drawings, video, or in a diary. Move quickly, and have fun! Anything goes... Let's go!

1

Put your toe in something really cool

2

Draw your mouth using your mouth

3

Recreate a scene from your favourite film

4

Use a pen until it runs out of ink

5

Capture yourself eating without using a camera

6

Create a mini version of a celebrity out of something... anything!

7

Form a queue

8

Write a love letter to a random object

9

Destroy something pink

10

Document a mess

11

List every person you know

12

Draw yourself without using your hands

13

Bury something you don't like

14

Put a shoe on your head

15

Write instructions for something really weird

16

Write your name 34 times without a pen or pencil

17

Laugh for 3 minutes

18

Design a hat for a dog

19

What makes you really angry? Write it down and rip it up!

20

Sing a song that doesn't make sense and perform it to someone

LET'S GO FURTHER...

Imagine a famous artist has seen your tasks and asks you to exhibit all 20 in a big famous gallery: how would you show your artworks?

Create a mini exhibition and play around with presenting your work.

Can you set somebody else 20 new tasks?

MAKE ANYTHING A GAME!



Everything is more fun when it's a game! Today, create your own game based on something you do or see every day. Your game could be about anything from pulling up the weeds, to eating breakfast, to seeing a bus go past your house.

To start designing your game, think about a character that might be involved with this action. Who are they? What do they look like? Think about a problem they need to solve, and how this everyday action might help them solve it. Does pulling up the weeds mean that they can defeat the evil Weed Lord? Does breakfast give them the strength of a superhero? Think about what happens to your character and how somebody playing your game could explore your game world.

LET'S GO FURTHER...

Think of some fun rules, or "game mechanics", to add to the game. What would happen if you could only jump everywhere you go? What if you had to collect and eat bananas for energy to attack your enemies? Record all of your ideas. Could you draw them, write them down, or explain them to somebody else?



ILLUSTRATION
Patricia Mercer-David
AGE 21

STUDYING Illustration at NUA
@triciamd.illustration

CREATE YOUR OWN SAMBA BAND



Use the things around you to make and decorate your own instruments! Use those instruments to create a samba band performance. Get a friendly adult to check noise levels - and maybe even join in!

STEP 1 Start by finding items around the home to make instruments from. You might find plastic boxes, saucepans, cutlery, or empty bottles. Now - use these objects to make noise!

STEP 2 You could bang on a saucepan with a wooden spoon to create a drum. You could put rice or dried lentils into a bottle or plastic box to make a shaker! Get creative - what noises can you create?

STEP 3 Now, it's time to decorate your instruments. What colours and designs would you see at a carnival? You can use pens, or draw a pattern on paper and stick it on to your instrument.

STEP 4 Now your instrument is ready to play! Try playing some simple rhythms on your instruments. Use words to help you play them in time and repeat them over and over.

TRY THESE ON YOUR DRUMS:

Cup of Tea (repeat)

Grandpa Ted, Jumping on the Bed

TRY THESE ON YOUR SHAKERS:

Shaker, shaker, shaker, shaker

Sausages, sausages, sausages, sausages

If there is somebody else with you, you could have a go at playing your instrument in pairs! Play your instrument in time to the words.

PLAYER 1 What's for tea tonight?

PLAYER 2 Mushy peas, mushy peas.

PLAYER 1 What's your favourite fruit?

