

#BeACreativeProducer – Animating a Demonstration!

Using cut-out images against a green screen to make a simple stop motion animation.

#BeACreativeProducer Team Present at the Houses of Parliament

The teenage #BeACreativeProducer team were invited to present [their project](#) at the [APPG for Art, Craft and Design Education](#) at the Houses of Parliament, London, on November 13th.



A full transcript of their presentation, including video clips of their animation, are provided below.

The team did incredibly well, holding the room with confidence, eloquence and creativity in abundance as they shared their experiences of the project, and spoke in support of arts education. They also answered a number of questions,

holding the floor for 40 minutes. Well done team!



[Find out more about the project here.](#)

Introduction by Paula Briggs, Co-Director, AccessArt

"Hello, My Name is Paula from AccessArt, and I'm here with Sheila, my colleague, and the teenage #BeACreativeProducer team. I'm not going to talk for long before I pass you over to the team.

First of all a big thank you to the APPG for inviting us, we really appreciate the opportunity and we hope you enjoy our presentation.

I want to talk briefly about Creativity, and to look at the ways our project is enabling creativity in teenagers.

I don't think a week goes by when Sheila and I don't have a

conversation about the nature of creativity, and the fragility of the creative process. The teenage years in particular, can be a time when a young person's creativity feels especially vulnerable. I want this to be an upbeat presentation, as I'm sure it will be, and these teenagers definitely deserve that, but I do want to touch on 2 things that can undermine teenager's creativity.

The first is the message we are giving to teenagers today, that there is a subject hierarchy, and that creativity is way down at the bottom. **Let us all acknowledge, that by pushing creative subjects down in that subject hierarchy, we are in effect telling teenagers that their creativity does not matter.** Not all teenagers, not all schools, many schools are managing to preserve their creative offering, but in general, this is the message teenagers are hearing.

The second thing which can undermine teenager's creativity is social media, or to put it into a wider context, the ability of the phone to keep the teenagers' attention.

Before I go any further I want to clarify, Sheila and I are great advocates of digital – we know that through embracing all things digital we have been able to impact upon visual arts education. BUT, we all acknowledge that social media has two sides: educational, inspiring, connecting, but it can also be distracting, and prevent a connection with the physical world. Even teenagers themselves acknowledge that whilst it can inspire them, it can also drain them.

The problem is that social media can prevent teenagers from paying attention to their creativity. It is the thing they go to when they are bored, when they have finished something, or even when they haven't finished something, as a distraction.

So whilst on the face of it the #BeACreativeProducer project is an animation project, a project in which a group of creative teenagers come together to share their skills, to

create animations which celebrate and advocate teenage creativity, the project is also about how we can address the things which put pressure on a teenagers creative potential.



Number One, we need to look teenagers in the eye and tell them we value their creativity. We need to SHOW them we value their creativity. We need to enable teenagers to look each other in the eye and support each other's creativity, and we need to make certain that teenagers can therefore look themselves in the eye, maybe next time they take a selfie or look in the mirror, and tell themselves that their creativity is an important part of who they are.

Number Two, we need to help teenagers pay attention to their creativity. Creativity is a fragile beast, but it is also resilient. We can push it down personally (we have an idea which we dismiss), we can push it down socially (we can neglect to invest time and money) and ultimately we will push it down economically (if we have not invested in the creativity of a generation, how can we expect to reap economic rewards), BUT the creative urge will always be there, lying waiting, it is an intrinsic part of our humanity.

The good news is, if we can pay attention to even the smallest of creative urges or sparks, they will grow. We only need to tune in, and we will feed our creativity. It is the tuning in, or the showing up, that's vital. So, whilst art lessons are filled with techniques and art history and contextual studies, I would also suggest we need to think more about how we can enable teenagers to understand what it is like being IN the creative process, with its ugliness and beauty, inspiration and frustration, moments of desperation and moments of eureka. It isn't about the end result, though that is often great, it is about the create journey, and whilst we all go on our own journey, there are commonalities which we should be talking about more, so that we can reassure and demonstrate to teenagers that what they feel whilst they are being creative, is ok, and so enable them to continue on their journey.

