

Appendix 1 Research Tools

- Form A: Evaluation of museum school visits
- Form B: My Visit Key Stage 2
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- Form C: Numerical data collection of pupil usage September 2003 to March 2004
- Form E: Record of DCMS/DfES scheme community activities between August 2003 and March 2004
- Form H: Summary of DCMS/DfES Project

Briefing Note for teachers

In this evaluation pack you will find:

- One copy Form A
- 40 copies Form B for KS2 pupils
- 40 copies of Form B for KS3 and above pupils

Please complete Form A yourself.

Please select the correct Form B and ask your pupils to complete it.

This is not a test but a highly valued contribution to a national research study of museums and learning.

Please hand the envelope with the completed Form A and Forms B to the museum staff **BEFORE YOU LEAVE THE MUSEUM.**

Very many thanks for your help.

Renaissance in the Regions
and DCMS/DfES Museum
Education Evaluation


RCMG
Research Centre for
Museums and Galleries

re:SOURCE
The Council for Museums, Archives and Libraries

department for
education and skills



Form A: Evaluation of museum school visits

The Research Centre for Museums and Galleries (RCMG) at the University of Leicester has been commissioned by Resource: the Council for Museums, Archives and Libraries and by the Department for Culture, Media and Sport /Department for Education and Skills to evaluate the value to schools of a museum visit. Thank you for your help with this research.

Please complete this short questionnaire and hand it to a member of museum staff BEFORE you leave the museum. Thank you.

Q1. Name of museum: _____

Q2. Name of teacher completing this form (PLEASE PRINT): _____

Q3. Date: / /2003

Q4. What theme are you studying? _____

Q5. Name of school visiting: _____

Address of school: _____

_____ Post code: _____

Q6. Type of school (Tick all the boxes that apply)

Nursery	Primary	Infant	Junior	Middle	Secondary	College	Special	Private	Non-UK
<input type="checkbox"/>									

Q7. Year(s) of pupils/students (Tick all the boxes that apply):

Early Years	<input type="checkbox"/>	Y2	<input type="checkbox"/>	Y5	<input type="checkbox"/>	Y8	<input type="checkbox"/>	Y11	<input type="checkbox"/>
Reception	<input type="checkbox"/>	Y3	<input type="checkbox"/>	Y6	<input type="checkbox"/>	Y9	<input type="checkbox"/>	Y12	<input type="checkbox"/>
Y1	<input type="checkbox"/>	Y4	<input type="checkbox"/>	Y7	<input type="checkbox"/>	Y10	<input type="checkbox"/>	Y13	<input type="checkbox"/>

Q8. Total number of pupils in the visiting group:

Q9. Total number of teachers accompanying the visiting group:

Q10. Total number of accompanying adults with the group:

Q11. Has this school completed the 'My Visit' sheets? Yes No

KS1 pupils should not complete a 'My Visit' sheet.

KS2 pupils should complete the 'My Visit KS2' sheets

KS3 and above should complete 'My Visit KS3 and above' sheets

Your school's museum visit

Please complete this quick questionnaire to help us with a national survey of the value of museums to schools.

Q12. Is this your first visit (as a teacher) to this museum with a class? Yes No

Q13. Is the work done with the museum today directly linked to the curriculum? Yes No

Q14. Does your school make regular visits to cultural organisations? Yes No Don't Know

We are interested in what your pupils will gain from the museum visit.

Q15. To what extent do you think pupils will have gained facts and information during their museum visit? (please tick one box for each)

	Very likely	Quite Likely	Neither	Quite unlikely	Very unlikely
Subject-specific facts	<input type="checkbox"/>				
Inter-disciplinary or thematic facts	<input type="checkbox"/>				
Information about museums or galleries	<input type="checkbox"/>				
Facts about themselves, their families or the wider world	<input type="checkbox"/>				
Other kinds of facts	<input type="checkbox"/>				

Q16. To what extent do you think that your pupils will have increased or gained skills during their museum visit? (please tick one box for each)

	Very likely	Quite Likely	Neither	Quite unlikely	Very unlikely
Numeracy skills	<input type="checkbox"/>				
Literacy skills	<input type="checkbox"/>				
Communication skills	<input type="checkbox"/>				
Spatial skills	<input type="checkbox"/>				
Thinking skills	<input type="checkbox"/>				
Social skills	<input type="checkbox"/>				
Practical skills	<input type="checkbox"/>				
Creative skills	<input type="checkbox"/>				
Other skills	<input type="checkbox"/>				

Q17. To what extent do you think the museum visit will have enabled pupils will to feel more positive about any of the following? (please tick one box for each)

	Very likely	Quite Likely	Neither	Quite unlikely	Very unlikely
Themselves and their abilities	<input type="checkbox"/>				
Other people/communities	<input type="checkbox"/>				
Learning	<input type="checkbox"/>				
Museums /galleries	<input type="checkbox"/>				
Anything else	<input type="checkbox"/>				

Q18. To what extent will you be using the museum experience to promote creativity? (please tick one box for each)

	Very likely	Quite Likely	Neither	Quite unlikely	Very unlikely
Designing and making	<input type="checkbox"/>				
Exploring new ideas	<input type="checkbox"/>				
Dance/drama	<input type="checkbox"/>				
Creative writing	<input type="checkbox"/>				
Other forms of creative work	<input type="checkbox"/>				

What is your name? _____

What is your age?

Are you Boy? Girl?

Please tick	Yes	No	Don't Know
1. I enjoyed today's visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I learned some interesting new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I could understand most of the things we saw and did	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. This is an exciting place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Visiting has given me lots of ideas for things I could do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. A visit is useful for school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The visit has made me want to find out more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What amazed me most on my visit...

