

**Exploring Sense of Self through Art: A KS2 and KS3 Response to the Exhibition Anyhow, Anywhere at the Knowle West Media Centre by Amy Cowperthwaite.**

I undertook the Watch this Space 7 Gallery Educator programme as a freelance Artist Educator working with the Knowle West Media Centre and Bridge Learning Campus Primary and Secondary in Bristol.

**The Knowle West Media Centre**

The Knowle West Media Centre (or KWMC) describes itself as a 'media arts charity and limited company that aims to develop and support cultural, social and economic regeneration'. Knowle West is an area that is known as one of the most deprived in Bristol; the media centre works with the local community to try and challenge negative perceptions surrounding the area, and support members of the community with learning new skills (particularly media focussed skills). KWMC's wider programme is made up of the following strands:

- Youth Programme
- Schools & Education Programme
- Arts Programme
- Environment & Digital
- KWMC Moving Image
- KWMC Design
- KWMC Photography

Over spring/ summer 2010 I worked as an Intern on the Education Programme and I applied for WTS7 during this period.

**Bridge Learning Campus**

Bridge Learning Campus is a large South Bristol school, about one mile away from the media centre. The school is made up of BLC Primary, BLC Secondary and New Fosseway, which is a school for children with physical disabilities.

In terms of creative facilities, the secondary school has an Arts Department that received an 'Outstanding' in it's latest Ofsted inspection and also offers photography, a Media Department and supportive Design and Technology resources where students can get display items such as frames for their artwork made.

The primary school has it's own art resources, such as paints, coloured paper, pastels, chalks and charcoals and sinks in the classrooms. The primary school undertakes a variety of school trips/offsite learning activities to places such as the cinema, hippodrome christmas pantomime, local farm and swimming lessons.

The school was part of the previous governments Building Schools for the Future Programme and the current school building was completed in 2008. Prior to this KWMC

had a relationship with the BLC, the school having engaged with them on past creative projects.

During WTS7 I worked across primary and secondary phase with two primary classes of year 4/5 age and a selection of secondary students of year 8 age. There were approximately 60 students engaged in the project, as well as four teachers (2 primary teachers, 2 secondary art teachers) and the Deputy Head of the school who specialises in partnerships. My way into the school was through the Deputy Head, who considered where he could see the project working effectively and put me in contact with the relevant teachers.

## **My Aims for the Project**

### **With KWMC**

- ⇐ to support and build on their partnership with BLC
- ⇐ to get more school students into the gallery, using the facilities and engaging with the artwork.
- ⇐ to support education and inclusion within South Bristol.
- ⇐ to share and develop ideas with the Education Producer for the future of the Education Programme.

### **For the Students**

- ⇐ to break down barriers and assumptions that students might have about visiting art galleries and creating their own artwork.
- ⇐ to encourage divergent thinking in the classroom.
- ⇐ for students to enjoy learning through art practice.
- ⇐ encourage students to engage more with visual arts in future.

### **For the School and Teachers**

The Deputy Head was keen that I try to include an element of peer mentoring in the project, that I work with primary and secondary to encourage links between the two phases and that we create a set of visual outcomes at the end of the project.

### **Teachers Aims**

- ⇐ *Get children engaged in art and explore how it could reflect themselves and their life.*
- ⇐ *To allow children who felt they were less able at art to succeed.*
- ⇐ *To broaden children's horizons about what art is and what a gallery is.*
- ⇐ *To get children working with others across the campus.*
- ⇐ *Expose children to galleries as spaces they can appreciate and enjoy, as well as learn from.*
- ⇐ *Provide a way for the children to express themselves more freely.*
- ⇐ *For children to explore themselves as a concept and independence.*
- ⇐ *Expand my own knowledge of teaching art and using a gallery as a resource.*

The above aims were written by the primary teachers. I think they are representative of how the teachers felt in general, although I would add that the art teachers seemed particularly excited about the gallery visit to view professional work and also about encouraging the students to understand more what the role of an art gallery is.

## **For My Self**

- ⇐ To gain experience of managing my own project as in the past I've had a more supportive role.
- ⇐ To gain confidence with approaching schools and presenting to students.
- ⇐ To understand how schools work and identify teachers needs and how best to support them.
- ⇐ To learn more about the national curriculum.
- ⇐ To understand the barriers faced by schools and students when incorporating contemporary artwork.
- ⇐ To be able to translate ideas from exhibitions into the classroom.