We'd like to start with a quick video to introduce the team and the project. The fifth member, Immy, is at a ballet exam – we wish her good luck!”

Alex

The Project started in June. We noticed amongst our classmates that some people were pursuing their interests and hobbies, whilst others were dropping them as they weren't seen as cool. Instead they were spending more time on their phone. The project started as a message to help teenager become aware of how much time they are spending consuming digital, and to remind them that they can be producers, as well as consumers.

Amelia

But the project quickly developed into much more than that, and the animations we are making now are about helping teenagers think about how important their creativity is, both to them and to the world, and how they can become more creative.

Alex

We're definitely NOT saying that digital is a bad thing – the

project wouldn't exist without digital, but we are trying to remind teenagers to consume it mindfully, and to balance it with the physical world.

Lluís

We have been meeting most weeks since June, after school and at the weekend. We must have put in hundreds of hours of work. The project will finish in February 2019.

Rowan

So what are our sessions like? Varied, is probably the best way of describing them! We usually start off around the table (eating pancakes) whilst Paula brings us up to date on things that have happened during the week (like being invited to the houses of parliament). We look back at clips made the week before, think what we might need to do to change them.

Amelia

Then we usually split up into pairs to work on new animations. So, two of us might be animating letters on a whiteboard, whilst another two might be editing photos in photoshop or in iMovie. Or we might be making physical models for an animation, and filming each other or recording voice overs. Every now and then we get together to compose music collaboratively, or compose it individually at home.

All the clips are then sent back to Paula's laptop for us then to edit together to make the scenes... Like Scene 2 which we would like to share with you now.

Rowan

We're so proud of what we've achieved so far. As well as being invited here, to share the project with you, we have also led a workshop at the Arts Picture House Cambridge, and have been invited to write a blog post for their website, and screen part of the animation before a main feature in 2019. Cambridge Junction will host a launch party for the finished animation in 2019. If you'd like to come to the launch then pls let us

know.

Lluís

Every session we do is documented and Paula then creates a post on the AccessArt website so that others can be inspired and have a go.

We have also run a successful crowdfunder appeal to pay for workshops for schools on the launch day, AND for prizes for an animation competition we have launched.

Alex

“The World Needs Your Creativity! Animation competition is for ages 11 to 15. We had the idea, to get other teenagers involved, by inviting them to create a 30 second animation. The winning entry will receive £100 worth of vouchers and also have their animation included in our main animation on the opening night. You can find out more about the competition on the AccessArt website.

Amelia

The final animation will be around 20 minutes long, split into 5 scenes which can be watched alone, like scene 2 you just watched. We will also have an animated quiz section to help teenagers think about their attitude to consuming and creating digital content.

Rowan

The end result will be shared via social media and the AccessArt and #BeACreativeProducer websites, and we hope that schools, arts organisations and community groups across the country will share it with teenagers to help inspire their creativity.





Alex

So, What Have we Learnt from the Project?

The Project has helped us build a variety of skills....

Amelia

It's helped me build confidence in public speaking and helped me grow as a person. We are able to work as a team and empower each other in a relaxed and positive environment, which is an opportunity we don't often get at school.

Alex

The project has given great encouragement to everyone's creativity. For me in particular, it has helped feed my skill and interest in composing music, both for the project and for my own pleasure. I think my attitude to my own creativity has developed hugely throughout the project.

Rowan

I think that one of the most important things to me about the project is the way we are all able to contribute our ideas into what we do next, in a way we can't at school. Every session we are given the opportunity to input our own thoughts and opinions, and then have the freedom to put our ideas into action.

Lluís

Working on the project has given me a reason and a focus for my woodworking. I've enjoyed sharing what I've made and seeing them valued in the project.

Amelia

We would also like to see if we can develop the #BeACreativeProducer website (if we have the energy!) into a place which encourages teenagers to make and share their own animations, either alone or as a team, about things which they care about.

Rowan

So how can you help? Pls share the project and the competition, and we hope we have inspired you to look teenagers in the eye whenever you can and tell them that the world needs (and values) their creativity!!!

If anyone has any questions, we would love to answer them.

Thank you.

