



# SHINE EXHIBITION

An exhibition celebrating  
the creativity, determination  
and imagination of National  
1 and 2 learners.



SUPPORTING

year of young people  
bliadhna na h-òigridh  
2018





A warm welcome to an exhibition celebrating the creativity, determination and imagination of National 1 and 2 learners in 2018.

SQA CHIEF EXECUTIVE  
DR JANET BROWN

I am delighted to introduce Shine, a fabulous collection of creativity and ingenuity produced by SQA candidates from across the country who have embarked upon National 1 and National 2 units and awards over the past year.

It is fitting that during 2018, the Year of Young People, we put a spotlight on the talent that is in abundance in our schools and colleges across the country.

This is the first time we have collated artwork, creative writing, music, and multimedia projects solely produced by candidates who have completed National 1, and National 2 courses and awards, and we have been thrilled by the level of encouragement and support we have received from teachers and lecturers who have championed the efforts of the learners.

National 1 and National 2 qualifications are set at SCQF levels 1 and 2 and are designed for learners who require additional support in their learning.

These important qualifications provide young people with opportunities to develop their knowledge and skills, and to have their achievements certificated.

Shine now gives us the chance to celebrate these achievements too, and by taking this collection of creative work to Edinburgh, Glasgow, and Aberdeen we are providing a nationwide platform to showcase these outstanding accomplishments.

I hope you enjoy the collection.

A handwritten signature in blue ink, appearing to read 'Janet Brown'. The signature is fluid and cursive.

Dr Janet Brown, Chief Executive



*Braidburn School, Edinburgh*

'Learners from Tweed class run the Braidburn School tuckshop every Tuesday. This helps them develop communication skills, recognise and match coins, and meet health and wellbeing targets linked to mobility, stretching or motor skills. The learning particularly relates to Personal Achievement Award: Community Activity (SCQF Level 1).

'The learners carefully consider what to sell in the tuckshop. Using the 'eatwell plate' as a guide, they try to include a balance of healthy and more popular snacks. They avoid waste by collecting and presenting waste wrappers in a pictogram to gauge what to buy more or less of.

'The young people really enjoy running the tuckshop, and it's a highlight of their week.'



B S



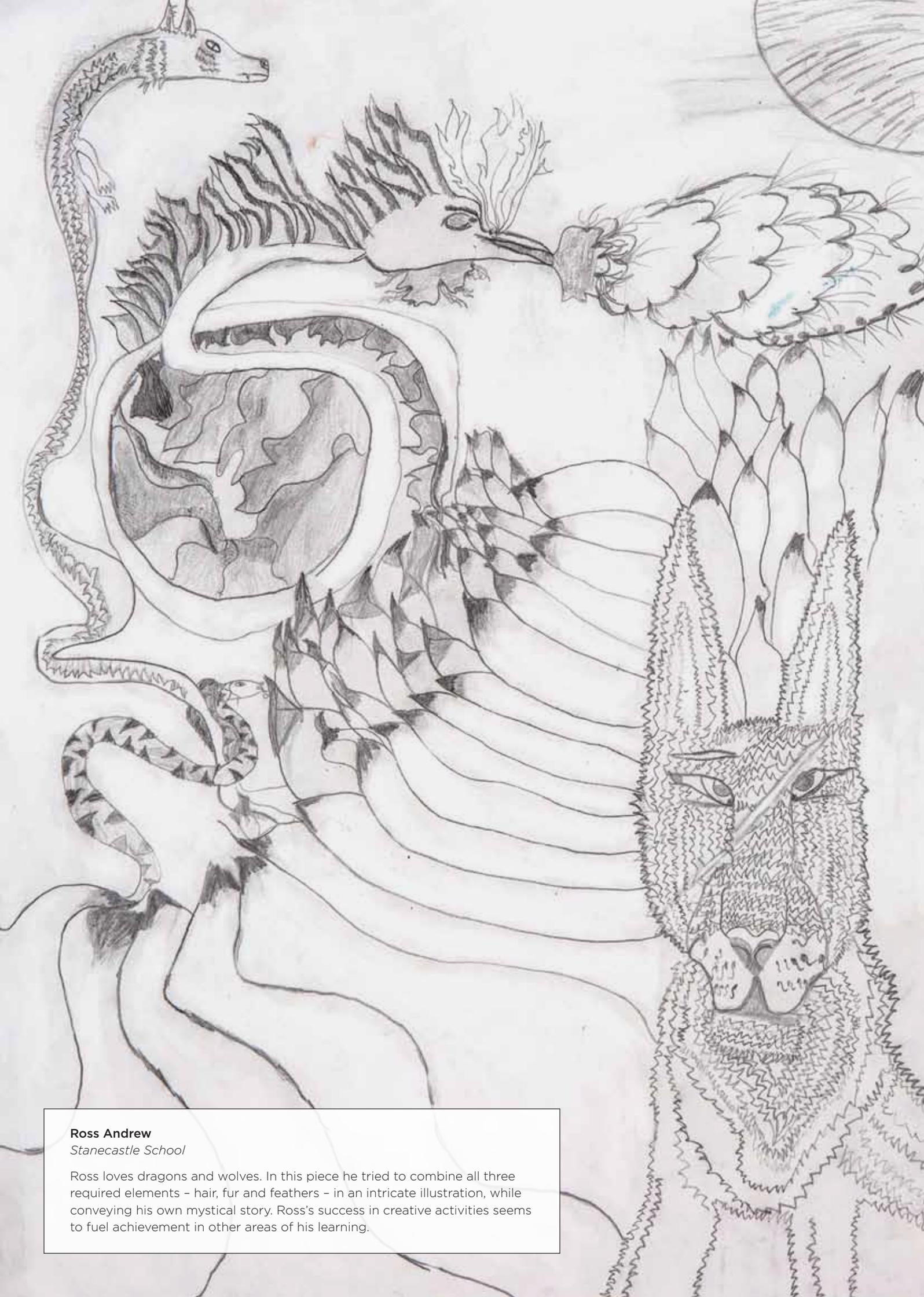
*Learner from  
Ashton Secondary School*

This learner is a lovely, friendly, polite and gentle young man in S6, who has many characteristics of autism. His collage was inspired by the natural world and the paintings of the artist/illustrator Mark Hearld. He started with a background of leaf rubbings and then selected leaf shapes and used tissue paper to colour them. All of these activities were successfully achieved because he made choices from a very small selection. He is a visual learner who was able to work fairly independently with some encouragement to keep him on task.



*Learners from Calaiswood School*

This collective artwork was inspired by the Catalan artist Miró. The art tools used were chosen to suit learners' fine motor skills. It started as one A2 sheet of card, but some learners found it quite challenging to share their working space, so the image was cut into four and learners chose a section to work on in each lesson. When the image was arranged back together, pupils took turns dripping and splatting paint over the surface, which proved to be a favourite technique.



