**Creatives in Schools – Example Project timeline**

**School and kura:** We have created this example template to show how you can fill the timeline template. You **must** complete this template in consultation with the creative(s) and submit it with the joint proposal.

You can download the blank template from the link available on the page below:

* [Project timeline](https://artsonline.tki.org.nz/Teaching-and-Learning/Creatives-in-Schools/Project-proposal-checklist)

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| **School**  | Seaview Primary School |
| **Project name** | Tangaroa Mural project |
| **Lead teacher**  | Sally Smith |
| **Creative(s)**  | Wiremu Davis |
| **Project duration (8–20 weeks)****(The total number of weeks your project will take)** | 20 weeks: finishing on Matariki, 24 June 2022 |
| **Terms 1–4****(Select the term(s) for your project)** | ☒ 1 | ☒ 2 | ☐ 3 | ☐ 4 | ☐ 1 & 2 | ☐ 2 & 3 | ☐ 3 & 4 |
| **Start and end dates (optional)****(If known, add these here)** | Start  | 9 February 2022 | End  | 24 June 2022 |

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| **Week** | **Projected time (in hours)****NB: If you have more than one creative practitioner working at one time you must include all their hours** | **Work description (W) / Milestones (M) / Activities (A)** | **Notes** |
| 1 | 5 | W | W/ Learn about local Māori legends related to the Seaview community and its relationship with the sea. M/ Four designs selected and exploredA/ Students work with four different designs that reflect the area. | Visit the local marae to see local Māori art forms. Kaumatua suggests four designs to explore for mural. |
| 2 | 5 | M | Trip to the beach across the road to get a feel for the elements. |
| 3 | 5 | A | Explore first design |
| 4 | 5 |  | Explore second design |
| 5 | 5 |  | Explore third and fourth design |
| 6 | 5 | W | W/ Relating designs to own personal storiesA/ Students develop designs, integrating the four designs with their own personal stories.M/ Sharing designs with others | Student design 1 |
| 7 | 5 |  | Student design 2 |
| 8 | 5 | A | Student design 3 |
| 9 | 5 |  | Student design 4 |
| 10 | 5 | M | Show designs to other classes in their syndicate as part of end of term celebrations. Kaumatua and parents see the designs. |
| 11 | 5 | W | W/ Developing a mural design that incorporates different ideas.A/ Students and creative with support from lead teacher design mural. Interested parents support children in the process.M/ Students agree on mural design | Mural design phase: Developing shapes |
| 12 | 5 | A | Mural design phase: Putting it altogether  |
| 13 | 5 |  | Mural design phase: Developing colours  |
| 14 | 5 | M | Mural design phase: Agreeing on final details |
| 15 | 5 |  | Children paint the mural with support from creative (for design support), lead teacher, and parents help children practically with ladders, spills, etc. | Mural painting: Outlines marked on wall |
| 16 | 5 |  | Mural painting: Key lines painted in |
| 17 | 5 |  | Mural painting: Detail painted in |
| 18 | 5 |  | Mural painting: Detail painted in |
| 19 | 5 |  | Mural painting: Finishing touches completed |
| 20 | 5 | A | Celebration with families and opening of the mural on Matariki. | Mural blessed by kaumatua at a school celebration on Matariki. |
| **A: Total contact hours** | **100** |  | **Note: contact hours must total 100.** |
| **B: Total creative planning hours** | **30** |  | **These should equal the planning hours for the creative in the budget.** |
| **C: Total teacher planning hours** | **50** |  | **These should equal the planning hours for the teachers in the budget.** |
| **D: Total project hours** | **180** |  | **Add A+B+C to give D.****These are the total project hours for planning and running the project (excluding teacher relief hours).** |

**☒ I confirm that this timeline has been developed in discussion with the creative(s).**

**COVID 19 Contingency plan**

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| **Level 2** | We can maintain physical distancing of * 2 metres in public spaces Yes No
* 1 metre in the school settings. Yes No

We can continue to run the project face-to-face at Level 2. Yes NoWe will need to delay some aspects of the project until we return to Level 1. Yes No |
| **Level 3** | We can take some aspects of the projectonline and continue to run the project at Level 3. Yes NoWe will need to delay some aspects of the project until we return to Level 2 Yes NoWe will need to delay some aspects of the project until we return to Level 1 Yes No |
| **Level 4** | We can take some aspects of the projectonline and continue to run it at Level 4. Yes NoWe will need to delay some aspects of the project until we return to Level 2. Yes No We will need to delay some aspects of the project until we return to Level 1. Yes No |

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| **Comments about how you will manage this project if we go into Level 3 or 4.** | We could visit the marae at Level 2, but we would need to stay outside. We would not be able to visit the marae if we were in Level 3 or 4 lockdown. We can visit the beach at Level 2 in class groups, but not at Level 4.Wiremu would need to run the sessions with us online. While this is not ideal, students will be able to continue their projects.We estimate we could do weeks 3 to 9 while in lockdown levels 3 and 4. We would need to be back to Level 2 to run weeks 10 onwards. We would need to be at Level 1 to run the week 20 session. |

**Reminder of the COVID Level System for schools**

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| Level 1 | School as usual. |
| Level 2 | Gatherings limited to up to 100 people. This means that parent school gatherings may be restricted. Travel in local area only. (This may affect creative practitioners travelling to the school.)Keep your distance when outside your home.You should keep a distance of at least:* 2 metres in public and retail stores, like supermarkets
* 1 metre in controlled environments, like workplaces and schools.
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| Level 3 | In household bubbles except for at work and at school. Schools have school bubbles.Keep your distance when outside your home. Reduced local travel for going to work, school, shopping or exercise.You should keep a distance of at least:* 2 metres in public and retail stores, like supermarkets
* 1 metre in controlled environments, like workplaces and schools.

There can be no parent/school gatherings. |
| Level 4 | In household bubbles only. Travel is severely restricted. |

**Notes for completing the template**

1. Click in the table to add your answers. For the term dates, click on one or more checkboxes to select your choice(s). This will add a cross to the box.
2. Please show the time spent on planning the project (as outlined in the budget template).
3. If you know the expected start and finish date of your project, please add this.
4. You can merge weeks in the table to show work over a particular time frame.
5. You can include your project’s specific milestones and activities. Label each milestone with ‘M’ and each activity with ‘A’.

**General notes**

1. You must confirm that this timeline has been developed in consultation with the creative(s). If you don’t, your application will be invalid.
2. The creative's 100 contact hours cover time spent directly on the project with students and ākonga only. They do not include time spent on planning, preparation, induction, and training with teachers and kaiako. This time is covered by the overall creative’s fee of $10,000.
3. Don’t forget to fill in the COVID-19 contingency plan.