## **The Process**

I approached the school via letter and email communication. Having looked at the schools website, I felt the Deputy Head for Partnerships would be a good person to contact. He agreed that the school would like to go ahead and we arranged an initial meeting. I then drew up a proposal of the project, which laid out the process for the Senior Management Team and prospective teachers. This all took some time to organise; I will consider how long these processes can take for schools in future work.

I was introduced to two primary school teachers and informed that it would be important to work with both of their classes as many of their lessons are inter-timetabled. This is due to the structure of the primary school; the classes move around for lessons such as literacy and numeracy so they are organised in a similar way to secondary sets. The age groups are also mixed within these sets as classes are organised according to students ability rather than age. Within the different subject classes, students are then further categorised according to ability. They share tables with peers of a similar ability and their tasks may vary accordingly during the lesson.

This has the positive aspect of supporting individual students with their specific learning needs in a more direct way but it also makes coordinating a school trip more difficult as changing the timetable for one class has a knock on affect for the other students and teachers.

I met the art teachers separately through popping into their lessons. One of the art teachers was particularly enthusiastic about taking the students off campus to an art gallery.

## **Observation Days**

I observed two days in Primary, one with each class. I also observed Art lessons in the secondary school in both teachers' classes, I was able to observe students of different abilities in their lessons.

## **Primary Observations**

- ⇐ Students are often asked to read each others work, highlight any errors they might see and comment on what their peers have done well and could be improved.
- ⇐ They share examples of this with the whole class.
- ⇐ As mentioned earlier, the students are placed on tables according to ability and

- may be set different tasks within the lesson
- ⇐ They use a variety of teaching techniques within the class. Some things which particularly stood out were the 'weekly news quiz' at the end of a reading lesson and the interactive/ creative maths lesson.
  - ⇐ Students were encouraged to think about what they would like to see in their future reading lessons in a piece of homework (learner led education).
  - ⇐ Students seem less focussed after lunch.
  - ⇐ The bulk of the school day is in the morning. The pre lunch and post lunch sessions are much shorter.

### **Secondary Art Class Observations**

- ⇐ The students seemed very at ease with their art teachers. There was a friendly and positive environment in the art rooms.
- ⇐ The art classes were more relaxed and unstructured. Students were allowed to play music.
- ⇐ Students were doing a project on Keith Haring. They were drawing Keith Haring style figures and adding things which they personally liked to build up the image.
- ⇐ Some students used templates to help them with their figures. They were still encouraged to be expressive and I think this made the work more accessible for the less artistically confident students.

### **Developing a Focus**

#### **The Exhibition**

The exhibition at the media centre was 'Anyhow, Anywhere'; a photography exhibition that brought together iconic images of young people throughout the decades from the 1940's to present to explore how the notion of 'teenager' was coined and developed. Alongside the photography were two timelines. One of which documented local events and another which documented significant international events. This situated the subjects within their environment and questioned how young people have are affected in relation to their wider social context and how this has changed over time.

#### **Primary**

I managed to speak individually with teachers about the focus of the project. Within the primary it was decided that the exhibition could support the work that students were going to begin after Christmas on the theme of Independence. We were also able to see links with literacy. I mentioned Citizenship education as well; the teachers agreed this could be a possibility and although this wasn't explicitly spoken about again, I believe this was a strong link within the work carried out.

#### **Secondary**

Within the secondary school the art teachers informed me that the students were going to be looking at 'Identity' after Christmas, this topic also seemed to have a nice link with the work the students had been making in the style of Keith Haring. We felt that the work with the media centre could bridge these two themes together and deepen students understanding of each topic. One of the art teachers also brought up the point that not all students have visited a gallery before and some may not understand the concept of an art gallery. This observation also helped to inform the work which was developed.

## **Mentoring**

The Deputy Head was keen that we include an element of mentoring into the project. I spoke with the art teachers, who agreed they would hand pick year 8's from different sets who they felt would benefit from being given a responsible role and/or were natural nurturers who would want to support one another and particularly the primary students.

## **Project Planning**

As well as meeting with the teachers and corresponding via email, I had a planning session at the media centre with Nicky Williams the Education Producer and Pippa Robinson, the researcher for the exhibition Anyhow, Anywhere. This helped to refine the focus of the exhibition. Pippa was able to look at the timeline with me and pick out particularly significant areas, I made a note of these for the teachers. We had a very productive brainstorming session between the three of us and came up with ideas for activities, worksheets and resources.

