



# WEC arts week 2005

In partnership with The Museum of  
Reading

Charles the Chef Project

# Project Overview

- WEC approached the museum to support Arts Week in eleven schools using one painting to support cross-curricular learning and teaching.
- An Inset day was held at the Museum to support art coordinators in leading the project in their schools.
- Each school ran the programme differently to suit the needs of their school.
- A range of high quality art work was produced by children aged 3-14 years.

# Aims and Objectives

- To introduce creative approaches to teaching and learning across the curriculum.
- To provide an opportunity for children to experience art and museum collections at first hand.
- To promote local cultural resources through partnership working.
- Raising aspirations through enrichment activities
- To provide experiences that promote speaking and listening skills and recall.

# What Happened

- Joint planning between Museum Education Staff and the WEC Project Manager with advice from Headteachers.
- Both partners provided funding, staff time and resources
- Inset day for art coordinators at the museum.
- Teachers planned cross-curricular activities for their school.
- The Arts Week ran during the week before October half term.
- Some schools involved external artists in their programme.
- There were some links to the local Arts Festival in October half term.
- Links were made to other cultural programmes such as The Cultural Entitlement initiative.

# Planning

- WEC provided each school with £2000 for the Arts Week.
- The Museum organised production of postcards and posters of the painting for schools.
- The Museum researched the artist and the painting and produced information materials for the schools.
- Some teachers worked together to develop ideas and curriculum plans for the Arts Week.
- WEC assisted in sourcing appropriate artists to work in schools.
- A range of partners were invited to take part in the project.

# INSET Day

- 4 primary and 1 secondary school attended the INSET day on 15<sup>th</sup> September at the Museum.
- The programme included:
- A review of the Arts Week in 2004
- Introduction to the artist by the Curator of Art
- Interpretation of the painting by Lesley Butterworth from Making It Work (Crafts Council)
- Input from the LA Healthy Schools Coordinator about how the Arts Week could contribute to the Healthy Schools Award.
- Teachers given opportunity to try out techniques used by the artist.
- Planning time for teachers.

# Cluster Working

- Schools were encouraged to work together to share ideas, develop plans and visit each other's schools during arts week.
- 4 primary schools worked particularly well as a cluster and arranged Learning Walks as part of the programme as a way to share practice.

# Schools and the Museum

- George Palmer Primary school visited the Museum for a day which included Charles the Chef and WW2 activities (funded by The Heritage Lottery Fund: Their Past, Your Future).
- Blagdon Nursery brought parents and children to see the painting. The Museum provided a 20 minute session about the painting.
- Whitley Park Junior School visited and links were made to the Tudor's curriculum, using a portrait of Elizabeth I in the Museum's collection and a contemporary portrait as a comparison. The pupils also handled and investigated artefacts relating to eating and drinking.
- New Church and Geoffrey Field primaries both brought their classes to the museum to have a short introduction to the original picture.

# Thamesbridge College

- All of year 9 from Thamesbridge College visited the Museum over 4 weeks. The Museum then ran some outreach sessions with artefacts relating to the painting in the College.
- Citizenship and arts curriculum time were used by the Arts Coordinator for the project.
- Links were also made to the World War 2 theme of the history curriculum.
- The children created art work based on the concept of 'My Personal Museum'.
- Pupils used Museum digital cameras to take photos of artefacts for their Personal Museum displays
- The Art Coordinator reported that the project had a noticeable impact on pupil behaviour and motivation, and she learnt undiscovered aspects of pupils' language and prior knowledge.
- The project also helped teachers to identify pupil individual learning preferences.

# Outcomes

- 10/11 schools used the source painting.
- 8 schools visited the Museum to see the painting or take in a workshop.
- 5 schools attended the INSET day.
- 3 schools arranged learning walks for headteachers and arts coordinators to share practice.
- One school received an Outstanding history OfSTED inspection, which referred to the impact of Arts Week and links with the Museum.
- All pupils in the primary phase took part in Arts Week curriculum activities.
- A school outside of the Cluster used the same painting as an art and history curriculum resource.
- High quality curriculum work was produced and displayed in schools.

# Outcomes (2)

- The Museum staff increased their skills in working with schools.
- The Museum developed workshops using paintings, usually history is the main focus for workshops.
- Some video footage was made of children talking about their work.
- Lots of photo evidence was produced.
- The arts co ordinator from Thamesbridge College has been invited to give a talk on the project to teachers and Museum staff from the Thames Valley region at a Learning Summit funded by the DFES /DCMS and taking place at the River and Rowing Museum in Henley.
- The museum has been able to develop their Key stage 3 provision.

# What Went Well?

- Increased contact between schools and the Museum.
- Arts Coordinators were able to run successful arts weeks, with experience from 2004, the input from the Museum and from working with colleagues.
- More children were able to see the painting for real than in 2004, when the source painting was in London.
- The schools owned the project and tailored it to fit their school- more was organised by WEC in 2004.
- The Learning Walks were a highlight: successful practice was shared between schools.
- Schools able to deliver the Creative Curriculum and Excellence and Enjoyment.
- The partnership worked well and links to other initiatives were possible.

# Even Better If...

- All schools fully accessed all the opportunities: attended the INSET day, used the source painting, visited the Museum etc.
- There were more opportunities for schools to see each other's practice (learning walks? Exhibition? Website?).
- There was more time to put materials and resources on the Museum website during the project period.
- There were more direct links with the Whitley Arts Festival programme.
- Teachers made materials available from 04 and 05 so that a pack could be produced, and so the Museum could tailor activities to each school more effectively.

# Recommendations

- A clearer project plan with deadlines so all partners were able to make the best use of available time.
- Use the Museum website as a vehicle for exhibiting work, perhaps linked to school websites or the Virtual Learning Environment.
- Think about how the source painting is chosen- difficult to get agreement, not all works have copyright clearance, etc.
- Create opportunities to share practice between schools.
- Improve feedback and evaluation mechanisms from schools so that impact can be measured and improvements made to future projects.
- Evaluation from children- quotes, letters, remarks, etc.