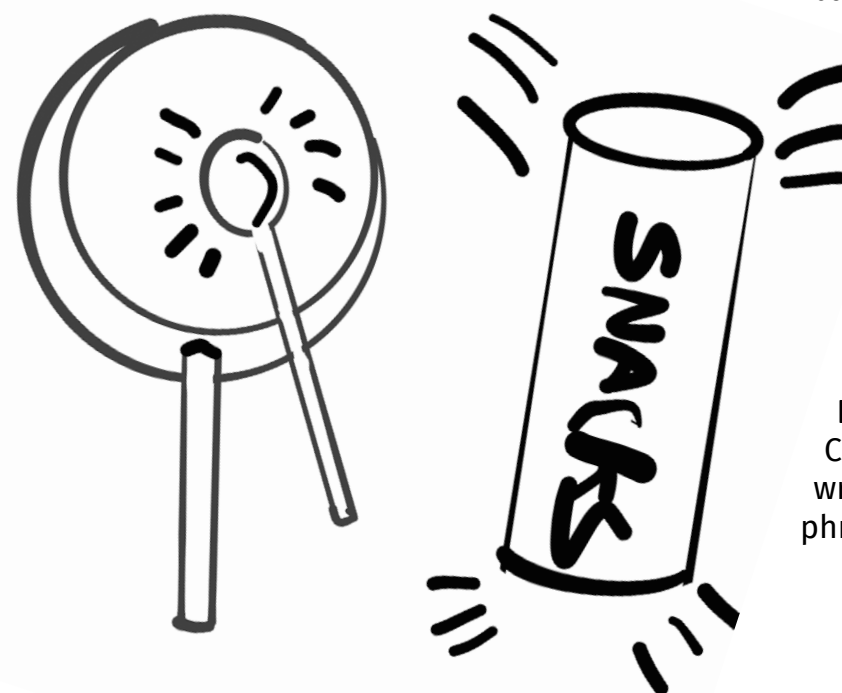
PLAYER 2 It's bananas!

Practice your music! Could you add in some simple dance movements, or march to the music? You now have your very own samba band! When you feel that you

are ready, perform your music. You could make yourselves really stand out by choosing your outfits to match the colours of your instruments. You could even paint your faces or wear hats to impress your audience!

LET'S GO FURTHER...

Create some new rhythms and write them down using words or phrases or shapes.

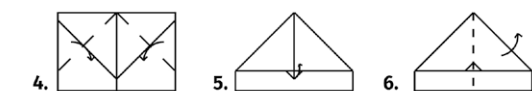
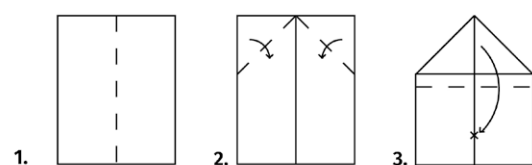
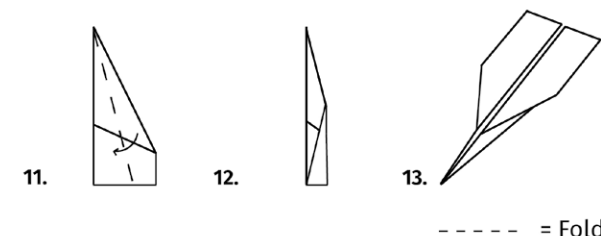
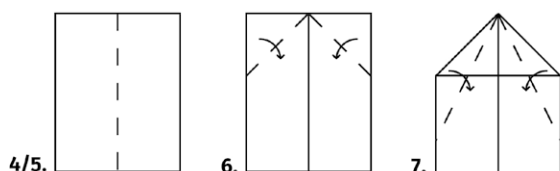
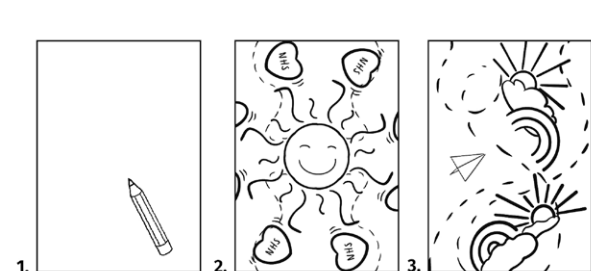
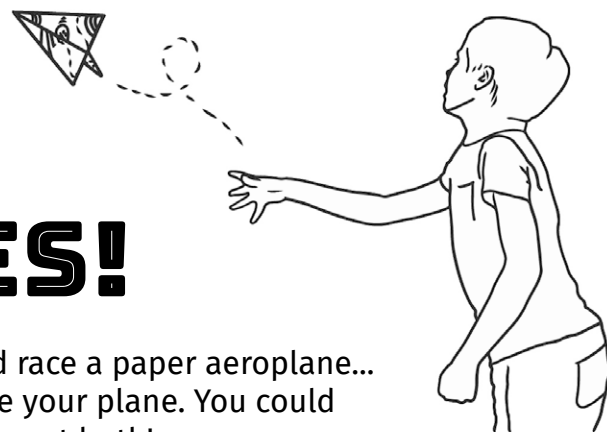


PLAYFUL PAPER PLANES!