It was quite a challenge to think about how to meet various needs/ focal points from four teachers, a deputy head and a large number of students of different ages and abilities. It was therefore invaluable to have other people to bounce ideas off. I went straight from the session at the media centre to the school to filter back our ideas.

I met with all the school staff involved at BLC, I had sent out an agenda of points to be discussed. This turned out to be essential as I was held up in snow trying to get to the school and was late. This was very frustrating but out of my control and I felt pleased that they had worked through points on the agenda together and that time was not wasted. We were able to confirm logistics, health and safety actions and the workshop contents. I felt very excited about the projects potential having come from KWMC, however when this meeting finished I felt some concern that perhaps the teachers were unhappy with the suggestions put forward; I found it difficult to gauge what they thought from their initial reactions.

It was brilliant to see everyone in one room at once. I would have liked this to have happened more often and earlier on but due to the demands on the teachers and working with multiple timetables across primary/secondary this was not possible within the timeframe of the project.

## **The Gallery Visit**

We took one group of primary students with 10 year 8's to the gallery in the morning and the same with the remaining students in the afternoon. Due to the volume of students, a coach had been hired by the school. It was great to have a member of the Senior Management Team on board to help make this happen.

## **Breakdown of the Day**

- ⇐ Nicky gave some background to KWMC and H & S information.
- ⇐ I introduced the concept of an art gallery. We had a discussion about this together and answered questions.
- ⇐ I introduced the show.
- ⇐ Nicky gave a brief tour of the artworks.

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⇐ Students were split into groups with 4 primary and 2 secondary students to each, to carry out the following activities.



### Task One

Students were asked to choose a photograph they were interested in and take a picture of it. Students were asked to help each other to do this and did so very well.

### Task Two

Using a worksheet I'd created, the students were asked to answer some questions about the photograph they'd chosen. To do this we asked them to get in character and pretend they were the subject in the image. We wanted them to look closely at the work, empathise with the subject and use their imaginations. To support their personalised learning, students were told they could draw, write or collage their response to the following questions:

- Describe the place where you are in the picture – *What is around you? What can you see, hear, smell taste, touch?*
- How do you feel in there?
- What are you thinking about?
- What will you be doing after this photograph is taken? (*Think about your characters hobbies*).

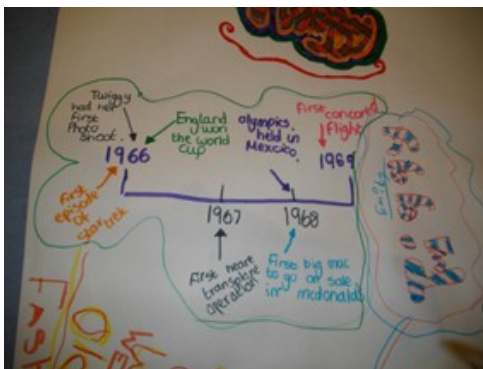


### Task Three

In their groups students were asked to look at the characters they had created. They then had to choose one character between them to all develop together. We gave them a pre-printed image of the character they chose to develop. They then stuck this on large sheets of paper and together they brainstormed all their ideas about the character and their life. Again collage, drawing and writing were utilised.



Once they had built up their brainstorm, we asked them to look at the timeline and find two events, one local and one national that they think might have influenced their character. They added this to their brainstorm and took photos of the work.



In the afternoon session students also got up and presented their work to one another, unfortunately there wasn't time for this in the morning session with group 1.



### This aims of this exercise were to:

- ← Link to literacy – the primary students had completed similar work when reading a book together in class - they were asked to think about the characters and brainstorm words to describe them.

- ⇐ Encourage peer mentoring and team work.
- ⇐ Encourage independent learning and thinking through giving them a choice about what images to study, mediums to use and how they'd like to respond (PHSE).
- ⇐ Link to citizenship - by using the timeline and having to think about a context beyond the individual.
- ⇐ Consider the identity of the subjects within the photos.

As a final task students were asked to re-pose the photograph they had chosen to study and photograph each other doing this. This was to give them another chance to play with the cameras and develop their photography skills further. In order to create the pose well they had to look at the photograph in detail and consider how they were taking the pictures in terms of perspective etc. It was also quite a fun activity to end on!