Form B - My Visit

Key Stage 3 and above

Name _____

Age

Male

Female

Please tick one box for each question	Yes	No	Don't Know
1. Today's visit has given me lots to think about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I discovered some interesting things from the visit today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A visit to a museum/gallery makes school work more inspiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The visit has given me a better understanding of the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A museum visit is a good chance to pick up new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The museum is a good place to learn in a different way to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I could make sense of most of the things we saw and did at the museum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I would come again	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I've left the museum more interested in the subject than when I came	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Form C: Numerical data collection of pupil usage September 2003 to March 2004

Name of project	
Name of museum	
Museum code	
Name of person completing this form	

Please put the total number of pupils involved in DCMS Strategic Commissioning National / Regional Partnerships 2003 -2004 activities (including visits to museums, outreach to schools etc) in the table below:

September	
October	
November	
December	
January	
February	
March	

Please send each monthly total by the 7 of the next month (e.g. September's figures for the 7 October, October's figures for the 7 November and so on).

Email to ...

Renaissance in the Regions
and the DCMS / DfES
Museum Education Evaluation

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Form E: Record of DCMS scheme community activities between August 2003 and March 2004

Name of project	
Name of museum	
Museum code	
Name of person completing this form	

Month	Total no. of participants in community activities	Total no. of community workers e.g. artists, poets, scientists, writers...	Other participants*
August			
September			
October			
November			
December			
January			
February			
March			

*Please specify other participants

Please send each monthly total by the 7 of the next month (e.g. September's figures for the 7 October, October's figures for the 7 November and so on).

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Form H: Summary of DCMS/DfES Project

Title of project:

Name of lead museum:

Name of partner museums:

Aims of project

Project description:

Description of participants e.g. KS2 students, refugees and asylum seekers, families...

Major intended outputs:

Major intended outcomes:

Appendix 2 Completed Form H

- The Story of Money
- Texts in Context
- Partners in Time
- People, Places, Portraits
- Understanding Slavery
- Anim8ed (*formerly Animation!*)
- Creative Canals
- Supporting Regional Schools
- Image and Identity
- Take one picture north, east, south, west
- Engaging refugees and asylum seekers
- Moving Minds

Form H: Summary of DCMS/DfES Project

Title of project: Manchester Money Gallery Project

Name of lead museum: The British Museum

Name of partner museums: Manchester Museum

Aims of project:

- To develop a long-term audience, particularly among schools, for the Manchester Money Gallery
- To increase understanding among visitors of all sorts of the history of money
- To increase access to British Museum and Manchester Museum collections in the Manchester Museum
- To deepen an already profitable relationship between the two museums
- To improve the British Museum's own programming on the subject of money

Project description

1. An evaluation of the Manchester Money Gallery, leading to modifications and/or the development of resources to ensure that the gallery is appropriate and accessible for a wide range of audiences (in particular families and school children)
2. The development of schools' programme and resources on the subject of money (to include taught sessions in four subject areas and teacher-led 'Explorer' sessions)
3. The establishment of a volunteer-run object-handling programme on the subject of money

Description of participants e.g. KS2 students, refugees and asylum seekers, families...

1. KS2 students
2. Other visitors, and particularly those who find traditional museum displays inaccessible

Major intended outputs

1. 10,000 visitors using handling collection
2. 2,000 children to attend taught sessions
3. 30 schools trained in Explorer sessions
4. 30 schools to attend private view of gallery or teacher focus groups in gallery.
5. High quality teachers' resources on the subject of money; paper-based and web-based
6. A high quality handling collection of objects related to the history of money

Major intended outcomes

The long-term legacy of the project will include:

1. An established volunteer programme, focussing initially on object handling in the galleries, but with considerable potential in other areas of museum operations
2. A gallery that will be accessible to a wider range of visitors than would otherwise have been the case
3. An established clientele for the gallery among a previously sceptical schools' audience, including a new style of teacher-led sessions
4. A rich public programme on the subject of money using a high-quality handling collection

Form H: Summary of DCMS Project

Title of project: TEXTS IN CONTEXT

Name of lead museum: BRITISH LIBRARY

Name of partner museums:

British Empire and Commonwealth Museum, Bristol
Dorset County Museum
Philpot Museum, Lyme Regis
Roman Baths and Pump Room, Bath

Aims of project

The aim of this project was to explore the possibilities for school students to engage with facsimile texts from different historical periods, representing situational variation.

The central shared objectives of *Texts in Context* were that school students at KS3 or AS/A2 should: gain knowledge and understanding about language; develop skills in critical thinking; develop appropriate attitudes and skills related to research.

The project was also designed to contribute to the professional development of teachers by extending their knowledge of new resources and their pedagogical skills in incorporating them into their practice. An additional aim was to enable museum educators to engage in an underdeveloped area and an innovative form of collaboration.

Project description

The project involved a collaboration between the British Library (source of the texts), four museums and six secondary schools in the south west. Each teacher worked with one museum. Classes were from KS3 and AS/A2 level. The encounter with the facsimile texts lay at the heart of the project. The role of local museums was to enrich the possibilities for situating the texts in different contexts. Experiences through drama, simulation, site visits, handling artefacts and texts were incorporated. The museums also provided opportunities for students' directed and self-directed research. Student learning on the project was articulated by individuals or groups in a self-selected creative form.

A texts-only pilot in the autumn term, using facsimiles from recipe books from the 17th century to the present, was undertaken by the teachers. Then themes were negotiated jointly by teachers and museum educators for the major project. Texts in facsimile form were researched and produced by the British Library. Each class made two whole day visits to their museum. Themes were: Shipwrecks, Smuggling, Taking the Waters, Town and Tourists, Experiences of Empire. Discussions were designed to encompass the global and well as the local, the generic as well as the specific.

The creative outcome from an A2 class, for example was in the form of a radio programme from the 1903 Delhi Durbar incorporating interviews with Lord and Lady Curzon, an argument between a colonial hunter and a present day animal rights activist and several advertisements for Edwardian products. A KS3 class produced a multi-voiced narrative, based on a record in the church register of burials, of the death of a fifteen-year-old apprentice at the hands of preventive officers in a smuggling incident.

The evaluation of the project is informed by ongoing video and audio recordings in class and museums and by the creative responses. This is in conjunction with teachers records and reflections and interviews with all participants.