The Team invited the audience to write messages in support of art education on mini-banners. [The banners were then animated back in Cambridge, and a sound track made...](#)

<https://vimeo.com/301462578>





Very many thanks to the [Board of the APPG for Art, Design and Craft Education](#) for inviting the team to present.

For Remembrance Day

Anne-Louise Quinton creates a project for her Year 9 pupils to commemorate Remembrance Day. The teenagers worked collaboratively to create a collaged frieze of paper soldiers in response to an artwork by John Singer Sargent and a war poem by Wilfred Owen.

Japanese Sushi Inspires Our Art

Jan Miller leads a project enabling children to explore materials and learn from another culture by creating colourful, large-scale mixed media drawings inspired by food from Japan. This activity is suitable for older KS1 and KS2 children.

Japan – Ceramics Inspire Painting and Painting Inspires Ceramics

Jan Miller shares a class project that uses the work of a contemporary Japanese ceramicist to inspire vibrant paintings in a variety of materials. The children then used their own art to design ceramic vessels.

Spotting Potential and Nurturing a Young Talent

You May Also Like...

Visual Arts Planning Collections: Portraits



Assessment & Progression



Japan: Making Sushi – Recycled Style!

Inspired by research into Japanese culture, children explored the potential and limitations of paper and recycled materials, learning through play and experimentation to make 3D forms. The outcomes of this process were used to inform work created in a second medium of clay, using kitchen equipment to shape the clay and add textures.

The Making of: “Being Creative Helps You Tackle Challenges in All Areas of Life”

Meet Bob! A cloth character with a bendy wire armature to animate in front of a green screen.

The Making of: Hand Coloured Photoshop Animation Frames

This post shares how one of the #BeACreativeProducer team members, Alex, developed his digital skills by working across iMovie and Photoshop to extract single frames from a movie,

hand colour them in Photoshop, and then import them back into iMovie to complete the animated scene.

We used the technique as a visual to an aural backdrop of the teenagers working collaboratively on their musical composition.

Taking on the Inktober Challenge

Artist Morag Thompson Merriman taking on the Inktober Challenge and generously shares her process with AccessArt.

AccessArt Exemplar Primary Art Plan + Progression Plan

PLEASE NOTE

AccessArt has created a new [Primary Art Curriculum which you can find here.](#)

Schools will continue to have access to our old Exemplar and Progression Plan

(below) but we urge new schools to follow the [new curriculum available here.](#)

AccessArt has created 3 plans to help Primary schools deliver a rich, exciting and relevant art education.

- 1) The EYFS Exemplar Curriculum Plan
- 2) The Primary Art Curriculum Plan
- 3) The AccessArt Progression Plan

The AccessArt EYFS & Primary Exemplar Plans

- What Are the Aims of the Exemplar Curriculum Plans?
 - To provide schools with a rounded art curriculum for ages 5 to 11 (Primary) and help in establishing an open approach to creativity for the under 5s (EYFS).
 - To provide NQTs, art coordinators and all primary teachers with the skills and resources to deliver an engaging, relevant curriculum.
 - To suggest visual arts educational activities which will promote open-ended, creative learning.

To provide ideas, inspiration and techniques to enable children to explore a wide variety of media in drawing, sketchbooks, sculpture, painting, printmaking, and design.

• Using & Developing the Plan in Your School

The exemplar plan is a suggested way forward. If a school were to follow the plan (based upon tried and tested teaching), by the end of Year Six the pupils would have received an exceptional and rounded creative education. However we appreciate each school, class and pupil has individual needs, and that many teachers and schools will prefer to use this plan as a starting point to be adapted. We value this evolution: please do [get in touch](#) to share your successes!

Find out how to [scaffold the projects in the plan with sketchbooks and drawing](#), to ensure even richer journeys and outcomes.

• How it Works

- Click on the Year buttons within the plan to see the exemplar plan for each year.
- Each year is split into 6 projects, one for each half term. Click on the suggested resources within each plan and you will be taken to fully illustrated resources which describe the aims,

•

techniques and and outcomes of that particular activity.