I had asked the teachers to set the students some homework before the gallery visit; they were asked to bring an object with them to the gallery that they felt represented them or was important to them. This was to get students to think about who they were as individuals (identity), get them into the mind frame of thinking about representing your self through objects and images and also to give them a sense of place in the gallery. We had a table with their objects displayed during the visit, the idea was that they were able to be part of the show for that day and have some ownership of the space.

At the end of the afternoon session, we also had a bit of extra time for the professional photographer to take some photos of the students with their personal objects (if they wanted to). This created some fantastic pictures, which I've shared with the teachers and students.



There was excellent support provided by the school and the media centre. All of the class teachers attended the gallery visit and got involved. They also brought classroom assistants; this was fantastic, especially when working out any difficult group dynamics between the students. KWMC were very supportive of the work as well, they provided camera equipment, paper, pens and magazines. Nicky Williams, the Education Producer at KWMC was a real asset to the workshops and the media centre also provided drinks for the students throughout the day.

It was a very high energy day, packed with activities and the students produced a fantastic amount of quality work.

## **Follow Up Work**

### **Planning**

It would have been brilliant if we had been able to meet as a team and discuss ideas for follow up work, I had been hoping to meet with the teachers back at school after the gallery visit to have this conversation but on arrival I found that not all teachers were in attendance. I have since discovered that some teachers had thought this meeting had been cancelled. I am not sure how this came about but it does highlight the need for constant communication within projects like this.

I did manage to have a productive conversation with one of the available art teachers, who was very positive about the gallery visit and told me about the ideas she and one of the primary teachers had already discussed for follow up work. This pleased me a great deal as it signified that they were confident about feeding the trip back into the classroom with their ideas, and also that the primary and secondary teachers were building a partnership together. I felt strongly that the follow up work should not be a case of me coming into school and delivering a workshop, especially as I had already had a great deal of influence over the activities during the gallery visit.

The follow up work got pushed back until after Christmas due to the postponement of the show at the media centre and the school being particularly busy before Christmas. Again, this was a situation outside of my control; one of the things I have learnt from this project is that things do not always go to plan and it is better to accept that and do the best you can than become bogged down with worry!

The school did show a decent level of commitment to the follow up days; they arranged

to have two full days off timetable, one day for each primary class (with the year 8's joining us half way through the day).

I did feel that this follow up part of the work was slightly rushed (largely due to the end of term being so close and the project deadline following shortly after the holidays). The last week of term was incredibly busy for the school but thankfully the teachers were able to contact me with their ideas for the content of the follow up days on the last day of term. The Christmas break meant that they did not receive my response until the first day back at school and time was getting very tight once arrangements were confirmed.

### **Outline of Follow up Day(s)**

I prepared a presentation with photographs from the gallery visit and together we remembered the trip, I then gave an outline of the day ahead.

The plan was for the children to complete a self portrait, being as expressive and imaginative as possible! I prepared a short presentation of images of famous artists' (such as Frida Kahlo, Marlene Dumas and Mondrian) self portraits to inspire them and show them different ways of working, but mostly to show them that it is good to use your own style and not worry about making the drawing really realistic; that this is not the point of a 'good portrait'. Face shaped templates were prepared to aid students who wanted to use them. The teachers delivered the rest of the task to them in stages throughout the day.

After drawing/ painting their portraits, students wrote down words about themselves. The teacher asked them to think about who they were at home and at school and annotate their art with these words.



Students also explored their school with cameras as we were keen to reintroduce photography skills but also had to bear in mind that resources were more limited at the school. Students took a photo of something important to them in school; this was quite a revealing exercise for instance one boy who's attendance is not as good as he'd like due to extenuating circumstances took a photograph of the attendance board because he felt this was important.

As a group the students then discussed what they had done during the school year so far. They had to pick their own highlights and create headlines to go alongside their photo of school taken earlier in the day.

The final and most challenging task for most of the students was to then think about Bristol and the wider world and add important external events/topics to their self portraits. For this we used newspapers (mostly local with some national) and asked them to collage things that they felt were important to them onto their artwork.

The portraits, photos, words and collage were all layered together on a piece of A3 paper (one for each student) to create the final artwork.