Description of participants e.g. KS2 students, refugees and asylum seekers, families...

Eight teachers and their students from six schools in the SW region. The students in KS3 (three classes) include a high attaining Year 8 class, a high attaining Year 9 class and a lower attaining year nine class. Six A2 English Language (AQA) classes focussed on Language Change or Editorial Writing.

Major intended outputs:

Digitised British Library Sources of facsimile texts made available generally to teachers and other interested parties.

Creative Projects by Students

Dissemination of the results of the project to teachers and others via the British Library website

Major intended outcomes:

- 1) To develop critical awareness of English in relation to world languages and history, making connections.
- 2) For students in the project to have developed positive attitudes in relation to the roles and potential of libraries, museums and record offices in learning
- 3) For students to have developed skills in research and critical thinking
- 4) Professional development for the teachers involved
- 5) An opportunity for the British Library to bring to light rarely seen texts, and for these to be available after the project in a sustainable way
- 6) For the museums to have a professional development opportunity for staff, experimenting with new types of education programme.
- 7) To correct an imbalance in the range of material available for English Language teaching in most secondary schools.
- 8) To address specifically recent developments in the AL English Language specifications and the new KS3 strategy for English which provide opportunities for development in English language study. In particular to provide resources to support thinking about texts as emerging out of a genealogy of text types, or registers and developing an understanding that all texts emerge out of cultures of production and are read in cultures of reception.

Form H: Summary of DCMS/DfES Project

Title of project: Partners in Time

Name of lead museum: Imperial War Museum Duxford

Name of partner museums:

Luton Museums Service

Norfolk Museums and Archaeology Service

Mid Anglia SATRO Ltd (Science and Technology Regional Organisation)

Aims of project:

- To deliver activities supporting both History and Science & Technology elements of the National Curriculum by means of Outreach and museum visits in Norfolk and Luton, focussing on areas of deprivation
- To raise awareness in teachers of the resources available to them in regional museums
- To increase access to regional museums
- To increase motivation for using museums to support the curriculum

Project description:

Schools in the relevant areas have been invited to join the project, which offers free skills based Outreach session per class in the relevant subject. They are then invited to visit two regional museums to support work being covered in the classroom. All museum admission and teaching is free of charge. In addition, each class participating is eligible to claim up to £150 per visit towards the cost of travel to the museums of their choice. The museums offer a range of programmes to appeal to as many school topics as possible.

Description of participants e.g. KS2 students, refugees and asylum seekers, families...

Any class from targeted schools, from Year 1 to Year 10. Both mainstream and special schools have been invited to join.

Major intended outputs:

In each County involved in the project, 90 classes will have the opportunity to take part in a total of 3 sessions (an Outreach visit + 2 museum visits). Total possible numbers are therefore;

$90 \times 2 = 180$ classes involved.

$180 \times 3 = 540$ sessions, if each class takes its full quota of sessions

540×30 (assuming the average class size to be 30 children) = 16200 pupils seen over the lifetime of the project.

Major intended outcomes:

- Increased awareness for teachers of what museums have to offer in terms of supporting classroom teaching
- Increased visits to museums from relevant schools
- Increased confidence for teachers in teaching history or science & technology skills
- Increased enjoyment of, and motivation to use museums, both in school time and in leisure time
- Increased knowledge and understanding of relevant subject matter

Form H: Summary of DCMS/DfES Project

Title of project: People, Places, Portraits

Name of lead museum: National Portrait Gallery

Name of partner museums:

Beningborough Hall
Montacute House
Sheffield Galleries and Museums Trust
Sunderland Museum and Winter Gardens
The Wordsworth Trust, Dove Cottage

Aims of project:

- To develop new partnerships between the National Portrait Gallery and the regions
- To give access for new audiences to the Gallery's collections, in particular in rural and urban areas through local education and community work

Project description

- (i) Activities based on the history of portraits, costume, art and Tudor life at Montacute House, with new groups in Yeovil and the surrounding rural area
- (ii) Work based on 18th Century portraits at Beningborough Hall for rural schools, families, blind and partially sighted visitors, local colleges and education volunteers
- (iii) Video and creative writing sessions led by artists for pupils from local disadvantaged secondary schools, based on Byron at Dove Cottage
- (iv) and (v) work with secondary school pupils and teachers and community groups leading up to the creation of an exhibition in Sheffield and Sunderland

Description of participants e.g. KS2 students, refugees and asylum seekers, families...

Secondary school students, families, visitors with special needs (e.g. blind and partially sighted), community groups

Major intended outputs

Dove Cottage: 45 school children taking part from 4 local schools (1 from Cumbrian Rural Economic Development Zone)

Montacute House: 3,200 children, 15 new schools, 20 learning volunteers, 3 new community groups involved, 5 special family days

Beningborough: 525 children from rural schools, 10 partially-sighted/blind children, INSET for 40 teachers, 970 from community

Sheffield: 15 schools and 5 community groups in workshops, all Sheffield schools invited to exhibition and resource space

Sunderland: 200 community representatives and 400 school children participating, INSET for 40 teachers, 35,000 visitors to exhibition

Major intended outcomes

5 General Learning Outcomes as defined by Research Centre for Museums and Galleries – related to each part of the project e.g.:

- Developing knowledge and understanding about local and national collections and cultural heritage, about the range and purpose of portraits, how to analyse and interpret them and relate them to your own life and times. For teachers, how portraits can be used to teach citizenship and literacy
- Development of self-expression and judgement in the creative processes involved in the workshops and gallery visits
- Working as part of a group with others from diverse backgrounds, or as an individual and sharing knowledge and experiences with peers, family and friends
- Encouraging local communities to engage with the development of the region, creating a greater sense of pride and investment

Form H: Summary of DCMS Project

Title of project

Understanding Slavery Initiative

Name of lead museum

National Maritime Museum

Name of partner museums

British Empire and Commonwealth Museum, National Museums Liverpool, Bristol City Museums and Art Gallery

Aims of project

- To consult with teachers, educators and students to ascertain how they would like to teach and learn about the Transatlantic Slave Trade.
- To use existing museum collections as the starting point for the research and development of new resources and projects to teach the subject in museums and in classrooms.
- To produce new resources and workshops, following the results of consultation with schools and community educators.
- To raise awareness of the British involvement in the Transatlantic Slave Trade in relation to citizenship, heritage and social responsibility.
- To evaluate Phase One of the project; to share and disseminate the findings with other stakeholders; and to develop a strategy to implement Phase Two - long-term learning and access strategies and programmes
- In addition, the partnership began to explore how curriculum-based activity in this subject area can also support informal learning activities for young people.