- Within each year, we have tried to balance development of skills in the main artform areas and with a variety of media.
- The plan for each year builds upon previous skills learnt. However, the plan and the suggested activities within each year are transferable and adaptable. For example, you are able to switch activities within a school year, or even between school years, to suit your broader curriculum and the needs of your pupils.
- Accessing the Resources
 - Whilst many of the resources are free to access, you will need to be a member to access the majority of our resources.
 - AccessArt is a UK charity (1105049) which aims to inspire and enable high quality visual arts teaching and learning. We receive no core or revenue funding, instead we rely on income from membership to continue to develop our activities. AccessArt has over 18000 members and is trusted by schools across the country to help develop their teaching and learning.

Membership (and access to all resources), starts at just £42 per year.

[Join AccessArt](#)

- Further Information about the Curriculum

[Please see this page here for a detailed breakdown of AccessArt's approach to the curriculum for KS1 and 2.](#)

Download The AccessArt EYFS Exemplar Plan



[Download the Powerpoint Version](#)

[Download the PDF Version](#)

Download The AccessArt Primary Exemplar

Plan



[Download the PDF Version](#)

AccessArt Members Only:

[Download an Editable Powerpoint Version of the AccessArt Progression Plan](#)

Please note, AccessArt members can download the PPT version of our AccessArt Progression Plans so that you can edit the documents to suit your school's needs. However please be aware that we regularly update our documents in response to changing requirements, and to developing resources on our site, so you will want to check in each year with the master version to check for relevant recommended changes.

The AccessArt Progression Plan

Please Note: [There is a new version of the Progression Plan here.](#)

• What Are the Aims of the AccessArt Progression Plan

The AccessArt Progression Plan attempts to balance a number of important elements in art education. Create opportunities for new experiences balanced with:

- Time for repeated practice.
- Structured learning, balanced with.
- Space for personal exploration.
- The accumulation of technical skills and contextual knowledge, balanced with growing self-awareness of what it is to be a creative being.

Through all of the above, our aim is to enable individual pupils to make appropriate choices regarding materials and processes and to be empowered towards making a personal, creative response.

The plan is based upon a creative and holistic approach, which shows the inter-relations between various aspects of the visual arts, demonstrating how subject knowledge, skill and progression is built when all the elements work together.

We acknowledge the importance of teaching specific skills, sensitively modelling some materials, and introducing a wide variety of materials, concepts and artists as soon as possible.

We also advocate the importance of pupils being enabled

to follow their own creative pathway, and the progression plan shows how this might best be encouraged to happen. When to let a child go, (and we would always argue that that should be as as soon as possible) and how to enable that exploration, is key to a successful art education.

The progression plan attempts to balance two very important elements of a high quality visual arts education: 1) practice with 2) novelty. The plan demonstrates how opportunities can be created for repeated practice and consolidation of skills, alongside opportunities to introduce new materials and concepts to feed and excite the creative process.

We are keenly aware that many of teachers in primary schools are not specialist art teachers, and in many cases they did not have a comprehensive art education themselves. The progression plan links to example AccessArt resources to help non-specialist teachers understand how best to facilitate art.

Finally our progression plan was written from a slightly different perspective than many. It is less about measuring the progress of pupils, but instead it attempts to pinpoint the stages of opportunity which should be presented by teachers. If the appropriate opportunities are created, then pupils will progress.

• **Assessment**

There are no national standards set in art for primary-aged children.

AccessArt advocates for conversation-based assessment in art which takes place on an ongoing basis. The conversations might take place as a class, as a group, or one to one and will feed into processes of reflection

and evaluation. These are not activities which should just take place at the end of projects, but throughout the creative process. This makes assessment meaningful, and not a tick-list process which bears no use or relevance to the child.

This kind of assessment requires that the teacher is actively involved in each learning journey of every child, which we understand is potentially time consuming. We believe this type of assessment underpins good teaching and leads to better outcomes, especially in such a sensitive area as nurturing a child's creativity.

Explore a resource of facilitating a gently and reflective [class crit](#).

▪ Vocabulary

We will be producing a full guide to progression in vocabulary in 2021, including a glossary, but in the meantime key words, ideas and phrases are highlighted in pink on the [Progression Plan](#)

▪ What is our Approach Based Upon

AccessArt is the specialist provider of visual arts educational resources in the UK. We have over 20 years experience of facilitating the visual arts in schools.

