

Gallipoli Centenary Education Project

Islington Art Project Evaluation

Quantitative

Category	Sub categories	Gallipoli project	Islington Museum regular programme (from year 2014-15)
No of staff involved in project		3	
No of artists involved		1	
No of volunteers involved in project		5	
No of teachers involved in project		11	
No of pupils involved in project		22	5,363 (103 SEN schools)
Age of pupils		Aged 12 to 16	Aged 3 to 18
Gender of pupils	Male	12	
	Female	11	
Ethnicity of pupils	White British	8	
	White Irish	0	
	Bangladeshi	2	
	Turkish/ Turkish Cypriot	3	
	Kurdish	0	
	Asian	2	
	Black African	2	
	Black Somali	1	
	Black Caribbean	1	
	Black Other	1	
	Mixed	3	
	Other	1	
Total no pupils free school meals		81%	
SEN		100%	
EAL		24%	
Digital outputs	Tweets	4	
Exhibition Visitors			

Qualitative

Methods

- Pupils from Samuel Rhodes School were asked questions, where appropriate, at the end of the project.
- Teachers for both schools were given a questionnaire at the end of the project to complete.
- Photos were taken of the project where appropriate.

Knowledge and Understanding

Pupils

73% of pupils asked said that they has gained new heritage knowledge as part of the project. Richard Cloudesley school do not study history within their curriculum so had little prior knowledge of the First World War. Both schools focused on the project in learning about where the Gallipoli campaign took place, that it was a campaign in WWI and who took part, with a particular focus on the involvement of the Finsbury Rifles.

Things pupils from Samuel Rhodes highlighted that they had learnt in the project included:

- I learnt there were people from Islington in Gallipoli.
- How uniforms looked like
- That Gallipoli was in Turkey
- The badge for the Finsbury Rifles
- That they travelled there by ship
- That they fought in trenches, like in France

Teachers

Both class teachers, and in fact the project artist, mentioned that they and the students had learnt something new, as they didn't know anything about the Gallipoli Campaign. They felt their pupils had learnt about the campaign, where it was fought and who was involved. They felt their pupils had particularly enjoyed looking at images of the campaign and the Finsbury Rifles which was seen in the fact that they then used images from these as inspiration for their drawings, focusing particularly on the uniforms, badges, animals and ships.

Both teachers mentioned that they particularly had learnt from seeing how archival images could be used to inspire drawing, mark making and stencils. They mentioned that archives could be relevant to their students, even if they didn't learn about history. While the project artist mentioned similarly that she'd developed her understanding of how she could use museum and archival collections within her practice to commemorate the campaign through visual arts.

Skills

Pupils

80% of pupils from Samuel Rhodes felt they had learnt a new skill as part of the project. For the majority of pupils this was the main focus in their response to the project, as they mentioned they had:

- Practised drawing
- I learnt how to draw from old photos
- Used bubble wrap to print
- Done screen printing
- Turning my drawings into stencils and then printed them
- Made lines in the paint and put them on the fabric
- Drew a donkey

Teachers

This was the main focus for the teachers.

Cerys at Samuel Rhodes felt her students had gained skills in looking closely at archival images, using part of them as inspiration. She also felt they had gained important creative skills in overcoming their unwillingness to get messy, persevering with drawings, creating stencils, trying different mark making and block printing techniques and using a silk screen. These were all important skills for her Textile students. Cerys herself mentioned that it had shown her how to use new techniques and materials to engage her students and explore more difficult topics with them from a creative perspective.

Lucy at Richard Cloudesley felt her students had got the chance to work with new people from outside the unit, try mark making techniques (stamping, drawing with paints, bubblewrap) which helped with their dexterity. Some students got the chance to screen print. An important step she felt for her students was seeing their work displayed in the museum and going to visit it and meet students from other schools.

Attitudes and Values

Pupils

When asked at the end of the project about why it's important to learn about Gallipoli pupils from Samuel Rhodes showed an impressive level of perception about the importance of remembrance around the Gallipoli Campaign:

- Makes people think about those who lost their lives trying to save our country
- Because of the people who died and it's sad to think they suffered so much during the war in Gallipoli.
- So we can understand what happened at Gallipoli better

- So we remember them and thank the soldiers who suffered there
- Because we need to remember the people who went to war in Gallipoli from Islington and died there

Teachers

Cerys from Samuel Rhodes said that the project had made her students consider how we remember history and particularly the First World War, remembering those who fought at Gallipoli with respect and trying to understand what they experienced. This was particularly evident she felt in conversations whilst looking at archival images, discussing what they showed and what it would have been like to experience these conditions.

For Lucy at Richard Cloudesley her pupils were more focused on developing their pride in their work and achievements, she particularly noticed one pupil who could not believe that it was their work on display in the museum and how professional it looked.

Inspiration and Creative Thinking

Pupils

All the Samuel Rhodes pupils mentioned that they were engaged in the project and enjoyed taking part in it. 3 pupils also recognised that the project had led them to try something new creatively or reflect on something new:

- The project made me feel fantastic
- I felt good, because I got to try something new, screen printing
- I felt happy because you get to create and explore new stuff
- Amazing, fantastic and surprising
- Emotional, forgiving and honesty
- Happy, Great, I enjoyed it a lot

Teachers

Cerys from Samuel Rhodes said that the project had made her students try new things and work with new people from outside the unit. They enjoyed the chance to screen print with a professional artists and create a high quality art piece that was to be displayed in the local community, something that is very important to the students and particularly to the school. She noted particularly that the project captured the imagination of particularly the boys in her class, as seen by the historical detail included in their drawings and their perseverance in the creation of the stencils.

For Lucy at Richard Cloudesley her students enjoyed trying something new in mark making and screen printing, and seeing an artist work. She felt that the mark marking enabled her students to be expressive. Again for her it was really important for the school and students to see their work displayed in the museum and to be able to visit it, exploring a new place.