Project description

The Understanding Slavery Initiative is an innovative and significant pilot project seeking to engage teachers, educators and students in developing museum and classroom based resources to teach and learn about the history of the Transatlantic Slave Trade, and its social, economic and cultural impact. In Phase One projects and resources were produced to support the KS2 and 3 History and Citizenship curricula.

Description of participants e.g. KS2 students, refugees and asylum seekers, families...

KS2 and 3 students – in formal learning and during extra-curricula activities
Teachers, Community Educators, General Audience

Major intended outputs

- Consultation Report assessing needs for teaching and learning about the subject
- New print-based resources for school and museum use
- New museum-based teaching programmes and workshops
- New Handling Collections
- Web-based resources
- CD ROM
- Project Report and Evaluation Report
- Strategies for new INSET and teacher training programmes
- Strategies for research and development

Major intended outcomes

- Will encourage learning through objects, museum visits and curatorial activity
- Will encourage the teaching of the Transatlantic Slave Trade at KS2 and 3
- Students will understand that the subject is complex and relates to citizenship issues today
- Students will have learnt various research methodology – ICT, original artefacts, interviewing
- Will increased teachers self-confidence when teaching the subject and encourage cross-curricula study – history and citizenship
- Will increase confidence in students in negotiating complex issues, asking questions and articulating idea.
- Will facilitate the research and development strategies for new audiences

Form H: Summary of DCMS/DfES Project

Title of project: Animation!

Name of lead museum: National Museum of Photography, Film & Television, Bradford

Aims of project:

- To explore the potential of Animation to deliver the National Curriculum - particularly art
- To discover how Animation works as a learning tool both in schools and in museums/galleries
- To establish partnerships between National Museum of Photography, Film & television, Cartwright Hall (BMG&H) and Castle Museum (York Museum Trust)
- For three partner venues to forge new supportive partnerships with school and community groups
- For staff in all three organisations to learn, share skills and make links
- To have a long term effect - leave a legacy in all three organisations: CH and Castle Museum (start of year long season theme of animation) will showcase the work of schools and groups as part of permanent displays and have lifelong legacy developed via web presence
- To gain new insights into historic objects and the collections at all three sites

Project description:

10 animation projects (8 schools + 2 community groups) will be undertaken across the partner venues and localities between Dec 03 and April 04. Each project will be based upon animation-related objects/collections/exhibitions in each venue and will contribute to enhanced permanent gallery displays across all 3 sites. An learning-based Animation! Website will be integral to the project and an additional resource-based legacy of the animation projects.

Description of participants e.g. KS2 students, refugees and asylum seekers, families...

8 schools – key stage 2 & 3
2 community groups - one young adults, one young people

Major intended outputs:

- 10 completed animation films
- Animation! Website
- Enhanced permanent gallery NMPFT
- Cartwright Hall will showcase the children's work and have new facilities for future groups to work using animation
- Castle Museum will have a display in the foyer and permanent exhibits interpreting their objects using animation throughout the museum

Major intended outcomes:

- Learning tools, expertise and resources for the Learning Depts in each partner institution (eg list of freelance animators, staff with newly acquired animation expertise, new resources for using animation with learning groups.)
- Enhancing children's achievements and the delivery of the art National Curriculum.
- Teacher professional development – acquisition of new skills
- New partnerships established between deliverers and participants in all three localities leading to shared learning, which has already begun
- Visiting public will gain an increased understanding of animation, benefit from enhanced displays/ special displays in each partner institution and the work of the project groups will be acknowledged and validated through temporary and permanent display. (300k visitors per year to Castle Museum, 700k to Cartwright)
- Beyond that - all those who use the Animation! Website will continue to reap the benefits of the project

Form H: Summary of DCMS/DfES Project

Title of project: Creative Canal Project

Name of lead museum: The Science Museum, South Kensington

Name of partner museums:

The London Canal Museum

The Ragged School Museum

Beauchamp Lodge (floating Classroom)

Aims of project

- To bring hands-on science to London's waterways and link the science and technology of the canal with the history of Victorian London
- To create sustainable relationships with partners-uniting expertise, resources and the diverse audiences of the four organisations
- To create high impact outreach targeting underachieving schools and groups at the heart of London's disadvantaged communities
- To leave every group with a fun, memorable experience and positive association with science, canals and museums

Project description

This is an innovative, dynamic, educational project that takes place on and around Regent's Canal. The 'floating classroom' plays a central role in the project and is a venue for many workshops and science education, also central to the project. The two partner museums provide the other venues along the canal.

The participants are from schools and communities along or near the canal. They get a unique experience and learn about the canal through exciting science shows, history, storytelling and hands-on workshops delivered by experienced science communicators. They also get to understand the canal's environment from actually being on the canal instead of beside it.

We have funding for 40 sessions on the boat and some mornings are spent onboard, while the afternoon's fun takes place in a partner museum. School groups then swap at lunchtime so that two classes can enjoy the experience in one day.

Description of participants e.g. KS2 students, refugees and asylum seekers, families...

KS2 schools, teenagers, grandparents with under 7's and community groups. We have had adult ESOL groups, toddlers, Moroccan Welfare group and a couple of year 10 pupils from secondary schools.