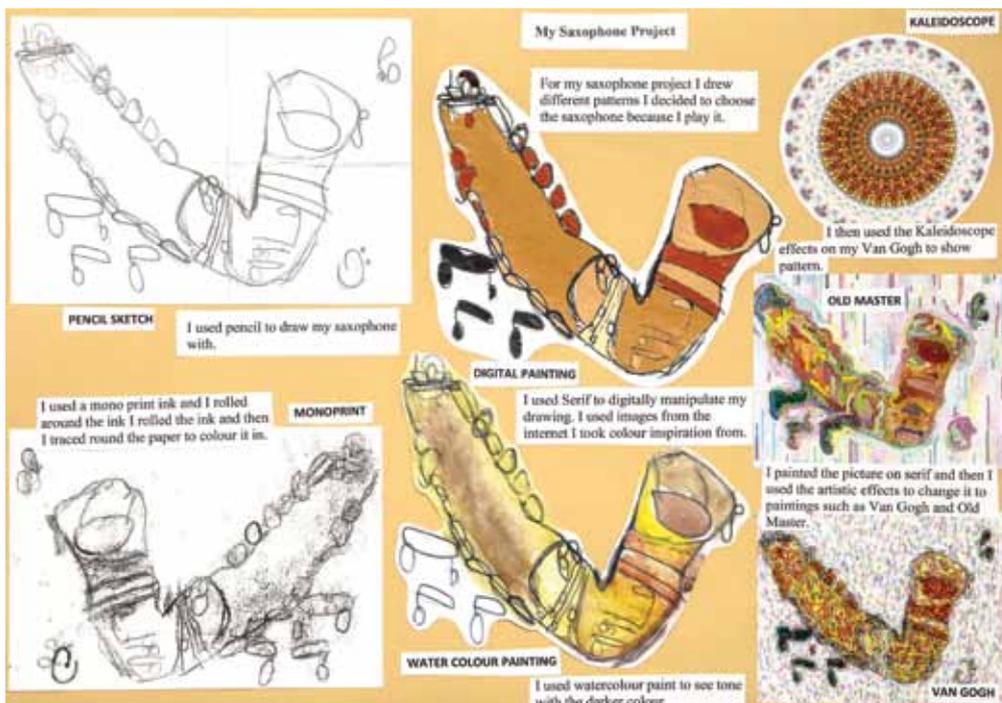
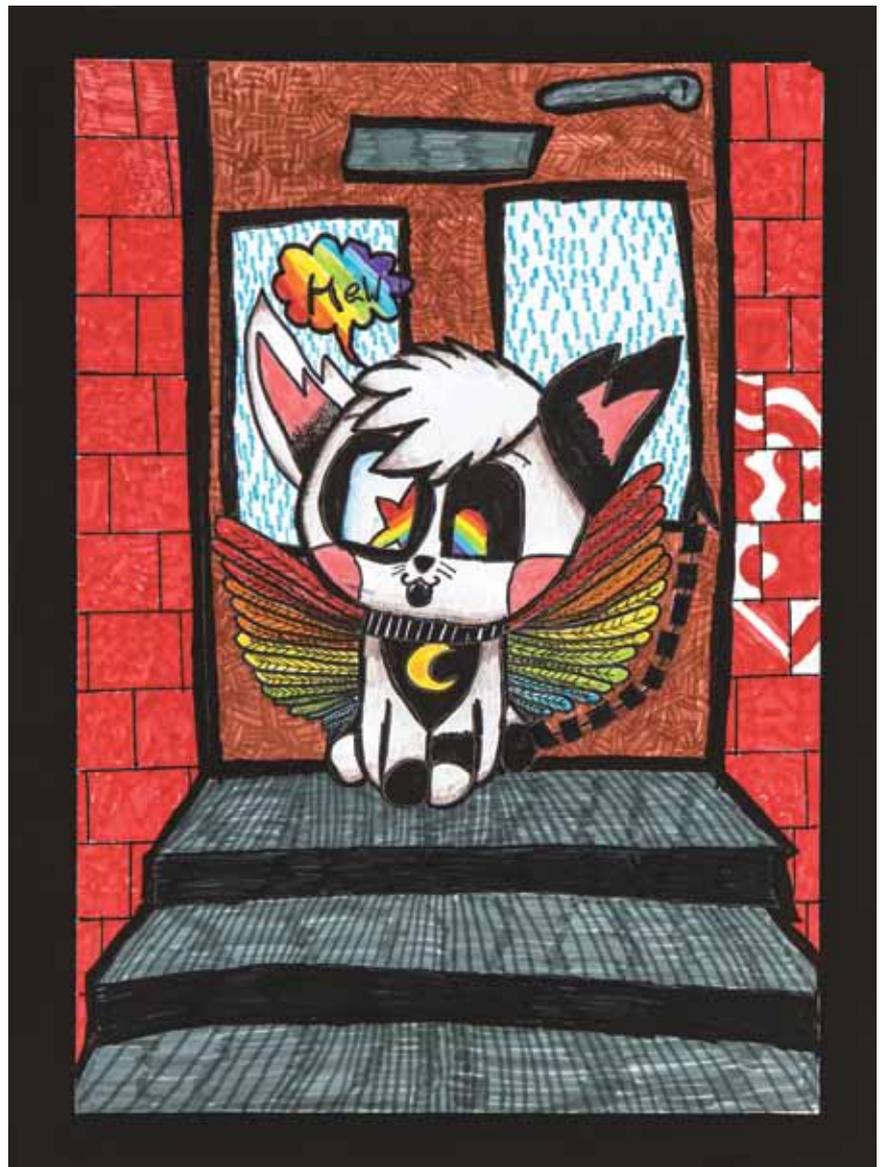
**Ross Andrew**

*Stanecastle School*

Ross loves dragons and wolves. In this piece he tried to combine all three required elements - hair, fur and feathers - in an intricate illustration, while conveying his own mystical story. Ross's success in creative activities seems to fuel achievement in other areas of his learning.

**Paige Hamilton**  
*Staneastle School*

This is a typical example of Paige's drawing style and technique. She devises new characters and storylines every day, so it was easy for her to draw a cute, furry creature with rainbow wings for this work. This type of activity gives her much joy and builds up her self-esteem.



**Sophie Bell**  
*Bishopbriggs Academy*

Sophie achieved a National 4 performance unit by playing the saxophone, and wanted to celebrate her success by using her saxophone as the main compositional element for her National 2 Practical Craft Skills piece. She was supported with visual aids to sustain focus and attention, and step-by-step instructions and 1-1 tuition helped this pupil achieve.

*Learners from Oban High School*

Our college has been inspired by living beside the sea and in an area of natural beauty. Our photo collage with 3D additions allowed learners to work collaboratively and all to contribute equally to the finished piece, even though some can struggle with imaginative thinking, or have difficulty with fine motor skills. Our project also allowed us to get out in our local community to take photographs and collect materials, which was very enjoyable for the learners.

*Learner from Stanecastle School*

This learner based her artwork on the topic of 'Hair', and chose the most infamous hairstyle in history – Medusa's. Her style of drawing is very organic, and she let the hair develop around the head shape naturally, before applying a very striking colour scheme, which she did with much enjoyment and confidence in her expressive abilities.

Specific aspect of learning: I can use appropriate language and structure in my writing

English and Communication (National 2)

# Our learning Conversation

**Teacher Voice**

We watched Selma and became interested in Martin Luther King and Civil Rights. We watched videos and read articles about the "Freedom Riders" and thought it was a brave thing to do. We decided to join the Freedom Riders and tell our parents. We wrote a letter as there was no mobile phones or computers.

**Pupil Voice**

I was interested in the History of America and thought it was wrong that people could not do things because they were different. I enjoyed learning about Martin Luther King and watching Selma. I thought the film made it easier for me to understand. We wrote a letter because we could not text or email and also we knew parents would be worried so we told them after we had done the Freedom Ride.



The Freedom Riders travelled from the North of America into the South. Everyone was treated the same in the North but the South had laws that stopped people being equal. I thought this was wrong.



The people on the bus did not want to cause trouble they wanted everyone to be equal. The journey was dangerous and some people threw fire bombs at the bus. When they arrived in the South they could tell the police and the people from the South were unhappy and they were beaten and put in prison for using the wrong toilets.



Language and Communication: Creating Text H24472



**Letter**

In the 1960s, people did not communicate by e-mail or texting. There was no social media. Instead, they wrote letters.

Imagine that you were staying in the USA in the early 1960s and had taken part in the Freedom Ride to Jackson, Mississippi. You took part because you felt very strongly about the injustice against black people in the USA.

Write a letter to someone in your family here in Scotland telling them all about it.

You should write:

- The reason why you decided to join a Freedom Ride.
- Where you went on the bus.
- Who was with you on the bus.
- What happened during the journey that frightened you.
- What happened when the bus stopped in Jackson.
- How you were treated in prison.
- Whether or not you thought it was worth being arrested and badly treated.
- Whether or not you would do it again.

Your letter should be laid out as below. A suggestion has been made about how you could start the letter.

Use the separate letter template which your teacher will give you.

15, Georgia Avenue,  
Montgomery,  
Alabama,  
USA,  
15<sup>th</sup> June 1961

Dear Mum,

I'm going to tell you something you are not going to like, but don't worry, I'm all right. I'm just a bit bruised.

As you know, I have been disgusted by the way that black people are treated in this State in the USA, so...

See you soon.

Love and kisses,  
Mike

15, Georgia Avenue  
Montgomery  
Alabama  
USA  
15<sup>th</sup> June 1961

Dear Mum

I just want to tell you I have joined the Freedom Ride to stop all of the fighting and make a change for everybody.

I went on a bus from Washington to Alabama and on the bus there was white people and black people in the bus with me.

The frightening part was when there were people throwing firebombs at the buses it were horrible.

When we stopped in Jackson there were people getting beat up once we got out the bus and they were injured.

We needed to use the toilet and we were put in prison for using the wrong toilet. There were a lot of people getting tortured and most people were hung on wrist breakers, cell windows shut and the cells were disgusting.

I thought it was ridiculous the way they treated us in prison and it was not on.

I say one thing, I do not want to go back and do the Freedom Ride ever again.

See you soon love and kisses

George.