Today we are going to design, make, and race a paper aeroplane... Use the pictures below to help you make your plane. You could choose which one you prefer, or have a go at both!

Find a piece of paper and gather anything you would like to draw or create with, like pens, pencils, or paint. Draw any design you like, making sure you draw or write on both sides of the paper. You could add colour, patterns, lines, or positive messages! Once it's ready and dry, turn your paper so that the short side is at the top.



TO MAKE A GLIDER PLANE:

Fold your decorated paper in half to make a crease in the middle. Unfold the paper and fold the top corners to the centre line. Fold the paper in half horizontally, so that the point of the folder in corners is about an inch from the edge. Now, fold the top corners into the centre line again; a little triangle should be visible underneath the folded corners. Fold the triangle up over the corners. Next, fold the plane in half away from you. Fold the wings down, so that the top diagonal edges line up with the middle. Hold your plane by the fold underneath. Now let's fly!

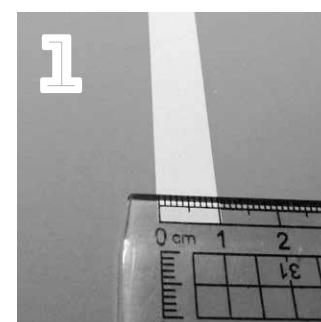
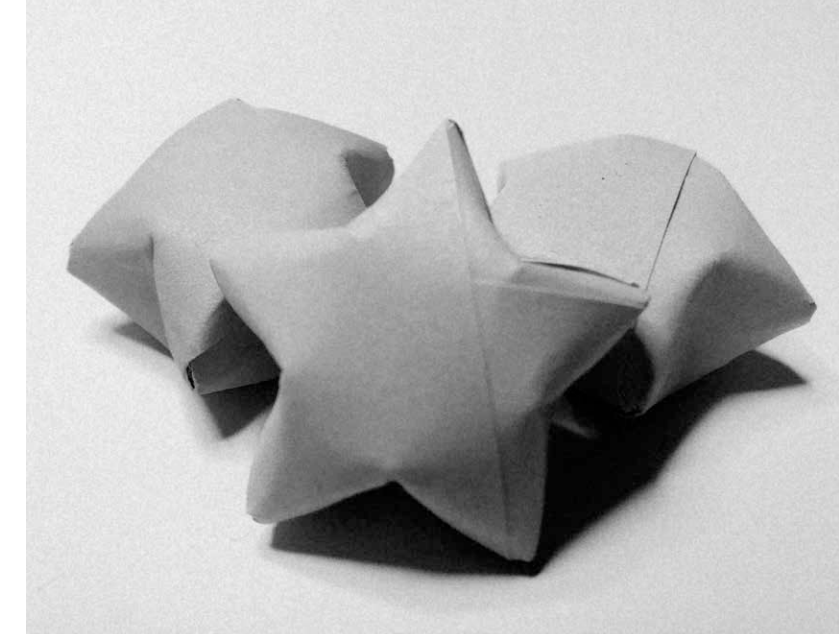
LET'S GO FURTHER...

Race time! Make another plane, or even ask your family members to make planes - and see which one goes the furthest, fastest, or highest. Or, see if you can fly your paper plane and beat your personal best.

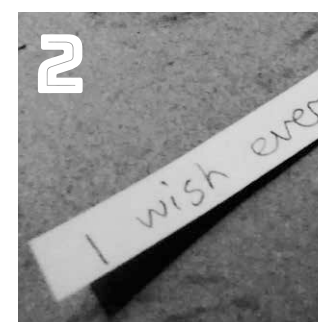
WISHING STARS



Today we are going to create tiny stars. You can use your stars to make wishes, design jewellery, create decorations, or give as presents.



STEP 1 To make the stars you will need to cut a strip of paper about 1 cm wide and as long as an A4 page. You can use the dotted lines on this page to help you.



STEP 2 Once you have your strip of paper, you can write your wish on one side. What will your wish be?



STEP 3 Now, it's time to create your star! Use the pictures to help you as you go. Start by tying a loose knot in one end, then slowly pull it tighter.