Major intended outputs

- Trained, enthusiastic science communicators
- Informal science education outreach
- Shows
- Workshops
- Canal boat trips
- Museum visits
- A science night at the Science Museum

Major intended outcomes

- Create sustainable relationships between partners
- Raise profiles of all partner museums and increase audiences
- A sharing of skills, expertise and training amongst partners
- Increase awareness of the Regent's canal and the local environment
- Promote social inclusion
- A raised awareness, interest and positive association with science
- Creating a memorable, fun, educational experience for 2000 participants

Form H: Summary of DCMS Project

Title of project

DCMS Strategic Commissioning Project

Name of lead museum

Tate

Name of partner museums

Lakeland Arts Trust; Norwich Castle Museum; Sheffield Galleries and Museums Trust (SGMT);
The New Art Gallery Walsall

Aims of project

1. To encourage national and regional partnerships between museums, galleries and communities
2. Sharing expertise and collections to develop partnerships
3. To provide new learning opportunities and different learning experiences.
4. To improve language and ICT skills of children.
5. To improve and increase educational resources within museums and galleries.
6. Using available resources to encourage teacher confidence

Project description

- Educational Scheme teaching knowledge about art and teaching of art through the Tate Collection.
- Working with the educational impoverished, those who find it difficult to access education.
- Working with special needs; gifted and talented and children with challenging behaviour.
- The educational resources will be provided by the participating galleries and will relate to the exhibition.

Description of participants e.g. KS2 students, refugees and asylum seekers, families...

KS3, GCSE pupils from schools local to the museums and galleries involved.

Major intended outputs

(This is being gathered from the individual galleries involved)

Major intended outcomes

- To encourage and make a substantial increase in children's learning and confidence.
- To encourage teamwork among children and the community.
- To support and provide children developing through experience.
- To promote teachers and students working together within the museum/gallery environment.
- To develop access to museums and galleries and to gain contact with skills.
- To increase children's educational attainment.
- To increase the amount of participation within schools both on and off site.
- To get in touch with the community and schools and forge new partnerships.

Form H: Summary of DCMS/DfES Project

Title of project: Image & Identity

Name of lead museum: Victoria and Albert Museum

Name of partner museums:

Birmingham Museums & Art Gallery;

Manchester City Galleries;

Royal Pavilion, Libraries and Museums, Brighton & Hove;

Harris Museum & Art Gallery, Preston;

Sheffield Galleries & Museums Trust

Aims of project

A national/regional partnership, Image & Identity will engage young people, families and community groups in six regions of the UK - many of the young people are from schools with multiple characteristics of disadvantage – in responding creatively to museum collections and displays of modern popular culture. It's main aims are to:

- Inspire creativity, through drawing and image making in all media
- Increase participants' self-esteem, confidence and sense of entitlement to participate in cultural activities
- Increase their sensitivity to cultural difference
- Improve young people's performance, behaviour and attitudes to learning across the Curriculum

Project description:

In addition to the museum partners other active partners are: the regional MLACs; the Campaign for Drawing; NCH- the children's charity and the National Foundation for Educational Research (NFER). Taking as its starting point collections of twentieth-century fashion, photography, graphic art, and Cinema India (the V&A's award winning exhibition of Bollywood film posters) the project will encourage children, young people and community groups to explore the ways in which this material conveys social, historical/cultural messages about the societies in which they are produced. Each museum will bring young people in to work with their collections, and related material borrowed from partner museums, in original and print reproductions. Cinema India will tour to Preston (Nov 8 – Feb 15) and to Birmingham (Mar 19 – June 20). Partner museums will exhibit special temporary displays on the image & identity theme.

Each museum will develop activities using drawing (in many different media) and image making as core processes for recording and design. Participants will be encouraged to record their own image and identity as represented in fashion, on their bodies,

The project is managed by the V&A on behalf of the museums, project co-ordinators at the partner museums meet once a month.

Description of participants e.g. KS2 students, refugees and asylum seekers, families...

Young people, Secondary school students KS3, 4 and 5, Families, Local Community groups and Community workers, NCH (formerly National Children's Homes), Asian Communities in Birmingham.

Major intended outputs:

- A range of workshops and events across the project. Four of the museum partners will work with 19 NCH centres; NCH works with some of the UK's most vulnerable youngsters. Each museum will participate in the October Big Draw using Image and Identity as the main theme. Day of Record events will be held at three of the partner museums
- The impact of the project on 14 -16 year olds will be evaluated by NFER
- An Image & Identity teachers' pack will be produced by the V&A, 2000 copies will be printed for secondary schools. INSET courses for secondary school teachers on Image & Identity will take place at the partner museums
- An Image & Identity exhibition will be held at the V&A in March 04 providing an opportunity for partners to display work from participants across the project. The V&A will host a Young People's conference with the launch of the exhibition. The conference will enable young people to present their work and give their views on how future projects should be developed. A conference for professionals will take place in March 04 in Sheffield. The MLACs will help the museums to collaborate with regional museums, libraries and archives and use the project to develop skills of museum and gallery professionals

Major intended outcomes:

- To increase the participation of non-users and under-represented groups in learning programmes through local and national museum collections
- To increase the number of school children benefiting from education programmes through our museums and collections
- To test and develop effective ways for young people to participate and learn in museums
- To foster a positive attitude to and continuing desire for engagement in museum-based cultural activities
- To foster the skills and interests of young people in drawing (across a range of media) and communication
- To increase learning by young people within and between curriculum subjects
- To create a permanent record of young people's lives in 2003, and of their creative responses to museum collections, by selecting and retaining examples of work from the project
- To establish sustainable relationships between museums and educational institutions in participating regions
- To increase the confidence of teachers to work with museums and cultural artefacts, and integrate museum-based learning into schemes of work
- To increase the confidence and skills of youth arts and community workers in using museums
- To test and develop an innovative model for future partnerships, enabling regional museums, learning and access teams and community organisations to develop relationships of leadership and exchange

Form H: Summary of DCMS/DfES Project

Title of project: Take One Picture: North, East, South, West

Name of lead museum: The National Gallery, London

Name of partner museums:

Bristol Museums and Art Gallery
Laing Art Gallery, Newcastle -upon-Tyne

Aims of project:

- Increase the numbers and range of children, teachers and community groups enjoying and benefiting from paintings in the collections of the National Gallery, Bristol Museums and Art Gallery and the Laing Art Gallery.
- To exchange and share expertise, knowledge and skills with regional partners on education, outreach work and the National Gallery's 'Take One Picture' methodology.
- Through 'Take One Picture' promote the importance of the visual arts by encouraging primary school teachers to use paintings as a resource to inspire creative teaching, not only in Art & Design, but across the primary curriculum
- To encourage a culture of gallery use as a source of lifelong learning

Project description:

The project extends the 'Take One Picture' scheme to regional partners. The project allows for Bristol, Newcastle and London to run a series of 'Take One Picture' CPD training courses and the production of supporting teaching aids.