*Learner from Bishopbriggs Academy*

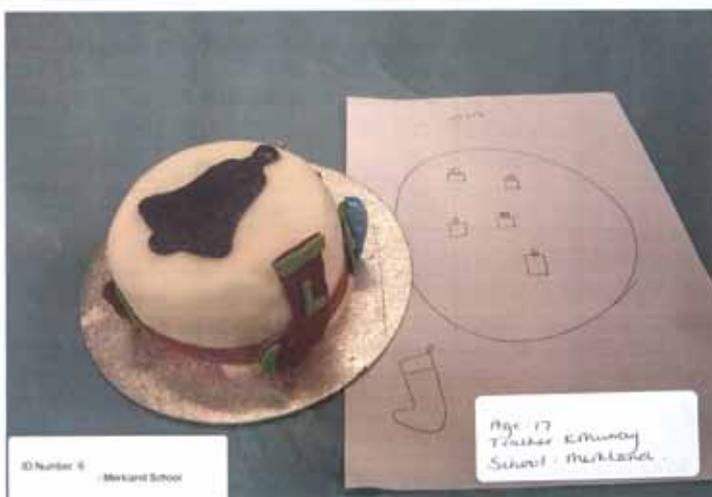
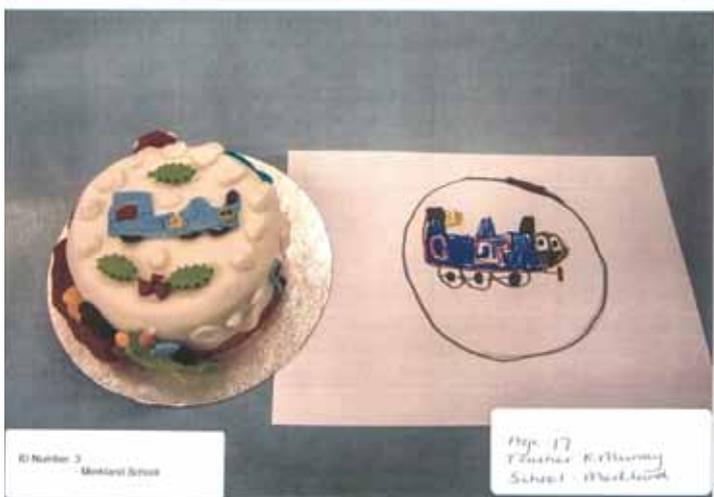
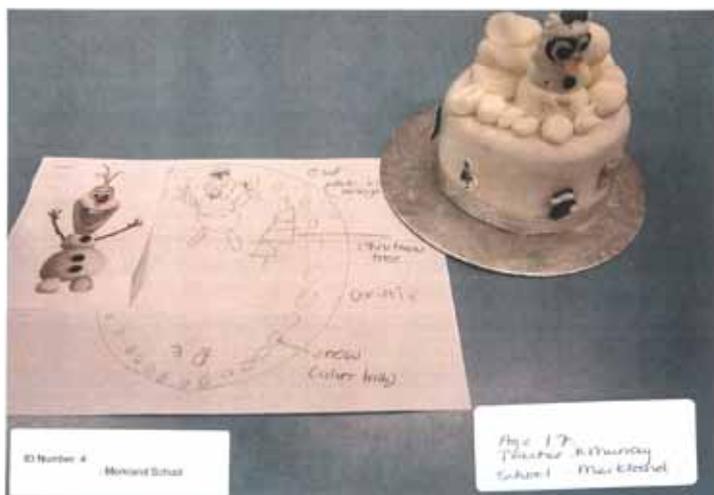
As part of their National 2 Language and Communication, learners at Bishopbriggs Academy watched the film 'Selma', and learned about the Civil Rights Movement and the 'Freedom Rides' in the 1960s in the USA. Learners were motivated to write and express their support for equality and not to accept discrimination.

*Learners from Carronhill School  
Sensory College of Stonehaven*

These learners researched and took photographs of their local area, and visited other centres to see examples of collage work. Learners were then taught a range of skills: hand-stitching on plastic canvas, various methods of applying colour to fabric, applique, using a sewing machine (with support). Two learners learned how to knit. All these skills went into the final work.

**Marigona Thaqi***Ashton Secondary School*

Marigona has cerebral palsy, suffers from epilepsy among other conditions, and requires one-to-one support to access the curriculum. She has developed a very good relationship with her art teacher, which has allowed her to participate in a range of art activities, develop fine motor skills, increase hand eye coordination, and create beautiful pieces of work. Her expressive collage was inspired by the visual elements of the song 'I can sing a rainbow': cloud/rainbow, sunbird and a flower. Marigona produced the collage by working for short periods of time across the year and she takes pride in showing her achievements to others.



*Learners from Merkland School*

These Christmas cakes were produced/created by learners studying National 2 Health and Wellbeing at Merkland School. Learners were inspired by film and TV characters they liked and were encouraged to create a Christmas theme. Some learners used cutters or paper templates to help them carry out the tricky job of shaping the characters.

**Lisa McConnell** *Argyll College, Rothesay*

Lisa has cerebral palsy, and had been ill for a month before starting her National 2 course, Capturing Digital Images. She went out on fieldwork for her chosen project on 'fashion', and her images were clear, interesting and very good. This really helped her bounce back after the illness which had dented her confidence and motivation. Lisa's work stood out in a small exhibition of students' work at college and received great comments ('this photo should be in fashion magazine').



*Learners from Duncanrig  
Secondary School*

The class were working on a cross-curricular topic on 'Under the Sea' for a National 1 Creative Arts unit. Learners discussed their favourite undersea creatures, and we came up with artistic ways to present these. We took a vote on our favourites to add to our display.



**Lewis McGregor**  
*Linburn Academy*

This work was completed as part of a National 2 Scottish Studies award – Creating Materials for display with a Scottish Context. Learners were inspired by the Scottish landscape and wildlife.

**Jojo McCormack**  
*Lochaber High School*

Learners were inspired by their visit to the Fire Station to write a story about a fire. Jojo decided to write about a house fire. The story was created one section at a time, and took a long time to write. She discussed her ideas for each section and what part it would play in the story. Jojo needed support with her spelling and used a personal dictionary for this.





**Kirsti Ann McClay**

*Ashton Secondary School*

Kirsti Ann has a significant physical disability and uses an electric wheelchair. She has generalised upper body weakness and can tire easily when doing practical work. She is, however, a very determined, articulate pupil. She has titled her work '7 Shells beyond the Sea'. She researched seashells and developed her images into repeat patterns and larger motifs. She experimented with a wide range of materials, including scrunched up tissue paper. As she says - 'I have to really focus to make it very small and tight and this uses up a lot of my energy. Sometimes I ask for help but I explain exactly how I want the tissue paper to look'. Her aim was to give the viewer a feeling of being at the seaside. She hopes you enjoy her work.



*Learners from Glasgow Kelvin College*

The podcast was made by learners studying the level 2 Independent Living Course, and was chosen as an activity to improve talking and questioning skills, so learners could make appointments and engage more in the community. The challenges presented by the effects of autism were largely overcome in the activity.



Learners from Cardonald Campus - Glasgow Clyde College

ASL learners at Glasgow Clyde College are shown how to use a range of technology to follow their particular interests and celebrate their favourite characters and subjects in a variety of artistic media. Fortunately, we were able to persuade some of our learners to let us use their work to create a 'digital exhibition' in a user friendly and accessible format, so a wider public can share in their creative outcomes.

**Sarah Macleod**

*Lochaber High School*

This multimedia presentation records a class visit to the annual UCI Mountain Bike World Cup in Fort William in June. Sarah Macleod, now in fifth year, used Adobe Spark graphic design software to create the presentation from the many photos she took on the day.



**Connor Cassidy**

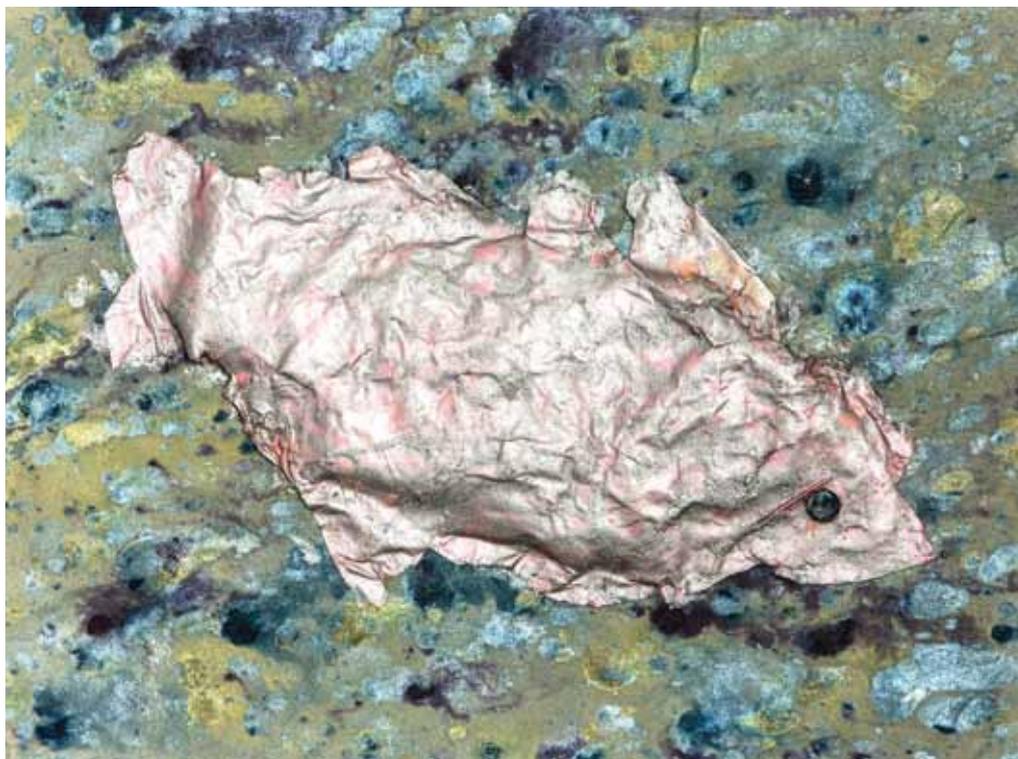
*Alloa Academy*

Connor has cerebral palsy, he used eye-tracking technology to produce text about his summer holidays.