While the primary students worked on this all day, the secondary students joined us after lunch and were able to work at a quicker pace to catch up. It was brilliant to see some of the teachers working alongside their students to create their own self portraits.



At the end of the session all the students looked at each others work and made comments on post it notes about what work they liked or had a question about. I particularly enjoyed his part of the day, especially seeing how pleased the students were with each others positive feedback.

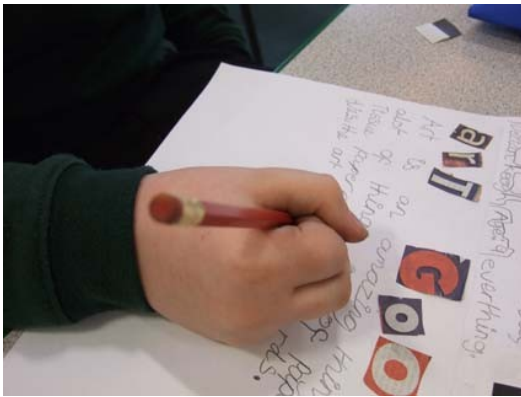


In general I felt that the follow up work was well considered:

- ⇐ the children really enjoyed themselves
- ⇐ there was a link with literacy.
- ⇐ it was about considering who they were as individuals and supported the work about identity and independence.
- ⇐ The work was in the spirit of the theme at the media centre show, which linked the

project to citizenship education.

- ⇐ Students had the opportunity to be very imaginative with their portraits.
- ⇐ It was about situating young people within a wider social context me & who I am-



my school – my wider community.

## Outputs

- ⇐ The worksheets completed by students at the gallery visit.
- ⇐ The mind maps created by students at gallery.
- ⇐ Photographs taken by students at the gallery.
- ⇐ DVD footage from the gallery visit. This can be used by the school at parents evenings and be put on the website.
- ⇐ Professional photographs from the gallery visit.
- ⇐ Self portrait exercise created in school follow up days.
- ⇐ We are going to have an exhibition of the students work in the foyer at KWMC, this is currently being arranged. The school may also want to have their own internal exhibition of the work.



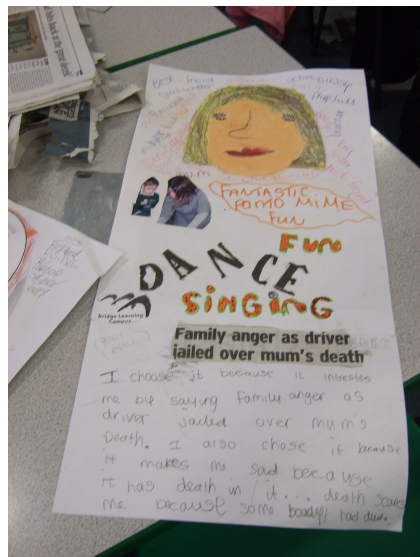
## Outcomes and capturing learning

### Possible areas for improvement

The students did find the final task of relating themselves to the wider world through collaging the newspapers difficult. However, many students did rise to the task and create some interesting responses (see below photograph). I also hope that next time they are asked to think about themselves in relation to external issues, they may find it more manageable.

I did receive the feedback from one teacher that perhaps after seeing that this was a difficult part of the activity for the first class I worked with, the activity could have been modified.

Perhaps this is the case but I have had very little time to reflect or change the work between follow up days; I am still considering what might have been a good alternative. I do believe it was productive for the students to have a go even if it was challenging for them.



I think this point could highlight a difference in approach between myself and the teachers that merits more thought. The teachers approach has a background based on the curriculum and the many subjects and definite targets which this requires them to encompass (in primary education especially). Meanwhile I am bringing an artists perspective, one which often relies on being experimental, fairly unstructured or certain about outcomes.

Although we may not always agree, I believe these different perspectives can really be of value as they balance out to a large degree and encourage us to think about our own approach to learning in contrast to something different. For instance, while the teachers were keen that the students understood why they picked certain newspaper articles or how they were relevant to them, I was more interested in seeing what unfolded from seemingly irrelevant images or articles. I think this is often a good process for making art and thinking creatively, i.e. that you experiment and are not always able to justify the result, or at least not immediately. This process can be valuable and lead to great accidents and moments of insight, which you could not initially have foreseen. This is not a typical way to teach in formal education and this instance exemplifies why it is good

that we have experiences of working outside of our normal specialism for both parties.