Following the training, schools develop cross-curricular projects in Art, Literacy, ICT, Citizenship, Numeracy, Design & Technology. To assist the teachers, weeklong artists residencies will be organised at schools in Newcastle and 20 x 1 day follow-up workshops will be held in schools in Bristol and at the Bristol Museums and Art Gallery. A wide range of innovative work created by schools taking part in the scheme will be exhibited at the galleries during Spring 2004. Selected works will be exhibited on the new Take One Picture: North, East, South, West web site.

A series of educational and informal learning, family events and outreach work will be held at the National Gallery, Bristol Museums and Art Gallery and Laing Art Gallery, Newcastle upon Tyne to coincide with the launch of the Touring Partnerships 'Making Faces' exhibition.

Production of an ambitious new web resource aimed at primary school teachers across the UK. The site will contain information about all aspects of the scheme, free online resources including teachers' notes and images, case studies and online exhibitions of students' work.

Description of participants e.g. KS2 students, refugees and asylum seekers, families...

Primary School Teachers, Head Teachers, Key Stage 1 & Key Stage 2 students, Hospital Schools, Families, Young Mothers, Artists

Major intended outputs:

- 10 x CPD Training Courses (London, Bristol, Newcastle)
- 1,500 Take One Picture Teacher Training Information Packs
- Family Events (35 x London, 3 x Bristol)
- London: Outreach work with Young Mothers
- Newcastle: Artists in residence in schools (13 x primary schools, 7 x hospital schools)
- Bristol: 20 x 1 Day Workshops in Primary Schools
- 2 x Take One Picture schemes involving over 3,000 children
- Take One Picture exhibitions held at The Laing Art Gallery and Bristol Museums and Art Gallery.
- Production of the Take One Picture: North, East, South, West Web Site

Major intended outcomes:

- To have introduced teachers to the highly successful 'Take One Picture' scheme, which supports teachers in delivering a wide and balanced curriculum with quality resources and CPD courses
- To have widened the general public's access to the collections of the National Gallery, Bristol Museums and Art Gallery and the Laing Art Gallery, Newcastle-upon-Tyne. Increase the numbers and range of children, teachers and community groups enjoying and benefiting from paintings in the collections of the galleries.
- To have developed cross-curricular projects using the Take One Picture methodology in Art, Literacy, ICT, Citizenship, Numeracy, Design & Technology
- To have continued to share expertise between the Touring Partnership education departments
- To empower young people by stimulating creativity, raising awareness and encouraging ownership of cultural heritage
- Produce a website to expand the scheme's reach, to inspire teachers nationwide and make art accessible to the widest possible audience The site will provide a lasting and meaningful record of the project and access to valuable teaching resources.

Form H: Summary of DCMS/DfES Project

Title of project: Engaging refugees and asylum seekers

Name of lead museum: National Museums Liverpool

Name of partner museums:

Salford Museum and Art Gallery

Leicester City Museums

Tyne and Wear Museums

Aims of project

- To provide learning and social opportunities for refugees and asylum seekers
- To explore the contribution museums and galleries can make in supporting refugees and asylum seekers
- To develop resources for other museum professionals

Project description:

The project will provide museum based activities for refugees and asylum seekers such as hands-on workshops, trails etc. We will work in partnerships with local support agencies to ensure the appropriate targeting of activities to refugees and asylum seekers.

We will use our experience to create resources such as multi-lingual information, ESOL curriculum linked trails or similar, and disseminate findings to other museum staff.

Description of participants e.g. KS2 students, refugees and asylum seekers, families...

Refugees and asylum seekers in the four project locations: Liverpool, Salford, Sunderland and Leicester, particularly children, young people and family groups.

Major intended outputs:

- 600 refugee and asylum seekers visits to participant museums
- Creation of 4 new museum resources targeted to the needs of refugees and asylum seekers
- Development of a best practice guide for other museum staff
- Improved networking between museums and refugee support organisations
- Project seminar

Major intended outcomes:

- Participants feel more aware of museums and galleries and are more confident in accessing city facilities
- Participants enjoy their museum experience and have learnt something new
- Support agencies are more aware of the potential benefits of partnership with museums and galleries
- Museums are more aware of refugees and asylum seekers needs and issues

Form H: Summary of DCMS Project

Title of project

Moving Minds

Name of lead museum

Imperial War Museum North

Name of partner museums

Bradford Museums, Galleries and Heritage
Leeds Museums and Galleries

Aims of project

- To promote and encourage awareness and understanding of culture, migration and identity across communities.
- To develop new audiences for the partner museums and galleries involved.
- To assist participants in producing creative works of an excellent, exhibitory standard.
- To form equal, creative partnerships between museums, galleries, freelancers and communities.
- To enhance capacity within the cultural (museum and gallery) sector through training and development of staff, artists, volunteers etc.
- Evaluate how people learn within a museum/gallery environment.

Project description

Moving Minds aims to bring together museums and galleries from Bradford, Leeds and Manchester with communities and artists to create work that reflects their ideas on migration, culture and identity. Community groups will use the collections of the participant museums to stimulate discussion about their lives today and in the past.