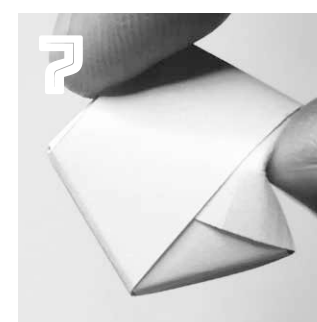
STEP 4 Flatten the knot as you pull the paper. Once it's flat it should look like a pentagon - a five-sided shape.



STEP 5 Fold the short bit of paper over and hold it with your finger. Now, fold the knot along the strip of paper, lining up the side of the strip with a side of the knot as you go.



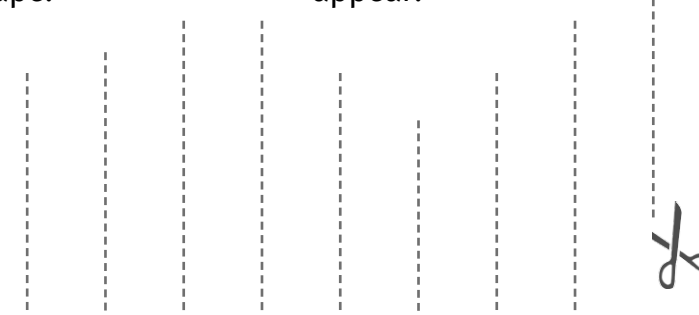
STEP 6 When you get to the end, wiggle the last bit of paper under and tuck it in.



STEP 7 Now use the tip of your thumb to dent the sides of the shape.



STEP 8 Keep doing this on all the sides. Soon, a star will appear!



DRAW DANCE DISCO



ILLUSTRATION
Freya Elise
AGE 21
STUDYING BA
Illustration
@freyaelise



Today, everyone can draw, and everyone can dance!

DRAW

Start with a pen and paper. Get ready to scribble! You could draw lines, circles, squiggles, shapes - the more crazy the better. Look at your picture. What does it look like? How does it make you feel?

DANCE

Use your drawing as inspiration to make up a dance. Is your drawing big and messy? Then make your movements big and bold! Is it small and neat? Then make your body as small as it can be! Dots could inspire jumps, and spirals could inspire turns! Have some fun with it - see what movements you can find in your drawing.

DISCO

Now you have some cool dance moves, teach them to your family! They can copy you. You could speed up the moves or slow them down. You could even put on some music or sing a song and have a house DISCO!

WHAT HAPPENS NEXT? AN INVITATION TO GET INVOLVED

As younger people living in this region, regardless of your age you are the decision-makers of the future and we want to support you in that.

We want to hear about the place where you live, how you're feeling now, and how involved you are (or want to be) in making decisions about what happens next.

Feel free to write down or draw your answers; you could photograph them or say them to camera. You can send this completed sheet of paper back to us using any of the methods listed on the next page.

About you

1 Tell us one special thing about where you live? _____

2 When not in lockdown, where do you hang out around where you live? _____

3 What has been positive about lockdown for you? _____

4 What are the things you've missed and what are looking forward to getting back to? _____

5 How often do you feel lonely?

☐ Often/always ☐ Some of the time ☐ Occasionally ☐ Hardly ever ☐ Never

Making decisions about what happens where you live:

6 Are you interested in doing this? ☐ Very much ☐ Somewhat ☐ Not at all

7 How confident do you feel to do this? ☐ Very much ☐ Somewhat ☐ Not at all

8 Do you feel you are given an opportunity to do this? ☐ Very much ☐ Somewhat ☐ Not at all

9 What interests you about making decisions in your community?

<input type="checkbox"/> Helping others	<input type="checkbox"/> Being creative	<input type="checkbox"/> Not feeling alone
<input type="checkbox"/> Having my opinion heard	<input type="checkbox"/> Using my skills	<input type="checkbox"/> Feeling proud
<input type="checkbox"/> Doing something for my age	<input type="checkbox"/> Feeling like I'm doing something positive	<input type="checkbox"/> Making my family proud
<input type="checkbox"/> Making friends	<input type="checkbox"/> Feeling better about myself	<input type="checkbox"/> Other (please say): _____
<input type="checkbox"/> Learning new skills		



10 What do you need to help you make more decisions in your community?

☐ Time

☐ Money

☐ Adult permission

☐ An invitation from others

☐ Friends

☐ Other people's help

☐ Transport

☐ Confidence

☐ Training

☐ Other (please say):

11 Finish this sentence: If I made decisions in my community...

Carry on on a separate page if you wish!