*Learner from Bishopbriggs Academy*

As part of their National 2 Science in the Environment, learners at Bishopbriggs Academy had made a bug hotel, so when they were asked about making a 3D model for their National 2 Practical Craft Skills, they wanted to do bugs. To help them with their sentence structure, use of language and vocabulary, learners were supported by the LCR (Language and Communication Resource) with bespoke resources such as writing templates and word banks.



**Morgan Cowie**  
*Linburn Academy*

This work was completed as part of a National 2 Scottish Studies award – Creating Materials for display with a Scottish Context. Learners were inspired by the Scottish landscape and wildlife.



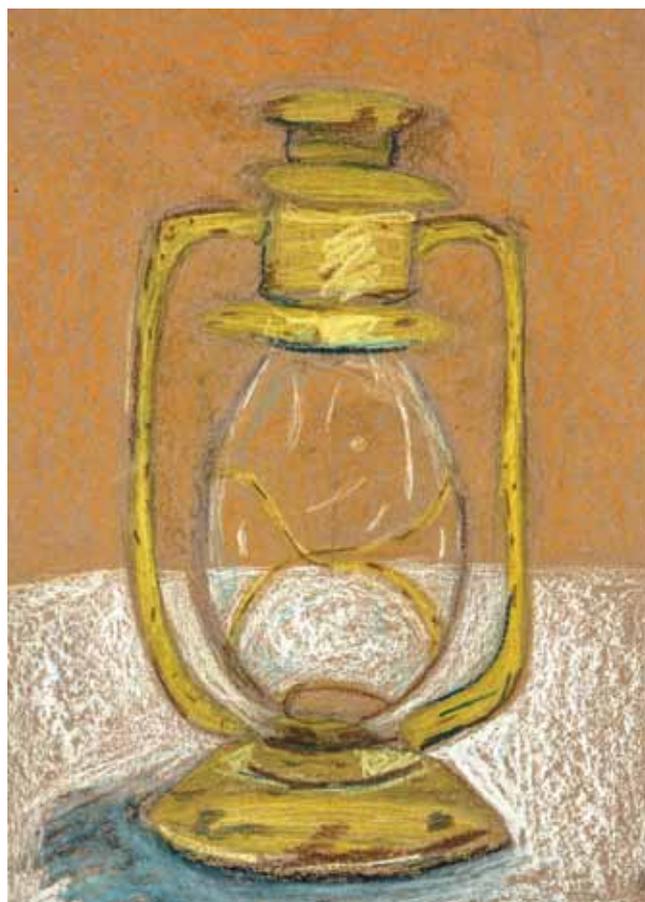
**Anthony Keogh**  
*Linburn Academy*

This work was completed as part of a National 2 Scottish Studies award - Creating Materials for display with a Scottish Context. Learners were inspired by the Scottish landscape and wildlife.



**Katie Kinchington Reeve**  
*Calderglen High School*

Katie has been studying Cezanne's still life work. Before starting this piece Katie practiced mixing the paint, with particular emphasis on creating the correct tones to give a sense of form. She then moved onto her finished piece, using the skills she had gained to achieve a realistic 3D image.



**Sinead Boyle**  
*Calderglen High School*

Sinead has been looking at Cezanne's still life work. Before starting this piece, she practiced blending techniques and colour matching. Once she had built up her confidence with the material, she moved on to accurately capturing the form of the lamp before applying the colour.

*Learners from Balwearie High School*

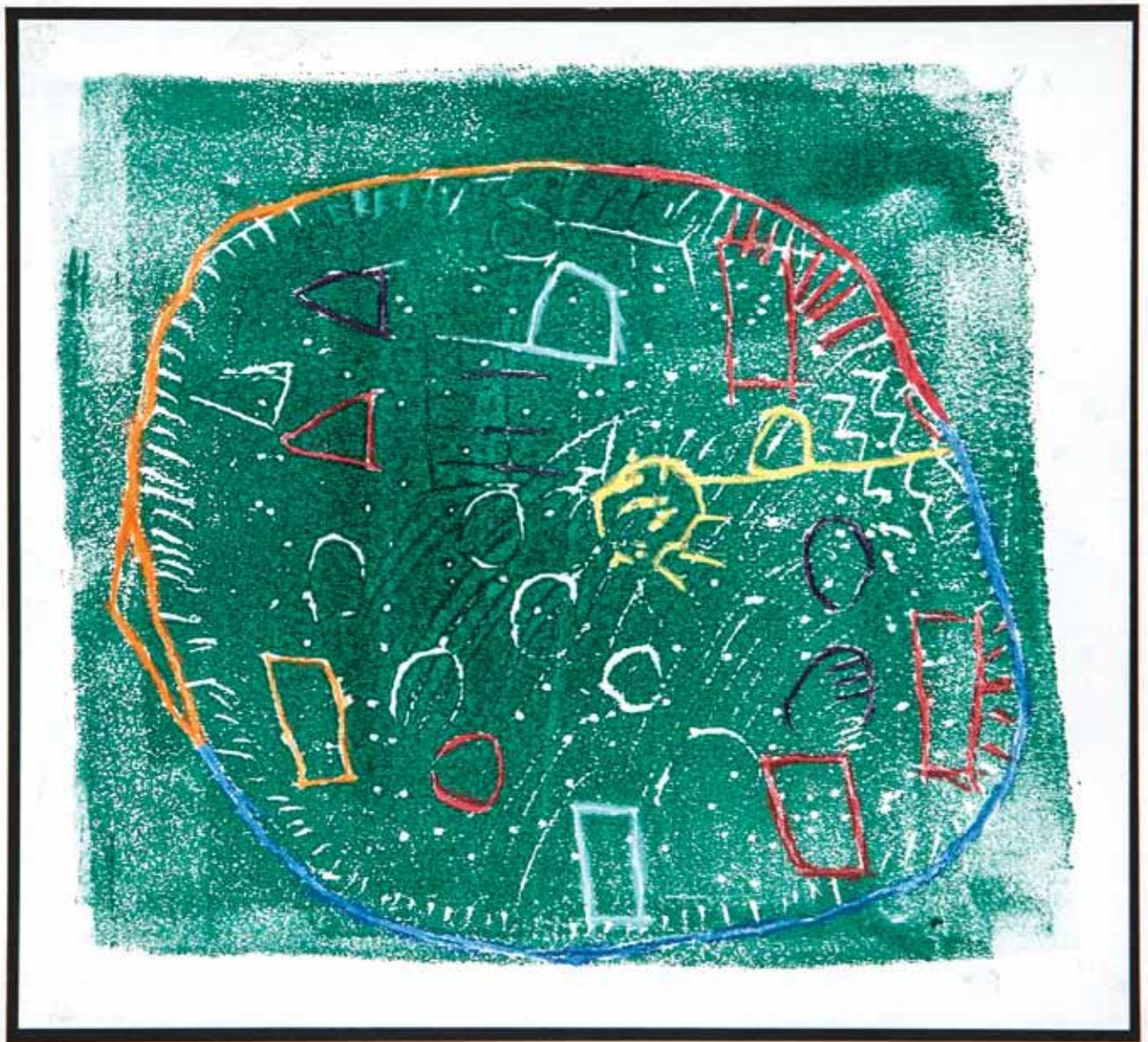
This work was inspired in the learners' English and Literacy class, where they decided to re-write the Nativity with some twists. As well as working on language skills, co-operation, and filming, a key focus also was confidence. They were inspirational in how they pulled this together, and when the results were shown at our Christmas assembly, fellow learners, staff, parents and family members were bursting with pride.



**Ross Urquhart, Zariius Ramazankhani, Ciaran Young, Mathew Young, Rachel Horler, Sophie Martin, Amy Urquhart, Connor MacKay, Thomas Brown**  
from Tain Royal Academy (on behalf of the D.I.G.I.T group)

The D.I.G.I.T. group were inspired by 'The Secret of the Kelpie' by Lari Don, based on the traditional Scottish folk tale. Jane Bregazzi worked with the group to produce the screen featured in the performance, and they also made the paper bag puppets that became the characters in the story, and a stunning life sized horse's head to represent the Kelpie itself. Learners were guided through discussion and practical experiment, and the challenge of 'live' performance through the puppets was an enormous and very exciting step forward for them.