The teachers were generally more concerned than me with the layout of the work and how it was to be presented in a uniform way. I was interested in this approach, which differs to my natural inclination to work intuitively. I think the teachers approach gave them more control over what the outcome would be, provided structure to the artwork and class and perhaps made them more comfortable with what they were teaching and making. This is all speculative of course but it opens interesting discussions.

Ideally in future I would like a meeting with the teachers before sessions begin and after each session so that these discussions take place alongside the project.

Another point for feedback was that the exhibition may have been more suited to a older age group; and that perhaps the children were not able to grasp how the follow up work related of the work they saw at the media centre. This is difficult to quantify, however I was personally surprised with how well the children engaged with the work during the gallery visit. Again this could be a difference in perspective, I am very comfortable with the idea that whenever someone views an artwork their understanding may differ in depth and content to other interpretations so this would not worry me. But I am not surprised that this could be a concern for others, particularly teachers who generally need to give their students a complete understanding of what they are studying for the education system to recognise high achievement.

### **Positives Outcomes for Teachers**

- ⇐ the children really enjoyed the project, especially the gallery visit
- ⇐ *[I] feel like I could more confidently take children to a gallery and use this experience as a starting point back at school.*
- ⇐ Teachers felt that they had a better relationship with KWMC and a better understanding of the centre.
- ⇐ Teachers were positive about working with a gallery educator.
- ⇐ Teachers felt they could incorporate contemporary art into the curriculum.
- ⇐ Teachers said they'd like to do another gallery trip in future.
- ⇐ A link was created between primary and secondary phase. I think now that they've worked together once it's something which might continue and this would be a brilliant outcome.

### **Positives for Me**

- ⇐ I feel able to project manage.
- ⇐ I have more confidence with approaching teachers, schools and leading large numbers of students.
- ⇐ I really enjoyed the project and would like to do more work within gallery education.
- ⇐ I learnt about teachers needs and have a better understanding of them.
- ⇐ I learnt more about the national curriculum (especially primary).
- ⇐ I learnt how to make contemporary art relevant to the classroom.
- ⇐ I learnt a lot about planning with schools.
- ⇐ I got ideas for teaching methods to incorporate into future work.

### **Capturing the Learning**

I asked some students to use a video camera during the gallery visit to ask their peers these questions:

Why do people visit art galleries?



Would you like to visit an art gallery again?

Some of the audio from these videos can be used for testimonials and I am planning to include these on a show-reel of the project, however they were not very reliable as a source for measuring the learning. I like the idea of using capturing students responses on film and this was an enjoyable activity for the students who took turns in filming but I think this process needed more time and supervision to generate a more focussed and useable outcome for the purposes of evaluation.

To compensate for this to some degree, I did ask the students to answer some questions at the end of the follow up days. Here are some of the findings:

**Why do People Visit Art Galleries?** (It is worth noting that when we asked this in the general discussion at the start of the gallery visit we only got one or two answers, they all answered after the follow up day).

- ⇐ *To see photos, learn how to draw and learn thing[s] in [about] future, past and world.*
- ⇐ *Because they're amazing*
- ⇐ *To share ideas.*
- ⇐ *People visit art galleries to see famous art and get some ideas to paint their own or take a photo.*
- ⇐ *To look at fantastic pictures.*
- ⇐ *People visit art galleries because they want to see the art and learn lots of things about the picture.*

**Would you like to visit an Art Gallery again in future?**

Of the 49 surveys I've had back so far, 1 student answered no (2%), 2 students answered maybe (4%), 2 answered that they did not go to the gallery (4%), one student didn't answer (2%). Which means that 88% of students from this evaluation would definitely like to visit an art gallery again.