Location:

Postcode:

Age:

Gender:

If you would like to be involved in future creative projects and youth-leadership initiatives, please give us the following details:

Name:

Email address:

And get a parent or responsible adult to sign below.

I give consive for Creative Arts East and Festival Bridge to hold the above details in accordance with their data-protection policies and to contact this young person with relevant offers, opportunities, and surveys.

Signed:

Name:

Date:

We would love to have your answers back, along with your Discover Arts Award form (see pages 3 and 4) - they will be hugely helpful as we work to support and enable you. Here's how to get them to us.

KEEP IT GREEN!
The most environmentally friendly option is that, if you have internet access, you take photos of the pages (or scan them in) and email them to **bridge@nnfestival.org.uk**. (Make sure the images are good enough quality for us to be able to read your answers!) You can also email videos to this address, if you chose to record your answers that way.

POST IT
The next option is to post them to:

Let's All Create,
Festival Bridge,
Augustine Steward House,
14 Tombland,
Norwich NR3 1HF.

You'll be able to fit both sheets into the same envelope and it will cost just one standard stamp.

IF YOU GET STUCK
If neither option works for you, please ring us on 01603 877750 and we'll help you to get it to us another way.



Blank page for you to get creative with

OUR CREATORS

ABBY PAGE

abbypagedance.weebly.com

AGE 45

DREAM JOB WHEN YOUNG Dancer!

WHERE I GREW UP Witney in Oxfordshire

JOB TITLE Dance Artist and Early Years Music teacher

BEST BIT I love how everyone moves differently and it's always exciting to watch

STUDIED I failed science A-levels and started dancing when I was 19. I did a BTEC in performing Arts and then a BA degree in Contemporary Dance at De Montfort University in Leicester

ADVICE If one thing doesn't work out, something else will. Sometimes the mistakes are better than what you meant to do

BECKY DEMMEN

supportingyourart.co.uk

AGE 26

DREAM JOB WHEN YOUNG Film-maker or marine biologist

WHERE I GREW UP Open fields and big skies of North Norfolk

JOB TITLE Creative Facilitator / Filmmaker

BEST BIT I get to tell stories in lots of different ways and share creativity with many people

STUDIED BTEC Performing Arts GCSE & A-Level. Then BA(Hons) in Performance and Media at University of South Wales

ADVICE Do what makes you feel excited. Follow it and embrace it. Help other people find their excitement

BEVERLEY CORALDEAN

genealityart.com

AGE 35

DREAM JOB WHEN YOUNG Fashion designer

WHERE I GREW UP East London

JOB TITLE Freelance illustrator

BEST BIT Drawing, of course!

STUDIED Foundation in Art and Design, BA Degree in Games Art and Design, and MA Degree in Moving Image (both from Norwich University of the Arts)

ADVICE It takes time to find out what you really want to do, to find work and to grow a business so don't get

disheartened! Start small and work on your own projects first. The time you put into practising the sort of projects you'd like to do will pay off when you start to get those jobs!

CAITLIN COCHRANE

instagram.com/caitlinnotartist

AGE 22

DREAM JOB WHEN YOUNG To be Victoria Beckham (haha)

WHERE I GREW UP Stowmarket, Suffolk; now living in Norwich

JOB TITLE Practising artist & trainee art teacher

BEST BIT Challenging perceptions of art & encouraging others to do the same

STUDIED Studied every aspect of Art at Suffolk New College in Ipswich, finding a real passion for performance and socially engaged art, then going on to study Fine Art at Norwich University of the Arts, from where I've just graduated

ADVICE There are no rules to art! Allow yourself to be weird, try new things out, and get inspired. There is no such thing as bad art

CIARA CURZON

artstation.com/ccurzonarts

AGE 20

DREAM JOB WHEN YOUNG Pokémon games designer

WHERE I GREW UP High Wycombe, Buckinghamshire

JOB TITLE Games Art & Design student at NUA

BEST BIT Creating interesting characters that I wanted to see as a kid

STUDIED A-level Product Design; currently studying BA Games Art & Design

ADVICE Don't think; just start making art and see how it goes, one step at a time

FIONA MULLER

fionamuller.co.uk

AGE 50-ish

DREAM JOB WHEN YOUNG music journalist

WHERE I GREW UP London

JOB TITLE Writer, creative practitioner, project manager

BEST BIT I get to do lots of different

things and go to different places
STUDIED HND Journalism (London College of Communication), Textile Design (University for the Creative Arts)

ADVICE Always have a back-up plan!