*Learner from St Mary's Kenmure*

This piece of applied art was inspired by the expressive watercolours of the contemporary botanic artist Bitta Zehm. The student used a transfer press and discovered that different fabric resulted in varied colour results, and ink consistency could vary. Through trial and error she had a lot of ideas and examples to develop into her final piece.

**Robert Ford**  
*Hollybrook Academy*

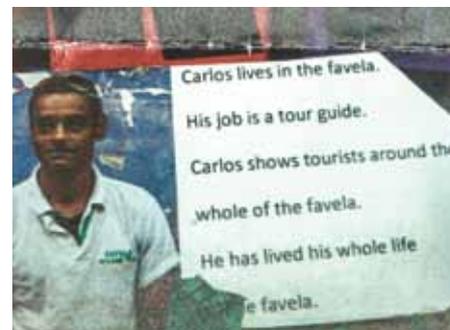
Robert has a particular interest in cranes and helicopters, and he decided to learn more about them as part of his study of local service providers. He found local employers to send letters to, and created a questionnaire to learn more about the jobs and services they provide. With a bit of persistence, he was even able to get information directly from a crane driver with a local company.

### Mountain rescue helicopter

- Rescues people if they are stuck
- Cleaning and fixing the aircraft
- Organising training with mountain, rescue teams and lifeboats.
  - Keep maps up to date.
- flying training to maintain our skills
- Keeping informed about the weather for our entire area of responsibility

**Amy Reid and Rhianna Sinclair***Lockerbie Academy*

This is the work of two girls, one with Williams Syndrome and one with Down syndrome, who were investigating the favelas of Rio de Janeiro in Brazil as part of their studies. They used what they had learned from the BBC programme *Welcome to Rio* to create a 3 dimensional piece of work to explore what life was like within the favelas, and also to look at the issue of 'identity'. The girls worked really hard as part of the class, and achieved a National 2 course in Social Subjects.



*Learner from St Mary's Kenmure*

This work is inspired by the cubist artist, Pablo Picasso, and the ceramic plates he completed around 1947. The learner was particularly interested in the simplified shapes and colours, and originally planned to create a fabric design. However, he eventually developed the design into this much more detailed monoprint.

**Drew Laurie**

*Arbroath High School*

Drew is a highly imaginative autistic young lady approaching her final year at high school, and is very computer literate. She used the school environment as her subject matter and this digitally manipulated photo really stood out as a great frame and a very subtle alteration of an appealing yet simple image. Though she does struggle with verbal communication, this image shows how art has aided her to express herself with images as opposed to words.



*Learner from Cardonald Campus -  
Glasgow Clyde College*

This learner was part of the Schools Link group who were given their own digital cameras and learned about different photographic techniques. He took this picture, using the macro setting, at the walled garden in Bellahouston Park in Glasgow. It is part of his portfolio on flowers and Glasgow's nature. He has a natural flair for photography and says he wants to become a photographer.



*Learner from  
Glencryan School*

This learner became very interested in the art room's stuffed birds collection, and made around twenty drawings in a very distinctive style using charcoal, paint and other media. He learned the concept of pattern from the experience of tracing some of his drawings on to silk to make a patterned scarf.



*Learner from  
Glencryan School*

This learner loves cars and wanted to make one. He used polystyrene and other junk to get the shape, then his favourite paper mache to cover it, and finally the wheels and spoiler had to go on. Using glue guns was a bit scary for him but his teacher did the first one, and he then completed the other four. This is model 3, and he glued it entirely himself.

Task: Write descriptively about the picture you see (The Castle by the loch)

At the top of the picture I can see a bright blue sky. The sky is white because the clouds are white and fluffier than wool.

As my eyes moved down I could see the rocky mountains. They were green and black because the rocks were black but they were white because there was still snow on them.

I think if I was there I could smell sea, which smells like seaweed.

I could probably touch the castle walls which feel rocky.

I might have been able to hear the ocean splashing against the rocks.

As my eyes move down to the middle I can see the windows in the middle of the castle. They are blocky and big. The tunnel into the castle.

If I was there I might be able to feel the walls which would feel bumpy and brown and grey.

I also might be able to hear tourists shouting and children playing happily.

Towards the bottom of the page I can see trees and water. The trees are green.....reflection of the castle in the water.

If I was there I think I could hear the water making a splashing sound. The sea. Nature and cow's poo.

The weather might be sunny and autumn - it's warm, no rain and it's bright.

*Learner from  
Mary Russell School*

This learner was asked to look at a picture of a Scottish landscape and write creatively about what he saw. He worked closely with an Additional Support Needs Assistant (ASNA) to transfer his ideas into the written word and produce some really detailed pieces of writing.

Task: Write descriptively about the picture you see (The Castle by the loch)

I can see fluffy clouds and light blue mountains.

As my eyes move down I can see an ancient old castle at the edge of the sea.

I think if I was there I could smell salty seaweed and the smell of nature.

I could probably touch the walls of the castle and the slimy seaweed.

I could hear the birds singing, the wind blowing through the trees. The waves crashing on the shore.

I can now see the dark archway that is the entrance to the castle. I see trees and grass in the background.

If I was there I might be able to feel the grass beneath my feet. The rough bark on the trees.

I might hear the echoing sound of my footsteps as I walk through the entrance.

Towards the bottom of the page I can see the clear water, the waves crashing down.

I think I'd be able to smell the salty water, perhaps fish and chips.

The weather might be sunny, windy but cold. My skin has goose-bumps because it is creepy.

**Connor MacColl**

*Mary Russell School*

This learner was asked to look at a picture of a Scottish landscape and write creatively about what he saw. He worked closely with an Additional Support Needs Assistant (ASNA) to transfer his ideas into the written word and produce some really detailed pieces of writing.

**Amy Struthers***Calderglen High School*

Amy had researched African animals, patterns and tribal masks. She had to work out the construction techniques to achieve a 3D outcome from a 2D design. She was keen to reference the lion's mane in her design, and experimented with different materials and construction techniques before deciding on the final outcome.

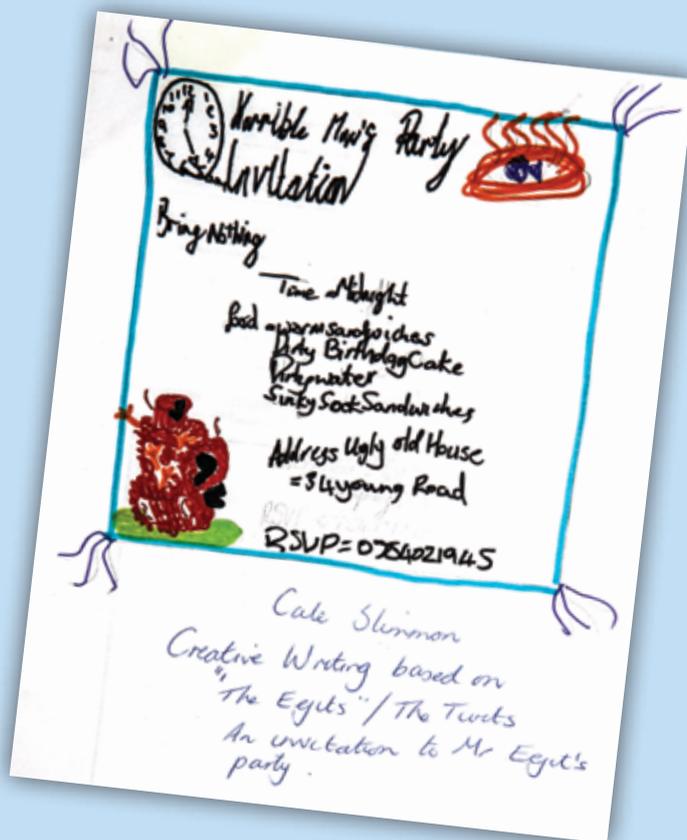
**Alana Stewart***Hollybrook Academy*

Alana was learning about shape, number and time as part of the National 2 Life Skills Mathematics course, and was able to use the facilities at nearby Hill Park Secondary to create her own clock. She had to learn how to use computer software and the laser printer. With time, she gained the confidence to ask for their help, and enjoyed the achievement of making the clock.

**Cale Slimmon**

*Park School*

Cale and his classmates had completed a unit of work on Roald Dahl's *The Eejits* and *The Twits*, and Cale imagined a coloured invitation to Mr Eejit's party. Cale uses two hearing aids to full capacity, and the teacher helped him with oral and signed instruction to overcome his communication difficulties and fully comprehend the instructions.