Each of the partner museums will target specific communities in their locality, to involve them in the construction of yurts and in the creation of the exhibits, stories and lifelines that will be displayed within them. Yurts are lightweight structures that can be constructed and moved easily; they originated in Mongolia where nomadic peoples designed them as simple and easily moveable homes; today, modern yurts are used by aid agencies to build refugee camps, hospital stations and temporary schools, and are thus appropriate structures for this project. In past and present times, yurts have housed communities, in the same way that we aim to build communities during the life of this project.

This project will be a learning experience for the project leaders and workers as much as the participants, and we aim to share experiences and expertise as much as our collections. Thus an important function of the project will be as a training and developmental experience for staff, artists and participants alike. Participants and workers will be able to travel between the different partner venues to further develop their skills, knowledge, understanding and self-confidence.

Description of participants e.g. KS2 students, refugees and asylum seekers, families...

Mainly young people (10-16yrs). A number of projects also worked with adults of all ages. Most participants came from the inner city areas of Bradford, Leeds and Manchester and cover a diverse range of cultures and communities.

Major intended outcomes (*processes*)

- To promote cultural awareness and interaction between different communities.
- To reinforce principals of lifelong learning in professionals and participants.
- To learn new skills, have fun, do something different and increase confidence in participants (including workers).
- To create sustainable, creative partnerships between museums, galleries, freelance workers and community groups.
- To achieve a greater understanding of what and how people learn in museums, using the generic learning outcomes.

Appendix 3 Teachers' Themes

Responses to Question 4, *What theme are you studying?*, Form A were coded under the following themes:

▪ **HISTORY**

HISTORY

HISTORY FOR BEGINNERS

SYNOPTIC UNIT AFRICA PREHISTORY TO PRESENT DAY

ANCIENT EGYPT

EGYPTIANS AND ROMANS

ANCIENT GREECE

ANCIENG GREECE

GREECE

GREEKS

ANCIENT GREEKS

ANCIENT GREECE & EGYPT

ROME

ROMANS

THE ROMANS

INVADERS AND SETTLERS - THE ROMANS

CELTS AND ROMANS

CELTS & ROMANS

ROMANS/MONEY

ROMANS (INTRODUCTION)

MEDIEVAL REALMS

MEDIEVAL TIMES

LIFE IN A CASTLE

MEDIEVAL NORWICH, DIFFERENCE BETWEEN LIFE THEN AND NOW

MEDIEVAL PERIOD

TUDORS

TUDOR

TUDOR HISTORY

TUDOR EXPLORERS

HISTORY - TUDORS RICH AND POOR

THE TUDORS

HISTORY - THE TUDORS

TUDOR LIFE

TUDOR ENDLAND (COSTUME)

TUDORS - RICH AND POOR

TUDOR LIFE - RICH & POOR

ELIZABETHAN ARCHITECTURE

ELIZABETHAN COUNTRY?

TUDOR HOUSES

HISTORY – TUDORS

Histry – Tudors

TUDOR TIMES

TUDOR ENGLAND

THE FIRE OF LONDON

BRITISH EMPIRE
TRADE IN BRITISH EMPIRE
BRITISH EMPIRE, SHOULD WE BE PROUD OF IT?
TRADE AND EMPIRE
BRITISH TRADE & EMPIRE
THE BRITISH EMPIRE

THE INDUSTRIAL REVOLUTION
INDUSTRIAL REV/SLAVENY
INDUSTRIAL REV/SLAVERY
IND

SLAVERY
SLAVERY/BLACK HISTORY MONTH
SLAVE TRADE
SLAVERY & FREEDOM
BLACK HISTORY
SLAVERY AS PART OF BLACK PRESENCE IN LONDON
SLAVERY - BLACK HISTORY MONK
BRISTOL & SLAVERY
SLAVERY (FREEDOM PROJECT)
SLAVERY/FREEDOM
BALCK PEOPLES OF THE AMERICAS
TRANS-ATLANTIC SLAVERY
FREEDOM PROJECT (SLAVERY/BLACK HISTORY)
SLAVERY/FREEDOM DANCE

FLORENCE NIGHTINGALE

VICTORIANS
THE VICTORIANS
VICTORIAN CHILDREN/SERVANTS
VICTORIAN TIMES
CHILDREN IN VICTORIAN TIMES
VICTORIAN
VICTORIAN WASH DAY
VICTORIAN LIFE
VICTORIAN SERVANTS
VICTORIAN CHILDREN

WW1

WORLD WAR II
BRITAIN IN 1940
EVACUEES
WORLD WAR 2 & EVACUEES, FLORENCE NIGHTINGALE.
EVACUEES WORLD WAR II
WW2 THE HOMEFRONT AND CHILDREN
WW2
CHILDREN IN WORLD WAR II
WORLD WAR TWO

WWII
CHILDREN AT WAR
WW2 CHILDREN IN THE SECOND WORLD WAR
CHILDREN IN WWII
WORLD WAR 2

BRITAIN IN 1930S
BRITAIN SINCE 1930S
CHANGE IN BRITAIN 1930-PRESENT DAY
BRITAIN SINCE 1930
ENGLAND 1930
WW2 ONWARDS
BRITAIN AFTER 1930

HISTORY OF TOYS
TOYS/OLD & NEW
TOYS
TOYS (HISTORY)
TOYS FROM THE PAST
TOYS IN THE PAST/HOUSES LONG AGO

DOMESTIC OBJECTS FROM LONG AGO
USING ARTEFACTS - COMPARING TO MODERN DAY
USING ARTEFACTS TO COMPARE TO MODERN EQUIV
THINGS IN THE PAST
ARTEFACTS

LIVING IN THE PAST
LIFE IN THE PAST
LIFE LONG AGO/IN THE PAST

WORKHOUSE AGRIC
OLDEN DAY FARMING AND HOMES

JOURNEYS

MONEY

HOMES
HOUSES & HOMES

MEDICINE
SMUGGLING
TEXTS IN CONTEXT/SHIPWRECKS

▪ **SCIENCE / TECHNOLOGY**

SCIENCE

HOW THINGS FLY
HOW DO THINGS FLY
WHY THINGS FLY
FLIGHT
Flying

WHY THINGS FLY? FORCES
FLIGHT/FORCES
FLIGHT/STRUCTURES
FLIGHT RELATING TO CREEK NIGHTS
FLIGHT & FORCES
HOW THINGS FLY? HERE STUDYING FORCES IN SCHOOL
MOVEMENT (FLIGHT)