Our progression plan is based upon the expertise within the [AccessArt team](#).

The plan takes into account current [National Curriculum](#) guidelines, and bases its end of year descriptors on those supplied by the [NSEAD curriculum](#).

We would also like to thank [Susan Coles](#), [Paul Carney](#) and [Mandy Barrett](#) for their generosity in sharing

their ideas and approaches in relation to progression and assessment with the primary field.

We would like to take the opportunity to thank all those working in the field, and acknowledge that the skills and experience of all those in the field build upon and benefit from an open and ongoing conversation.

• **Disclaimer**

We believe the curriculum we present via our **Exemplar Plans**, and our working methods shared via our **Progression Plan**, provide schools with a way to access a rich art education for pupils, of which schools can be proud.

The curriculum AccessArt shares is based upon our ethos which has developed over many years and which we believe has creative integrity. In the creation of the Progression Plan we have taken the opportunity to present schools with what we believe will be the best possible art education for their pupils, building and enhancing upon what already exists.

Schools should note that the majority of our resources are created by artist-educators. Some but by no means all were created in formal education settings. It is up to teachers to assess on an individual or school community basis if the resources are right for your school, and how they might best be adapted to suit your needs.

All resources cited in both the Exemplar Plans and the Progression Plan are examples only, and there are many more resources in the evolving AccessArt database which may suit your needs better.

AccessArt presents our work to schools in good faith,

but we cannot guarantee and are not responsible for the way the approach is received.

Explore the [new AccessArt Primary Art Curriculum](#).

download The AccessArt Progression Plan

Year 3- Generating Ideas					By the end of Year 3 Children should be able to...
Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media	
Teachers should: Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook) Let pupils discover and share for themselves Enable pupils to build confidence in their own ideas	Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. Begin to feel a <i>sense of ownership</i> about the sketchbook, which means allowing every child to work at <i>own pace, following own exploration</i> Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...	Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Look at <i>artforms</i> beyond the visual arts: literature, drama, music, film etc and explore how they relate to your <i>visual art form</i> . Look at a variety of types of <i>source material</i> and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> • What do I see? • What do I like/dislike? • What do I think the artist's intention was? • Why did they do it like that? • How does it make me feel? • How might it inspire me? 	Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).	Use digital media to identify and research artists, craftspeople, architects and designers.	Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions Use a sketchbook for different purposes, including recording observations, planning and shaping ideas

[Download the PDF Version](#)

download The AccessArt Progression Plan for MAKING

Year 1 – Generating Ideas		By the end of Year 1 Children should be able to...
Making as Playing: Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.		Recognise that ideas can be generated through doing as well as thinking Recognise that ideas can be expressed through art Experiment with an open mind

[Download the PDF Version](#)

**Access the Web Browser
Version of the Exemplar Plan
Click on the Year Groups
below**

Year One



[Ages 5 to 6](#)

Year Two



Ages 6 to 7

Year Three



Ages 7 to 8

Year Four



Ages 8 to 9

Year Five



Ages 9 to 10

Year Six



Ages 10 to 11

Join AccessArt!



Join thousands of other schools and teachers who use AccessArt to deliver

[great art teaching](#)

From just £42 per year, schools gain access to over 1500 unique resources to help develop your teaching, themed visual arts planning pages and discount on our distance learning courses. AccessArt was founded in 1999 and has grown through collaboration with a variety of schools, arts organisations, agencies, museums, galleries and individuals. The Exemplar Curriculum is free to access and share. To benefit from all the resources embedded in the plan, join AccessArt from only £3.50 per month.

Three Approaches to Drawing

Melissa Pierce Murray proposes three approaches to challenge habitual ways of drawing by expanding the repertoire of marks and approaches.

Opportunity to Join AccessArt: Membership & General Administrator Role

The deadline for applications has now passed.

To help us serve our growing membership, AccessArt

is ready to welcome a new person to join our [friendly team!](#)

Role:

Membership & General Administrator: to help us process memberships and build relationships with schools, and to process Zoom CPD admin.

Hours:

The role is offered on a permanent basis (after a 3 month probationary period) working 21 hours per week. Hours should be worked during office hours (9.00 – 5.00) and be spread over 4 days. You need to be based in the UK. The role is fully remote.