GABY COPEMAN

AGE 21

DREAM JOB WHEN YOUNG Artist or archaeologist

WHERE I GREW UP Swaffham, Norfolk

JOB TITLE Freelance artist

BEST BIT Making something that someone enjoys or gets excited about

STUDIED Art to AS-level with A-level History, English and Maths, and I have just finished a History degree at the University of East Anglia. I also learnt lots from volunteering at Norwich Museum

ADVICE Talk to people about your ideas and what you want; you never know who you might connect with or who might be able to help you get there.

HANNAH ASHMORE

hannahashmore.wixsite.com/otherdanceart

AGE 36

DREAM JOB WHEN YOUNG Dancer

WHERE I GREW UP Norwich, Norfolk

JOB TITLE Dance artist / Dance lecturer

BEST BIT I get to be creative every day

STUDIED A-levels, Degree, Teacher Training

ADVICE Try your best to be creative every day - Draw, dance, sing.

HAYLEY STRIVENS

AGE 33

DREAM JOB WHEN YOUNG Journalist

WHERE I GREW UP Wymondham, then Norwich

JOB TITLE Art teacher at The Clare School, Norwich

BEST BIT Making a mess, playing, communicating and learning from the pupils

STUDIED BA Hons in Creative Writing at Norwich University of the Arts, then a teaching degree.

ADVICE Don't worry about saying "I don't know". All of us are all learning together

OUR CREATORS

HELEN HAYES

helenhayesmusic.co.uk

AGE 50

DREAM JOB WHEN YOUNG Spy or musician

WHERE I GREW UP Leicestershire

JOB TITLE Musician, Music for Wellbeing Practitioner, arts project manager

BEST BIT Sharing my passion for music with others and playing the ukulele

STUDIED BA (Hons) from Birmingham Conservatoire, PGCE, ABSM, Sing to Beat Parkinson's Leader training, Singing for Lung Health Practitioner, and Singing Leader for people living with dementia

ADVICE Always take a ukulele with you!

IDIT NATHAN

playanywherenowornever.com

AGE 57

DREAM JOB WHEN YOUNG Teacher

WHERE I GREW UP Jerusalem, a town on the edge of the desert not far from Bethlehem

JOB TITLE Artist, lecturer

BEST BIT I get to play a lot with things and better still with people I work with. I am never bored.

STUDIED Studied art at school. When I was younger I didn't get into art school so I went to work with friends in the theatre instead. I learned a lot of new things and had a great time so I went on to study theatre for BA (in Tel Aviv!) and then came to the UK to do an MA (at Wimbledon School of Art) before writing and making work for a PhD at Central St Martin's in London, where I sometimes also teach others

ADVICE Follow your dream and don't be afraid to try different things out. Even when a door seems shut you might find a different way in. Things take time

HELEN STRATFORD

AGE 47

DREAM JOB WHEN YOUNG Artist

WHERE I GREW UP Midsomer Norton, a small town 10 miles from Bath

JOB TITLE Socially engaged artist / architect

BEST BIT No day is the same

STUDIED Architect training & qualifications at universities of Sheffield and Cambridge; 15 years working as an architect; practice-based PhD at University of Sheffield (I've nearly finished!)

ADVICE Go with your heart and follow it. Don't worry if you don't get there at first; you will get where you want to be eventually

Helen and Idit work together to invent playful actions for people of all ages. They call themselves Play Anywhere Now or Never!

IRINA RICHARDS

irinarichards.com

babylonarts.org.uk

AGE 36

DREAM JOB WHEN YOUNG Manga artist

WHERE I GREW UP Siberia and Ukraine

JOB TITLE Artist educator

BEST BIT Sharing my passion for all things comics and manga, and inspiring the next generation of comics artists!

STUDIED BA Linguistics; PG Cert Artist Teacher; MA Artist Teacher Practice

ADVICE "Do what sets your soul on fire, and it will illuminate the way ahead"

JAMES MCDERMOTT

jamesmcdermottwriter.weebly.com

AGE 26

DREAM JOB WHEN YOUNG Writer

WHERE I GREW UP Lincolnshire and Norfolk

JOB TITLE Scriptwriter and creative writing teacher

BEST BIT Getting to make stories up as a writer and talk about writing all day as a teacher!

