

HERITAGE ARTS AWARD

Case Studies



How Should We Remember Belle Vue?

St Richards Primary School, Longsight

Model - In school curriculum time.

Process - A partnership project between a school and local heritage organisations and artists, supported by Historic England and Curious Minds



As part of their involvement in the Historic England, Heritage Schools Programme, pupils at St Richards Primary in Longsight investigated the history of Belle Vue, a zoo, funfair and entertainment ground, which, until the 1970s, was located near the school.

The pupils were inspired through a variety of historical research and artistic work, visits to local arts and cultural venues and activities with a local circus artist.

They developed their own Belle Vue Heritage Trail and took part in artefact handling sessions with Archives at the Central Library.

Some pupils performed their own drama production as part of the Manchester Histories Festival, based on oral testimonies

from the local community. Some pupils' work was also displayed at Manchester Town Hall.

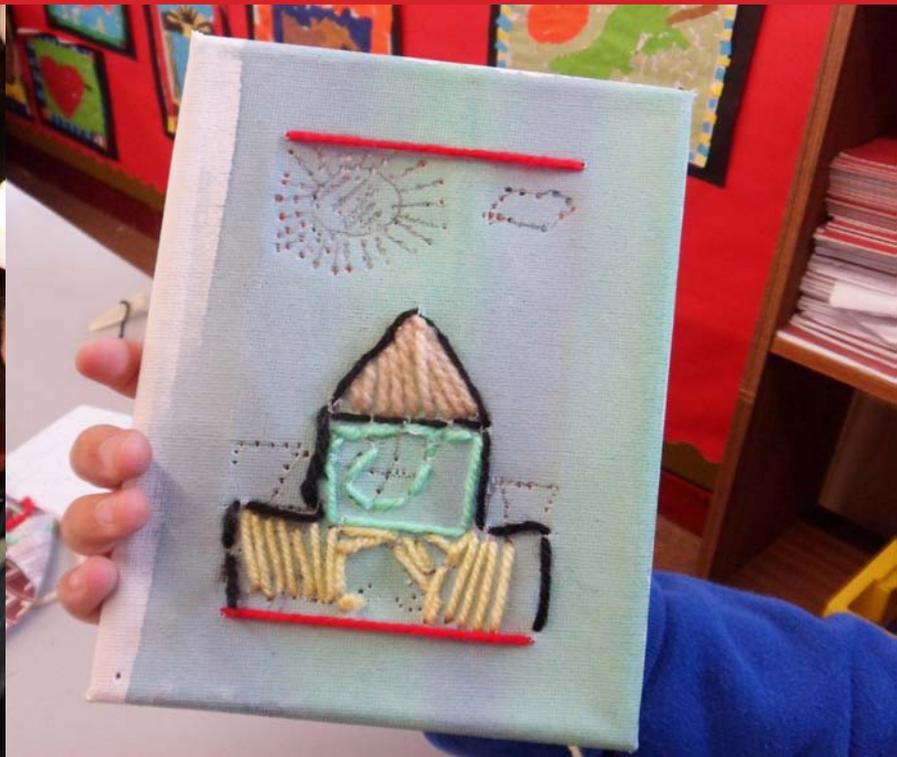
At the end of the project the school held a celebratory assembly to showcase all the work that the children had done. The project sparked a long term interest and sense of pride in the place where the pupils live. To see a short film about the project go to <https://vimeocom/139915190>

For more information on the Heritage Schools Programme visit: <https://historicengland.org.uk/services-skills/education/heritage-schools/>

Lakeland Museums Education Network

Model - In school curriculum time.

Process - A partnership project with pupils from a local school.



A local primary school was planning a whole school project about the history of Kendal. The pupils began by visiting their local museum and working with the Learning and Interpretation Officer to create a children's trail.

At the Quaker Tapestry Museum, they had a workshop led by an artist about tapestry design and techniques. To develop their understanding of the tapestry they used drama skills to play out scenes from the tapestries.

They each designed and made their own piece of tapestry, inspired by objects from the museum. On their return to the school the children shared their work with another class, talking about what they had found out.

They also created a display for the Westmorland County Agricultural Show.

The National Coal Mining Museum for England Tour De Yorkshire Cultural Festival Project

Model - In school curriculum time.

Process - A partnership project between the Museum and 5 local primary schools, supported by CapeUK.



Teachers from each school and Museum staff were initially trained as Arts Award Advisors together. Early on, pupils visited the Museum to explore its rich industrial collection, be inspired to be creative around the site and take part in tailored workshops on site.

The museum collections have huge potential as creative stimuli as well as materials documenting mining music, mining artists and local mining community crafts. The topics chosen as study themes by the schools included:

- Poetry and landscapes
- Homes and Light; Journeys;
- A Day in the Life of the Miner
- Decorative Plates
- Music: Yorkshire Dialect;
- Victorian Miners.

These themes were the springboard for all of the creative work done by pupils.

The Museum provided teachers with resources for completing the Award back in school including artist biographies and activity sheets, object loans boxes and ideas for further creative work. Each school developed its own sharing process, varying from classroom displays to school assemblies.

This project has supported the Museum in further developing its Arts Award offer and developing a partnership with the local Music Education Hub. There is also now an element of singing in all education workshops and Arts Award is an integrated part of the overall offer on site. For further information see <http://www.artsaward.org.uk/site/?id=2471>



Historic England