

Science and the arts

This is proving to be a very colourful issue! The articles within it show how science is found within music and art. It also draws upon the outside area as a place for this to take place and where further science can be found, whether in the playground or by creating engaging walks through a park. I cannot help but feel this builds upon the hidden science theme from issue 152 rather nicely.

One of the things that occurred to me when putting together this issue was the breadth of contributors to this publication. We have a range of experiences as we hear from an undergraduate student teacher writing of her teaching of science during her placement to authors who have been teaching for many years. There is an article that looks at the work being undertaken by a University in Portugal about how they are making use of an app to support the learning of science by pupils and the wider community in their local green space. And then we hear from the Director of Education for the renowned Hallé Orchestra – it is a diverse bunch indeed!

There is one article that highlighted for me that science in the arts has gone further than I imagined. Tom Pringle (AKA Mr Bunhead) and I shared a number of emails throughout which he kept me up to date with his work commitments, the most interesting of which was this:

Tom: *I'm performing improvised science comedy in Glasgow tonight, which takes (ironically) a large amount of time to prepare.*

Leigh: *Improvised science comedy ...?*

Tom: *Think 'Who's line is it anyway' meets 'Tomorrow's world'. I take an interesting and topical aspect of science and then atom-smash it together with a team of improvisers. The results are a lovely collection of unexpected metaphors, mishaps and I'll avoid forcing the alliteration with mirth, but you get the idea ...*

After a little look around *YouTube* and watching a video or two I saw exactly what he meant – I got the idea. It is a little

risqué in places – certainly not for use in the classroom! But it does make you think about science and how well it marries up with so many different areas; to see it used very cleverly as comedy really extended my thinking. The notion of 'science capital' is a growing one (and the theme of a forthcoming issue) and seeing the potential to engage with science in all aspects of life just means looking at life through the lenses of learners' eyes in many ways – what are the leads that we can take to make science mean something to them, personally and locally? We have seen in previous issues that science is everywhere and we just need to work out, as teachers, teacher educators or whatever our role is with science and teaching, how to make that lens the right prescription for all learners: a true varifocal!

I know I am in danger of repeating myself about how important science is and how it can be central to almost all teaching, but it is a message that is still being missed by many. I am still hearing from so many of my student teachers that science is not being taught or is being addressed in an ad hoc way. We have talked before of the links of science with teaching English and maths; now we are offering another strategy for making real, tangible links where science can support pupils' learning, engagement and enjoyment by being used to underpin other subjects.

British Science Week has been and gone; I really value this week. I think it is fantastic to have a focus on science and the large number of schools that take the opportunity to use this as a means of developing science across the week. However, there is one thing that I would love to see more than this focus and that is science being valued throughout the academic year and being related in meaningful ways to other areas of the curriculum. So beyond science and the arts, let's aim for science for all – all learners, all schools and all year round.

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