STUDIED GCSEs; A-levels in Drama, English, Media, and Philosophy; BA and MA in Scriptwriting at University of East Anglia; writing groups at various theatres

ADVICE Learn and practice your craft. The harder you work the luckier you get. Be yourself. Don't waste energy competing with others; focus on your work and your path

KATRINE COUSINS

lykkeligdesign.com

AGE 38

DREAM JOB WHEN YOUNG Something creative

WHERE I GREW UP King's Lynn, Norfolk

JOB TITLE Textile artist (and homeschooling during lockdown)

BEST BIT Freedom to experiment and express myself

STUDIED MA in film archiving from the University of East Anglia; Film photography BA(Hons) and PGCE from Sheffield Hallam University

ADVICE Be passionate, love what you do, and keep learning new things

LAURA MOSELEY

madebywomen.co.uk

AGE 21

DREAM JOB WHEN YOUNG A dancer

WHERE I GREW UP Norwich

JOB TITLE Founder, director and writer at Made by Women

BEST BIT Researching art history and sharing it with people through zines

STUDIED A-levels, BA in Art History from University of York; starting my MA in Art History at UCL in September!

ADVICE Believe in your own ideas and abilities and be ambitious with them!

LEWIS BUXTON

lewisbuxtonwords.wordpress.com

AGE 27

DREAM JOB WHEN YOUNG Poetry Footballer

WHERE I GREW UP North London

JOB TITLE Poet, performer & arts producer

BEST BIT I get to talk a lot about the thing I love

STUDIED I always chose what to pursue academically based on what I enjoyed. I enjoyed talking and reading so: A-level English, BA English, and MA in Creative Writing: Poetry

ADVICE Be on time

LOUISE HAMILTON

facebook.com/SnottyDog

AGE 46

DREAM JOB WHEN YOUNG I wanted to do something creative - I never managed to narrow it down more than that

WHERE I GREW UP Greater Manchester

JOB TITLE Construction industry truck driver / Occasional Artistic Creativey

Person

BEST BIT I deliver into Central London a lot, so I get to sightsee as part of my job

STUDIED At college I did Art & Design, Display Design and Art Foundation, but had to drop out and never qualified

ADVICE There's no such thing as being "lost", there's only "exploring". Sometimes going the long way around (in navigation, life, or creativity) makes for a more interesting journey. Never give up on yourself. I guarantee you someone cares about you, even though you might not know them yet

MELISSA SHINNIE

melissashinnie.wixsite.com/mysite

AGE 35

DREAM JOB WHEN YOUNG Marine biologist or cartoonist

WHERE I GREW UP Sydney, Australia

JOB TITLE Arts administrator and freelance creative

BEST BIT The work that I do is always varied & interesting and involves problem-solving, creativity, and ingenuity

STUDIED I have a Fine Art Degree and Postgraduate Diploma in Design

ADVICE Make "making things" a habit that is hard to break! Plus, don't compare yourself to anyone else - your voice is unique and only yours!

OLIVER PAYNE

olpayne.com

AGE 37

DREAM JOB WHEN YOUNG Fisherman

WHERE I GREW UP Deepest Norfolk and Brighton

JOB TITLE Artist, Creative Producer, and Disability Arts Programme Manager

BEST BIT Connecting creatively with all sorts of people

STUDIED A-levels; Music BA from Open University; various Project Management qualifications

ADVICE Anything can be an act of creativity

POPPY STEVENS

grapearts.co.uk

AGE 24

DREAM JOB WHEN YOUNG Archaeologist,

detective, or actor

WHERE I GREW UP Watton / Norwich, Norfolk

JOB TITLE Actor, poet, and facilitator

BEST BIT I get to work with amazing people doing what I love. Performance and poetry give me a freedom to express myself

STUDIED BTEC in Musical Theatre; BA (Hons) in Acting and Community Theatre from East 15 acting school

ADVICE Never stop learning, work hard, and be kind

RACHEL COTTRELL

instagram.com/racheltottrelldesign

AGE 20

DREAM JOB WHEN YOUNG Artist

WHERE I GREW UP Ipswich, then Norwich

JOB TITLE Graphic Communication Student at Norwich University of the Arts

BEST BIT I love being creative, seeing my ideas become a reality, and working with amazing people

STUDIED A-levels, Foundation Level 4 diploma Art and Design; I'm currently studying Graphic Communication at NUA

ADVICE Surround yourself with people, books, and media that inspire you!