**John Harrison**

*Cardonald Campus - Glasgow Clyde College*

John is a keen bird watcher. As part of the SQA unit *Science in the Environment: Living Things*, he chose to research the nation's favourite bird, the robin. This inspired his papier-mâché bird artwork. It was quite a challenging activity, as he had to build a 3D model from newspaper and glue, and make and attach tiny feathers made of painted paper. John worked on his robin at his own pace over several months to complete it.



*Learners from Glasgow  
Kelvin College*

This work is part of the National 2 unit 'Life in another Country'. We looked at Claude Monet's life and work and created art in the style of Impressionism. The five learners used cotton buds to create dots, and selected their own colour schemes. Some learners were supported in filling all the spaces and using the right amount of paint.

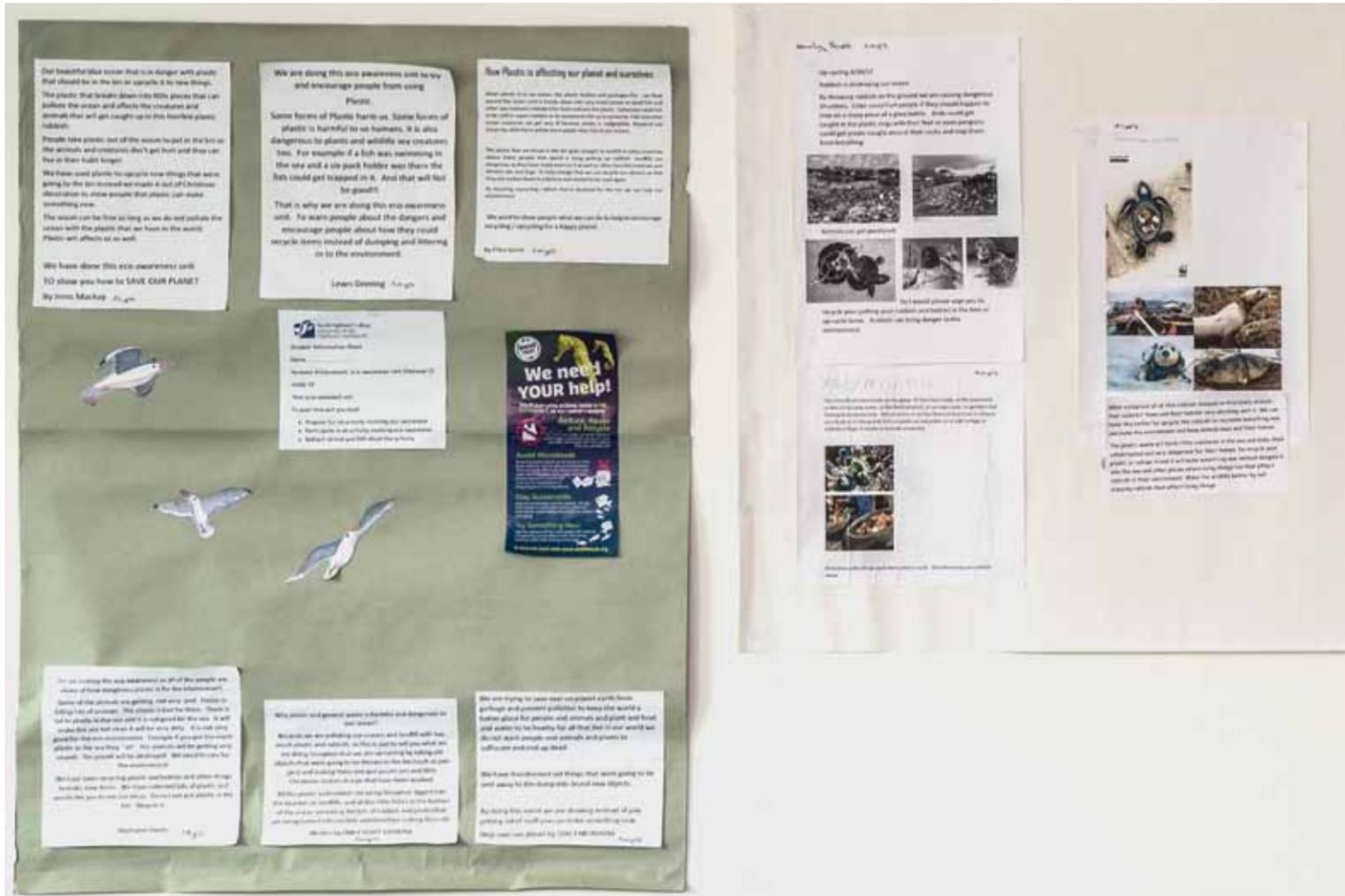


### **Scott Dinnie**

*Mary Russell School*

Scott thought his school team's kit could do with a little updating. He learned some painting techniques from demonstrations, and created a more modern football top using the school colours that the players would be proud to wear.





Learner from Glasgow Kelvin College

The learner made this frame as part of the National 1 Fundraising and Enterprise units, as part of a project based around recycling. With support, he was able to cut the rolls to the correct size. The frame was sold at the Christmas Fayre at the Phoenix Centre in Easterhouse.





Learners from North Highland College UHI

Learners studying the Eco-Awareness unit of the Life and Works Skills Programme at North Highland College were encouraged to develop their own ideas about 'up-cycling' to create something new from old. The learners wished to display their finished up-cycled items to raise public awareness of the benefit of up-cycling instead of old items simply heading for landfill or the Oceans.



Alasdair Miller, Callum Adams, Euan Borthwick, Edelle Travers, Emily Radka, Leon Primus, Ryan Burns

Pinewood School

A group of seven S6 learners from Pinewood School worked at a drop-in centre café on Wednesdays. They developed a range of skills in preparing food and serving customers, using symbols and other pictorial resources to help them carry out the work. The café was well attended by members of the public and users of the centre. The learners enjoyed working there, while at the same time they were working towards the customised West Lothian Employability Award at National 2 level.

**Alix Barton, Alex Collins, Ciaran Couthinho, Cameron Kerr, Charlie Mays, Michael Shimmin, Jamie Sinclair, Amy Urquhart, Caitlin Wilson, Orla MacKenzie, Sophie Martin, Connor Mackay**