Salary:

£16 per hour (equivalent to £31,200.00 per year working full time).

Timeline

- **Deadline for Receipt of Applications: Tuesday 26th March 2024 (Closed)**
- **1st Round Interviews (via Zoom): 9th April**
- **2nd Round Interviews (via Zoom): 19th April**
- **Role Begins: May 2024**

Job Pack

[Pls find full details of role and how to apply here.](#)

This role requires specific skills and experience. Please do only apply for this role if you feel you have the skills and experience we are looking for.

Pls note that as we expect a great deal of interest in the role we are not able to reply to personal questions via email – instead we encourage you to read the document above for all details.

Monday 4th March 2024

ACCESS ART
MEMBERSHIP
ADMINISTRATOR



Job Pack

[Pls find full details of role and how to apply here.](#)

#BeACreativeProducer Launch!

The #BeACreativeProducer Project was launched at Cambridge Junction.

Congratulations to Immy, Amelia, Rowan, Alex and Lluís for an inspirational launch night, led by Paula Briggs from AccessArt. [Find out more about how #BeACreativeProducer.](#)

Enjoy the images and videos below!

Setting Up

The launch of the #BeACreativeProducer Project consisted of props made by the teenagers throughout the project, over 26 minutes of final animations and a workshop with 30 Year 6 Pupils from a local school. We spent the morning setting up, working alongside technicians from Cambridge Junction.







Exhibiting the Props

Some of the props we made as part of the

animations were exhibited alongside the film and animation...







Workshop with Year 6 Pupils

We invited a local primary school, Morley Memorial, to visit and see some of the animations and have a go at making animations.



Live Link to the Baltic, Newcastle

The teenagers had a live link with teachers from primary and secondary schools attending a teacher meeting at the Baltic Arts Centre. They showed the props, answered questions and talked about art education.



Time to Share the Final Animations!

The project was introduced by Paula from AccessArt...



and then it was time to share...



"I thoroughly enjoyed seeing the fruits of these young people's labours last night – their creativity and confidence as 13 year-olds is absolutely awesome ! Well done for making it such a great project, and a super occasion." Chris Owen, Honorary Visiting Senior Fellow, Cambridge School of Art



"A great event last night, you should be proud of what you

started and how it developed into the final spectacular finish. The yellow T-shirt's were obviously so engaged with the project and totally behind what creativity can bring to their lives and hopefully that will inspire others to do the same." Jane Reynard, Scolaquip



"A totally inspiring event from [@accessart](#) [#BeACreativeProducer](#) last night. Amazing young people, and looking forward to hopefully collaborating in the future."
Lynne Simpkin, NUA



"The pupils were awesome and so inspiring. All our art teachers were talking about it afterwards. They did u proud!"
Paul Carney, Neaten



"What an event this was. It shared processes as well as outcomes, it showed creativity by the bucketload, it shared the strength and power of friendship and collaboration. It made my heart sing. Can't thank you enough for the opportunity to watch this project develop and then to attend this unique and special day." Susan Coles, Artist, Activist & Educator

Watch the Final #BeACreativeProducer Film
[Or See The Animations Split Into Shorter Scenes Here](#)

The Making of: “Creativity is a Process” and Comebacks to the Ogres”

This resource shares how teenagers practised interviewing skills before filming to get footage for animations.

The Making Of: The “Fill Your Funnel” Scene

Animating text and images using magnets and whiteboard, combined with stop motion footage of drama sessions.

The Making Of: The Shower Scene

See how we made a small clip from the #BeACreativeProducer Project in which teenagers made the props, animated the scene, and then composed music.

Modelling The Head in Clay – by Melissa Pierce Murray

Quiz Question Clips!

This page is a page holder for the question numbers the teenagers are working on as part of the **How To Be A Creative Producer** project. [Find out more about the project and how the animations are being created here.](#)

Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Question 8

Question 9

Question 10

Question 12

Question 13

Question 15

Question 16

Collaborative Design: Making Dungarees!

Collaborative sewing project which aimed to help builds a sense of “team” in teenager animators. Connecting head, heart and mind in this challenge helped creative juices flow in other areas of the #BeACreativeProducer animation project.