REBECCA LILES

theartistsbooth.com

AGE 27

DREAM JOB WHEN YOUNG Art teacher

WHERE I GREW UP Audlem, Cheshire.

JOB TITLE Artist and founder of The Artist's Booth: instead of a traditional photo booth, you receive a portrait drawn by a local artist

BEST BIT Making your ideas a reality

STUDIED BA in Fine Art; MA in Fine Art Norwich University of the Arts

ADVICE Don't let go of your imagination; nourish it by making art

ROSY PRUE

rosyprue.com

AGE 45

DREAM JOB WHEN YOUNG Author & illustrator. Or conservationist

WHERE I GREW UP Buckinghamshire – but now I live in West Norfolk

JOB TITLE Freelance artist-educator, facilitator, project manager

BEST BIT Being inspired by and inspiring others

STUDIED BA (Hons) in Printed Textile Design, Post-Graduate Certificate in Education (Art & Design), accredited coach/facilitator

ADVICE Work to your strengths; find people who encourage and challenge you; keep learning; and never forget the importance of play!

VALENTÍNA HUČKOVÁ

instagram.com/vanghostart

AGE Early twenties

DREAM JOB WHEN YOUNG 50/50 doctor and an artist - a doctor when it's winter, but a painter in the summer

WHERE I GREW UP Slovakia

JOB TITLE Master's degree student; Art & Media workshop facilitator;

English-as-a-foreign-language tutor

BEST BIT Meeting so many different people whom I can share ideas with

STUDIED BA in Animation; MA in Moving Image and Sound

ADVICE Have an idea of what you enjoy doing, and how it can help you earn a living as your career - try to think a step ahead of the game

WAYNE TALBOT

wtaeducationservices.com

AGE 50-ish!

DREAM JOB WHEN YOUNG Conservationist

WHERE I GREW UP Cannock, Staffordshire

JOB TITLE Youth worker

BEST BIT Helping people make a positive difference to the environment

STUDIED Environmental science, then working with young people to give them a voice in environmental debates

ADVICE Go for it; take the chance and the opportunity. Then enjoy the ride!

ABOUT THIS BOOKLET



64 Million
artists!



These challenges have been created by artists living and working in Cambridgeshire, Norfolk, Peterborough, and Suffolk - our huge thanks to them all. The central map by Beverley Coraldean was commissioned by our partner Norwich University of the Arts; our thanks to Lynne Simpkin. We would also like to thank our partners at 64 Million Artists and Paper Rhino for huge help and expertise in editing and designing this booklet.

nua.ac.uk

64millionartists.com

paperrhino.co.uk

This resource was commissioned by the nine Local Cultural Education Partnerships who work with local organisations, schools, and youth providers to provide opportunities for children and young people to enjoy great arts and cultural opportunities.

If you live in Cambridge, Fenland, Great Yarmouth, Ipswich, King's Lynn & West Norfolk, Lowestoft, Norwich, Peterborough, or West Suffolk and you want to find out more, please email: bridge@nnfestival.org.uk.

Ipswich Local Cultural Education Partnership
Norwich 2040 Partnership
PEACH West Norfolk Partnership



It's been coordinated by Festival Bridge, one of ten Bridge Organisations working nationally with investment from Arts Council England and the Department for Education. Our thanks to all the people and organisations involved in its creation and distribution. We're proud to be part of a much wider effort by partners from the arts and other sectors to provide creative resources and materials for children and young people during COVID.

Hopefully it won't be too long before we can welcome you into all the venues, spaces, and places (from theatres to museums and concert halls to studios) where joyful things happen together. In the meantime, though, every home can be a creative place, and every person can find and make wonderful things.

We would LOVE to see your creations, hear what you think of the challenges, and find out what else you would like to create. You can give feedback to whoever you received this booklet from or you can send photos or emails to us, phone us, or find us on social media.



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to connect young people with great
art and culture