*Inverness College UHI*

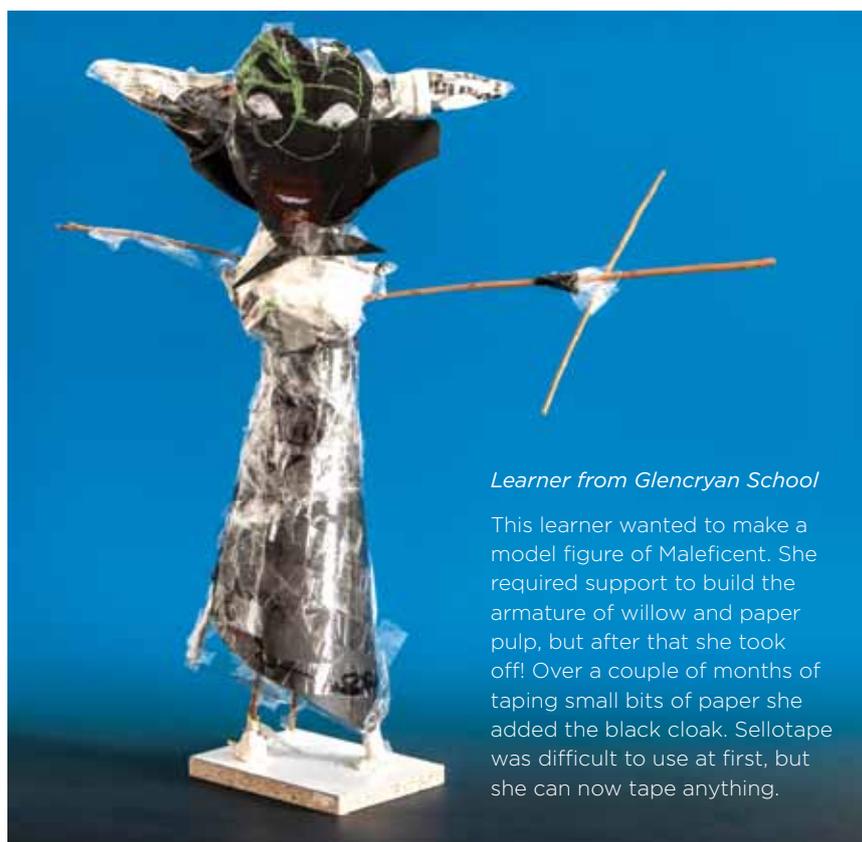
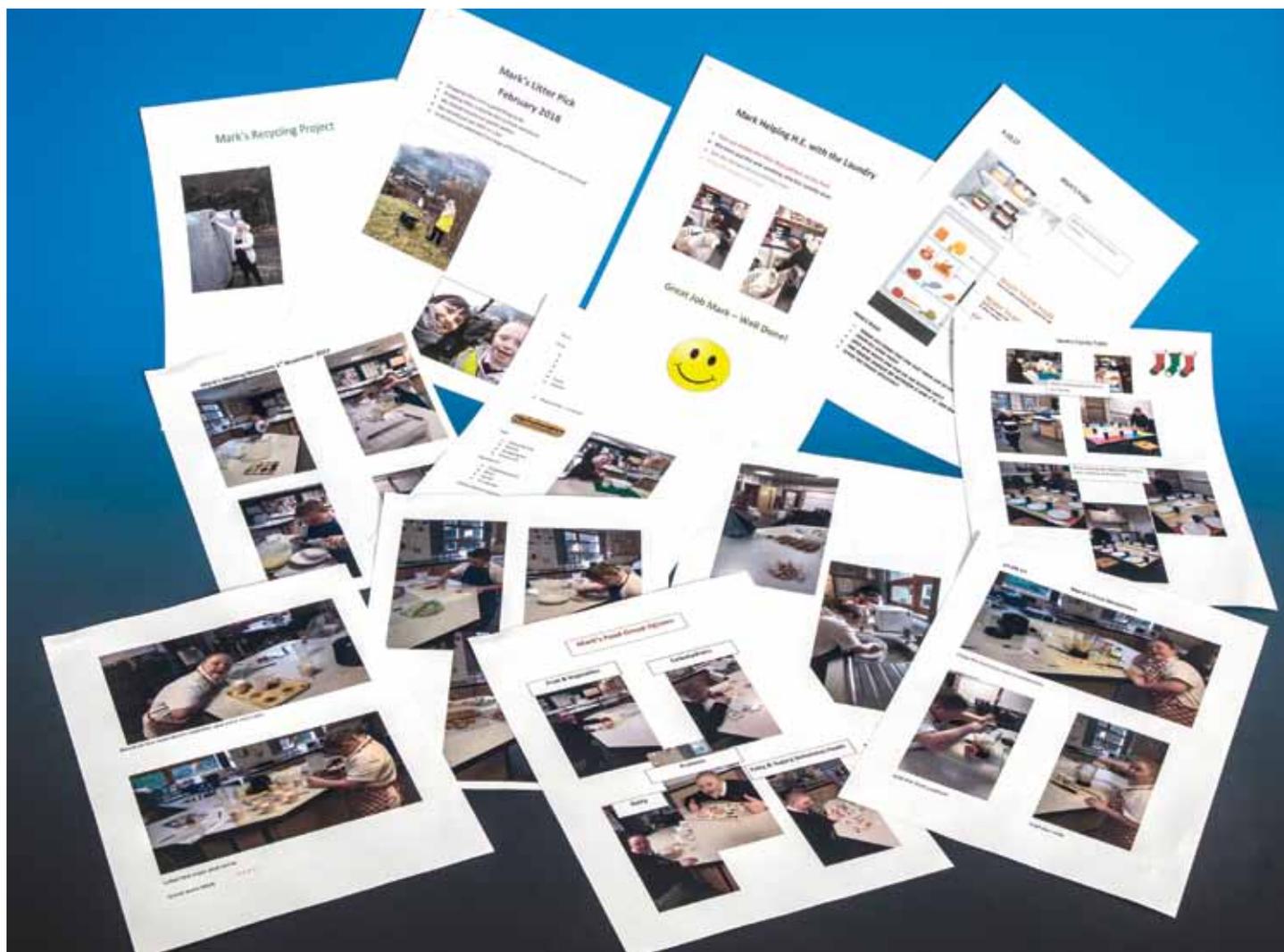
We wanted to make a film to show secondary school age students with learning disabilities what we do at our college. We came up with the concept of using boards (just like Bob Dylan does in his famous music video). We filmed, recorded the sound and edited the piece, helped by a very talented man called Charlie, a filmmaker from our Health & Happiness collaborators. Overcoming shyness and anxiety at speaking and being filmed, we worked as a team to encourage and empower each other, and we developed so many skills that we can apply to other areas of our life, such as active listening, agreeing strategies as a team, following instructions, and evaluating our work. STV News came to film us and we made it onto the 6 o'clock news!



*Learners from Hollybrook Academy*

Learners working towards Personal Achievement Award units in Fundraising and Hobbies and Interests contacted the charity Mary's Meals, whose work had impressed them, and started their own 'Hollybrook for Mary's Meals' group. They raised funds by making and selling items at the school Christmas fayre, running film afternoons, and gaining support from local businesses. They raised over £1000 and filled 50 backpacks with essential supplies for schools pupils in Malawi.





*Learner from Glencryan School*

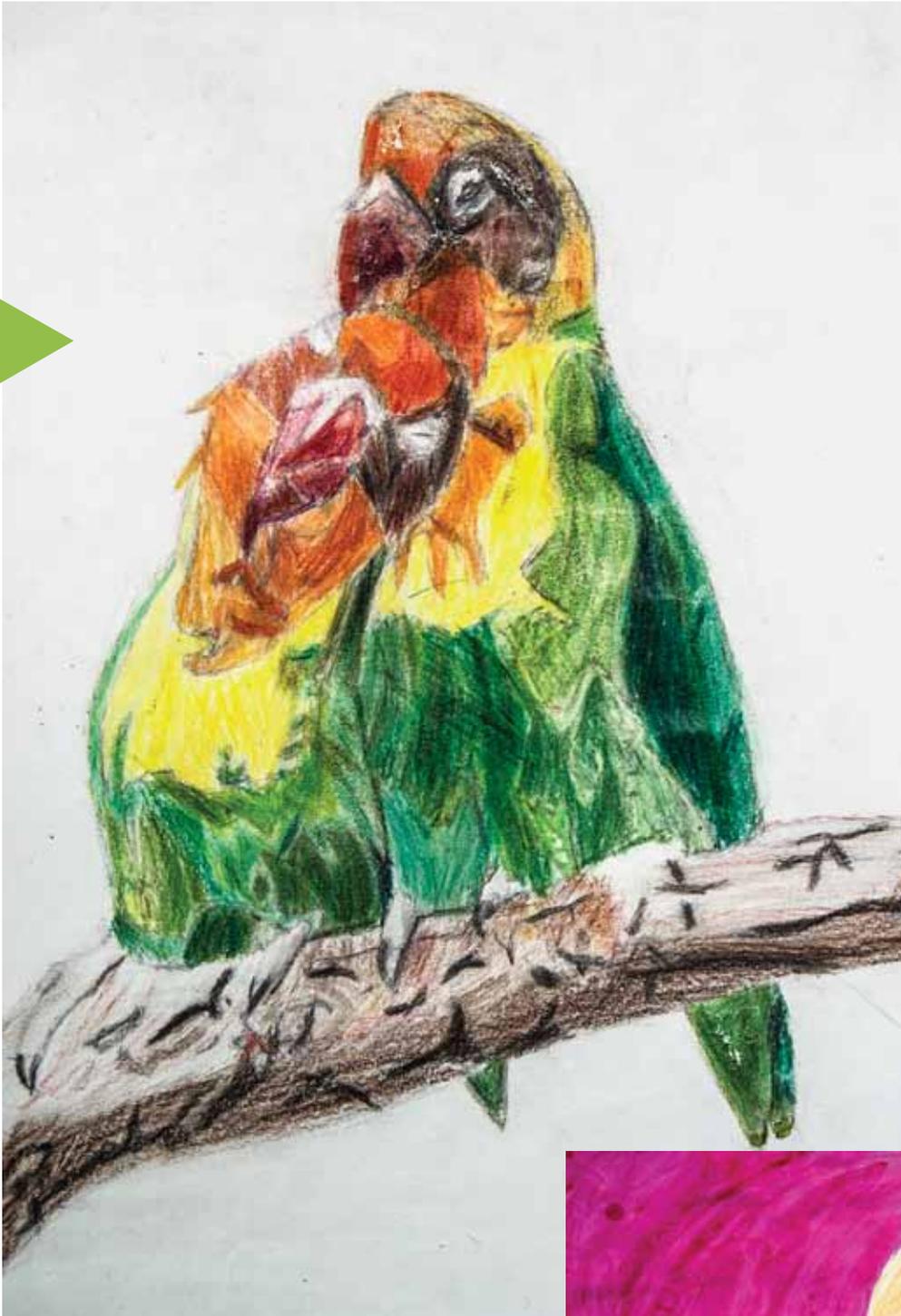
This learner wanted to make a model figure of Maleficent. She required support to build the armature of willow and paper pulp, but after that she took off! Over a couple of months of taping small bits of paper she added the black cloak. Sellotape was difficult to use at first, but she can now tape anything.



### **Mark McDuff**

*Kinlochleven High School*

Mark is a pupil at Kinlochleven High School who has Down's Syndrome, and has moderate learning difficulties with traits of autism. He was keen to learn some independent living skills and is a keen baker. His enthusiasm and motivation allowed him to focus on his tasks and learn many new skills, as can be seen in the pictures.