MOTHER NATURE DESIGNER
MOTHER NATURE, DESIGNER

FORCES
FORCES (NEXT TERM)
SCIENCE - FORCES/STRUCTURES
PUSH & PULL (SCIENCE)
PUSHES AND PULLS (SCIENCE)
FORCES - PUSHES AND PULLS
SCIENCE/FORCES
ECONOMIC/FORCES
FORCES FRICTION
FORCES/FRICTION
FORCES, WHEELED VEHICLES
FORCES/VEHICLES
FORCES,FRICTION ETC...
FORCES & MOVEMENT
FORCES & MOTION (SPRINGS & WHEELS)

FRICTION (FORCES)
FRICTON/MECHANISMS
FRICTON/SPRINGS

STRUCTURES
STABLE STRUCTURES
BUILDINGS
STRUCTURERS
STRUCTURES/SHELTERS
D.T. SHELTERS

LEVERS, LINKAGES, BRAKES, WHEELS
PUSHES & PULLS & DT MAKING THINGS.
PIVOTS & LINKAGES
MECHANISMS
SPRINGS & WHEELS
SPRINGS AND WHEELS
SPRINGS
VEHICLES
MECHANISMS IN VEHICLES
TRANSPORT & FORCES

RIVERS, FORCES
WATER - WHERE FOUND, USES

ROCKS & MINERALS

MATERIALS

MATERIALS - KSI

DIGESTON/CONDUCTION CONVERSION RADATION

SPRING ON THE FARM FARM ANIMALS

HEALTH & GROWTH

CREATIVE PROJECT

CREATIVE CANNAL PROJECT

SCIENCE - CANAL BOAT TRIP, FORCES, BRIDGES, BOAT BUILDING

ELECTRICITY AT SCHOOL (FORCES LAST 1/2 TERM)

▪ **GEOGRAPHY**

ENVIRONMENT/FOREST

▪ **ART**

ART

IMAGE & IDENTITY

IMAGE AND IDENTITY

IMAGE AND IDENTITY PROJECT

IMAGE & IDENTITY

IDENTITY

SELF IDENTITY

IMAGES AND IDENTITY

IDENTITY SELF

PERSON POT

MARK MAKING

PORTRAITS

PORTRAITURE

MAY CORNET PORTRAIT WORKSHOP

PORTRAITS/IMAGES

PORTRAITIVE

PORTRAITURE

FACES & FEELINGS/PORTRAITS

PORTRAITURE

PRINT/PATTERN

TURNING HEADS

ILLUSTRATION

SCULPTURE

SCULPTURE (CASTING)

TOUCH AND DRAW

FEEL AND DRAW
FEELING AND DRAWING

WILLIAM BLAKE/IMAGE AND IDENTITY
WILLIAM BLAKE
WILLIAM BLAKE - EXHIBITION

PEOPLE IN ACTION
THE HUMAN BODY IN ART

ART SELF PORTRAITS/PHOTOGRAPHY

CREATIVITY IN THE CURRICULUM

CUBISM

CONFLICT, EXPRESSIVE ARTS

CINEMA INDIA
MULTICULTURAL ART

DRAWING
THE BIG DRAW

CULT OF THE CELEBRITY - CONNECTED WITH BYRON EXHIBITION
FAMOUS PEOPLE
CELEBRITY LIFESTYLES
HEROES
CLAIM TO FAME EXHIBITION - CLAY TILE WORKSHOP

ANIMATION/POP ART

Sculpture/Dance based on works by Degas and Picasso

PORTRAYING RELATIONSHIPS

NARROW BOAT ART

▪ **CITIZENSHIP AND PSHE**

CITIZENSHIP/IDENTITY
CITIZENSHIP

▪ **LITERACY / ENGLISH**

LANGUAGE CHANGE/A2 ENGLISH LANGUAGE
LANGUAGE CHANGE
FAIRY TALES AND TRADITIONAL TALES
CREATIVE WRITING

▪ **CROSS-CURRICULAR**

FORCES/WW2
FORCES & WORLD WAR II
FORCES/CHILDREN IN SECOND WORLD WARS
FRICTON (SCIENCE) WWII (HISTORY)

TRANSPORT
TRANSPORT/TRAVELLING
TRANSPORT NOW, WWII NEXT, FORCES LAST TERM
FORCES (BEFORE XMAS) TRANSPORT (AFTER XMAS)
JOURNEYS/FORCES

CASTLES & MEDIEVAL NORWICH (& MATERIALS IN SCIENCE)

ROMANS AND HABITAT

MAGNETISM/LOCAL HISTORY

TUDORS AND PORTRAITS
PORTRAITS (LINKED A LITTLE WITH 2ND W.WAR)
THE TUDORS & TUDOR PORTRAITS
TUDOR PORTRAITS

ANIMATION (SHADOW PUPPETS AND WITH ICT)

LINK WITH PERFORMING ARTS/LITERACY
EXPRESSIVE ARTS - FUSION OF ART/CREATIVE WRITING
EXPRESSIVE ARTS/CREATIVE WRITING

HISTORICAL/LITERACY

CROSS CURRICULAR BASED UPON FLIGHT
VICTORIAN HEARTH & KITCHEN/ANIMATION
ART/HISTORY/LITERACY LINKS
ANIMATED PROJECT (TO ANIMATE OBJECTS AT THE CASTLE MUSEUM
YORK)
AUTUMN/FARM/THE PAST
TAKE ONE PICTURE
MUSIC/PORTRAITS
JAKE AND KATE (TAKE 1 PICTURE)

▪ **OTHER**

ASKRIGG PRIMARY SCHOOL
LARKMAN FIRST SCHOOL
EXCHANGE (FRENCH)
GREENLEAS LOWER SCHOOL
THIS WAS A VISIT FOR PLEASURE