**Comments**

- ⇐ *Yes so we can see what the past was like.*

- ⇐ *I would love to go to an art gallery again.*
- ⇐ *Yes I would because I learnt lots of stuff at the art gallery.*
- ⇐ *Yes I would because if you are into art (like I am) you will find some ideas there.*
- ⇐ *Yes I do because I like art and I want to be good at it.*
- ⇐ *I loved seeing the art and writing about it.*
- ⇐ *Yes to learn more.*
- ⇐ *I would all day.*

### **What have you learnt and/ or done well in this project?**

- ⇐ *That Bristol is a good place to live.*
- ⇐ *I have learnt artists don't have to be a good drawer to be one!*
- ⇐ *I have learnt that people find ideas from other peoples work.*
- ⇐ *To make your art with younger people [year 8 student]*
- ⇐ *Doing self portraits and going to the gallery and working on Twiggy [photos in show of Twiggy were very popular].*
- ⇐ *I have learnt that art isn't just painting and drawing it is also photographs.*
- ⇐ *I learnt how to draw.*
- ⇐ *I have learnt new things about art.*
- ⇐ *That you can draw your face in a different colour.*
- ⇐ *Trying to draw and be an artist.*
- ⇐ *I learnt everything about art today.*
- ⇐ *All the pictures and the timelines.*

### **What have you liked about this art project?**

- ⇐ *It's fun!*
- ⇐ *Drawing*
- ⇐ *Writing*
- ⇐ *Photography*
- ⇐ *Collage*
- ⇐ *Seeing the gallery*
- ⇐ *Doing it with Amy*
- ⇐ *Colouring*
- ⇐ *My favourite part was when we got to do a big poster about our favourite photo.*
- ⇐ *I like drawing and cutting newspaper because I got bits of information...and the year 8's coming.*
- ⇐ *I like the drawing because it makes me better.*
- ⇐ *Everything also the man who looked like sticks [she is referring to Mondrians self portrait].*
- ⇐ *Poses and also pretending that you're the character in the picture*

### **Was there anything you didn't like?**

6 students said yes – see responses below.

### **If you didn't like something what was it?**

- ⇐ *Writing*
- ⇐ *Cutting the newspaper (my hands were saw)*
- ⇐ *I didn't like the cutting out because everything was go[ing] everywhere.*
- ⇐ *I didn't like taking the photos because it was partly boring.*

- ⇐ *We couldn't just do anything you want.*
- ⇐ *Cutting stuff out of the newspaper.*

### **Positives for the students**

- ⇐ students had a lot of fun
- ⇐ students definitely seemed to gain more confidence with their art and self expression.
- ⇐ they experimented with photography skills
- ⇐ the majority would visit an art gallery again and seem to feel it is more accessible.
- ⇐ they understand the role of an art gallery more.
- ⇐ many if not all students were proud of the work they'd made.
- ⇐ students who found it difficult to engage with drawing/ writing/ collage were often particularly good at filming/ photography.
- ⇐ students were able to remember and reflect on their experience during the project.
- ⇐ students were very good at thinking about themselves as an individual – what they like/ are good at/ not so good at etc.
- ⇐ students supported each other with their learning very well.
- ⇐ students from the different age groups seemed to really enjoy working together.
- ⇐ students had a go at addressing challenging ideas about how we relate to our environment. I feel this learning could have been really developed if it was a more sustained project.

I think this was a really positive experience, which demonstrated that with a small budget and limited time you can actually achieve a great deal if you are motivated and have good ideas! The project impacted a lot of students across campus, four teachers and a member of senior management. It's great that so many people were involved and I hope this will help embed contemporary art practice into the school for future, generate partnerships within the schools' different departments and with local arts organisations.

### **For the Future**

I was very happy with the way the school embraced the ideas from the exhibition and the possibility of working across campus. I hope that within the school students will continue to work across campus, maybe the primary students could visit secondary?

The teachers seem positive about the idea of more regular visits to the media centre. One art teacher thought a visit every 6 months or year would be desirable. As this is such a great resource on their doorstep there is potential for a really productive partnership.

The media centre's Education Producer felt that the workshops in the gallery visit were some of the most positive they'd had. I will share all notes and learning with the media centre to try and contribute towards their Education Programme and share more ideas. I'm sure I will maintain a relationship with the media centre and would also like to do so with the school.

I'd be really keen to learn more about engaging children with behavioural problems or physical disabilities.

I'd like to do a project based in secondary school as I felt more integrated into the primary school during this project and would like to compare the experience.

It would be good to try working with a smaller group of students so I could really get to know them well and consider their individual strengths and ideas. The same goes for gaining experience of collaborating with just one other teacher. A more intimate project with a very direct and specific focus would give me a new experience of working within schools.

I feel I could approach schools and galleries as a freelancer with more confidence and increased skills in the future.

I really enjoyed seeing work from the other participants of WTS7 and learning about the varied approaches to gallery education. I hope we will be able to support each other in future.