*Learner from St Oswald's School*

This learner was looking at animals and she thought the lovebirds were very nice. She used coloured pencils which she likes because they have a wide range of tones, blend in well and make the drawing look realistic. She had no difficulties because these are her favourite pencils and she uses them frequently.



*Learner from St Oswald's School*

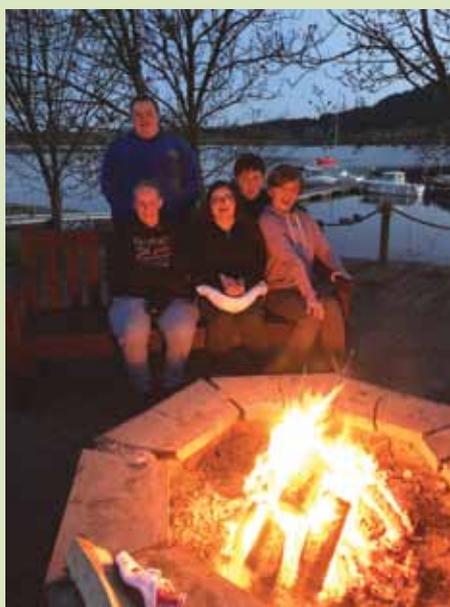
This learner likes birds and has a couple of budgies at home. He looked at artists who draw and paint birds and he had the idea of doing a very bright background.



**Ella Hamilton, William MacDonald,  
Stephanie Allison, Bethanny Wilson,  
Brian Jones**

*Invergarven School*

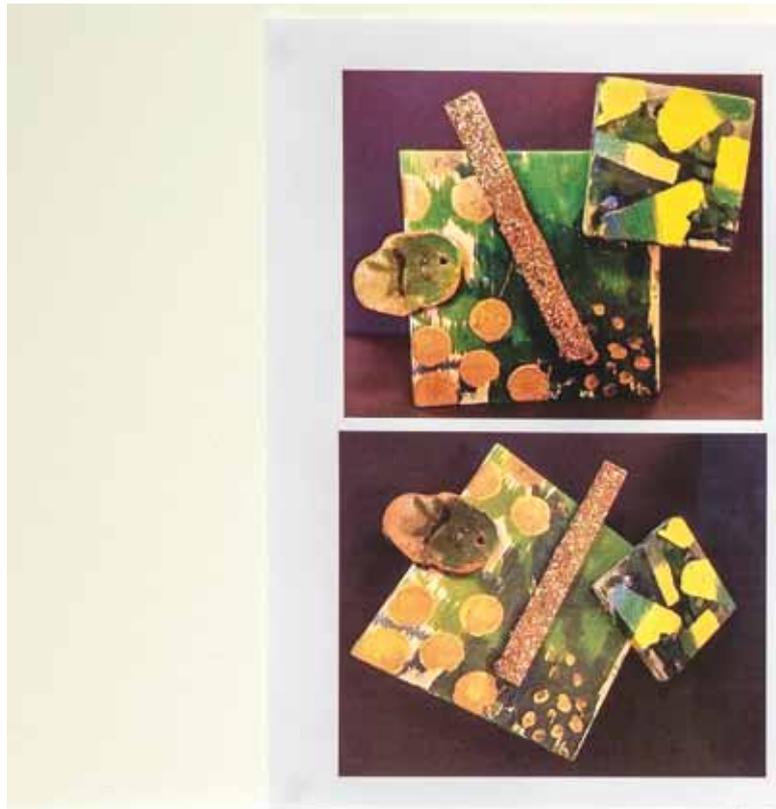
Five pupils all with additional support needs achieved national 2 units - taking part in outdoor activities and residential experience. A lot of planning and effort went in to getting fit and healthy and culminated in a two day/overnight trip to Loch Ken in June 2018. The pupils had lots of fun.



**Dawid Matuszczak**

*Oaklands School*

The inspiration behind both sculptures is Dawid's love of working with wood and using tools where possible. The tools were adapted to help Dawid overcome practical difficulties due to his physical disabilities, and enable him to use them as independently as possible. Dawid was involved in choosing materials used to construct the sculptures along with all the decoration, shape/pattern, colours of paint etc.



CREATIVE WRITING

Chloe Marie Halford Sievwright

Complete this recipe for "Bird Pie" *Recipe created from "The Eejits"*

**Ingredients**

5 dead birds

Carrots \_\_\_\_\_

herbs \_\_\_\_\_

20x0000 ✓

garlic \_\_\_\_\_

**Method**

1. Pluck the 5 dead birds.
2. Cut off their heads
3. roll out the pastry \_\_\_\_\_
4. peel and chop your carrots \_\_\_\_\_
5. add everything to your pie \_\_\_\_\_
6. add the gravy \_\_\_\_\_
7. cover the dish with pastry and cook for 1 hour at 200°

The bird with the largest wingspan in the world (up to 3.5metres) is the wandering albatross. How many words can you make from:

albatross

bat    toss

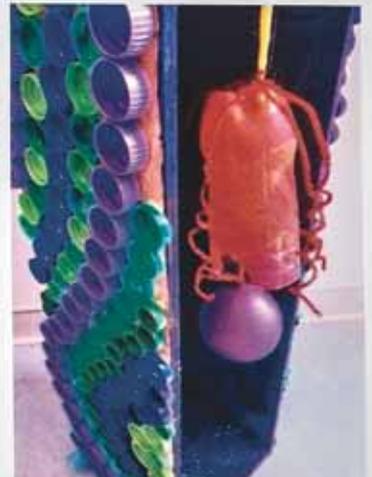
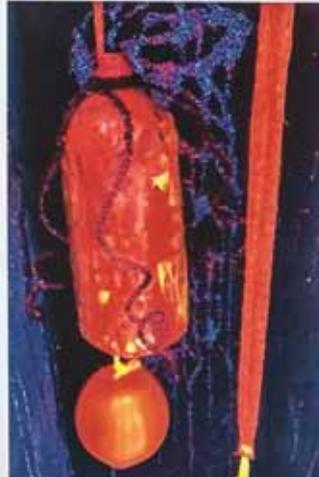
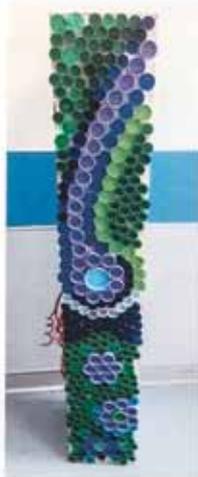
ross

it

**Chloe Sievwright**

*Park School*

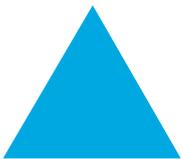
Chloe and her classmates had been working on Roald Dahl's *The Eejits* and *The Twits*, and Chloe imagined a recipe for 'Bird Pie', including the ingredients and cooking method. She sometimes responds to instructions slowly because of a delay in processing, and she can be inhibited by sporadic memory. Chloe was able to overcome her difficulties thanks to clear, concise and repeated instructions from staff, and she has also benefited from regular spelling and reading comprehension tasks.





*Learners from Abercorn School*

Abercorn ASL Secondary have a very successful Shinty team, which has won the National Disability Championships in Aviemore for the past 4 years. Gaelic learners studying level 2 Scottish Studies were inspired by the latest success of our Shinty Team to write a poem and translate it into Gaelic.



*Learners from Orchard Brae School*

This large scale collaborative piece, 'Kelpies, a collaboration', exemplifies the journey we are on together, as we are in our first year as a new school. Learners undertaking National 1 and National 2 'Creating materials for display' units were supported by other learners from across age and stage. Working together, sharing space and helping each other has helped learners develop individual art skills and core skills.

**Iomain**

The spors cudramach, tha e gar cumail fallain.  
 Feumaidh mi buaidh cruaidh nuair a tha mi a cluich Iomain.  
 Chan eil an t-egail orm, nuair a tha mi leis a Coman.  
 Guinn mi a h-sìle doine, that iad cho toilichte nuair a tha mi cluich Iomain.  
 Bual a 'Captain' an 'goal' a bhuannaich a cups.  
 Eit ris a fuaim a tha a doine a dheanadh.  
 Bha a cups air-ois gu Sgoil Abercorn einson a ceithir bliadhna.  
 Tha Ghlaschu cho preiseil.



**Shinty**

Sport is important it keeps us healthy.  
 I need to hit hard when I play Shinty.  
 I am not scared of my Shinty stick.  
 I can hear everyone, they are all so happy when I play Shinty.  
 The Captain scored our winning goal that won the cup.  
 Listen to the noise that the people are making.  
 The cup came back to Abercorn School for the fourth year.  
 Glasgow is so proud.



# SHINE EXHIBITION

An exhibition  
celebrating  
the creativity,  
determination and  
imagination of  
National 1 and 2  
learners.



Contact Centre  
T: 0345 279 1000 E: [mycentre@sqa.org.uk](mailto:mycentre@sqa.org.uk) W: [www.sqa.org.uk/shine](http://www.sqa.org.uk/shine)