

Gallipoli Centenary Education Project

Islington Music Project Evaluation

Quantitative

Category	Sub categories	Gallipoli project	Islington Museum regular programme (taken from year 2014-15)
No of staff involved in project		5	
No of artists involved		4	
No of volunteers involved in project		11	
No of teachers involved in project		13	
No of pupils involved in project		159	5,363
Age of pupils	9	52	
	10	83	
	11	23	
Gender of pupils	Male	86	
	Female	73	
Ethnicity of pupils	White British	33%	
	White Irish	11%	
	Bangladeshi	6%	
	Turkish/ Turkish Cypriot	5%	
	Kurdish	1%	
	Asian	2%	
	Black African	8%	
	Black Somali	8%	
	Black Caribbean	6%	
	Black Other	2%	
	Mixed	12%	
	Other	6%	
Total no pupils free school meals		86	
SEN		5	
EAL	Ashmount	42%	
	Copenhagen	81%	
	Drayton Park	44%	
	Newington Green	71%	
	Tufnell Park	26%	
Digital outputs	Blog hits	256	
	Tweets	15	
Exhibition Visitors			

Qualitative

Methods

- Pupils were asked to complete mind maps before the project to gauge their knowledge of Gallipoli. They all then completed a questionnaire at the end of the project. A selection of pupils were then videoed talking about their experience of the project. Pupils were also photographed throughout the project.
- Teachers and artists were given a questionnaire at the end of the project to complete.
- A video was created documenting the project process.

Knowledge and Understanding

Pupils

100% of pupils asked said that they has gained new heritage knowledge as part of the project.

At the beginning of the project in mind maps pupils were only able to think of a maximum of 3 words related to Gallipoli. Words used included WWI, war, Turkey and place. There was also a number of incorrect words used, with WWII being most common.

After the project pupils recognised that they had gained new Heritage Knowledge. Things pupils said they had learnt in the project included:

- How it feels to be one of the soldiers who fought in Gallipoli
- Gallipoli was a sad place and the songs really meant something
- In wars people sing songs about their battles
- A lot of people washed in dirty water and ate desiccated vegetables
- There were lots of fleas
- Soldiers went through tough times
- Facts about the Gallipoli campaign: the Dardanelles, where Gallipoli is, trench warfare, the battles
- That World War I was miserable, it was a terrible time
- Gallipoli existed
- Gallipoli was a part of World War 1, it was a horrible disaster
- There are a lot more wars that I had not heard about
- Some of the soldiers who fought were from Islington, Ottoman Empire, Australia, New Zealand, India, France and Africa
- Gallipoli was a huge battle that took place in Turkey because the British wanted to get through the Dardanelles and the Turks said no.
- About important people from the past, the Finsbury Rifles and the Ottoman soldiers

Teachers

3 of the 5 class teachers mentioned that the project had influenced how they approached heritage learning. One mentioned that it was an 'enjoyable way to learn about a new part of History. All my pupils learnt a great deal, especially those who struggle to learn History in a more traditional manner.' Another teacher, who is also the history co-ordinator, mentioned that, 'this has encouraged me to think about how history can be taught through different ways, including music. It was also encouraged me to make more use of Islington Museum as a learning resource.'

All 5 class teachers agreed that their class had learnt new historical knowledge as part of the project: 'The pupils learnt a considerable amount about the Gallipoli campaign.' Most importantly they all felt that pupils had learnt where the Gallipoli campaign took place, who was involved and what happened. One teacher mentioned that her pupils had learnt that the Gallipoli campaign 'even happened at all!' Teachers also noted that pupils had particularly focused on learning about trench warfare during the campaign.

Finally all 5 teachers felt that using primary sources and music from both Islington and the Ottoman Empire meant pupils were able to 'understand the impact of war of different groups of people' and view the war as an 'international conflict, affecting different countries in different ways.' 'I also think the inclusion of Turkish songs emphasised that it was very much an international war.'

Museum staff

The Gallipoli project offered an opportunity for Islington Museum to dedicate time to researching our local connections with Gallipoli, something we wouldn't have had resources to do otherwise. This led to the discovery, transcription and publishing of the Finsbury Rifle's War diary, which is now permanently on the museum website as a community resource. It also led us to discover the photographs from the Finsbury Rifles held by the IWM. It also gave us the opportunity to approach our heritage around Gallipoli from a new perspective, exploring the musical heritage and the parallel Ottoman perspective of the campaign. The video created from the project will be a permanent learning resource allowing us to explore within our programme the international aspect of the First World War. The exhibition of the video allowed us to raise awareness among the wider community of the Gallipoli Campaign and the Finsbury Rifles.

Skills

Pupils

97% of pupils recognised that they had gained new skills as part of the project. Most of the skills mentioned (65%) focused on musical skills or learning to sing in another language. A number though also mentioned improving their interpersonal skills (32%). They mentioned that they had learnt how to:

- Sing in Turkish

- To be confident to sing in front of a crowd
- Learn the words to old war time songs
- Sing properly and fluently
- Create my own music
- Make my voice create different sounds and scales
- Sing in different ways, and be more confident in doing other activities
- Do different melodies on my saz
- Use the right singing level
- Work with other schools
- What a cello and saz is
- How to record music
- Listen
- Give respect

Teachers

All 5 teachers agreed that pupils had learnt new skills through the project. Interestingly they focused upon the soft skills that pupils had gained through the project, focusing on their enhanced listening skills, the ability to work with new people including heritage professionals and musicians and confidence. 2 teachers mentioned that pupils had gained music skills including developing their understanding of tone, pitch and well as gaining experience in 'creating sound art and using a recording programme.'

'I definitely feel that the class learnt how to work together as a team, patience and community involvement.'

'I believe my class benefited from learning to sing in Turkish, and I also felt this gave some of the Turkish speakers additional confidence.'

'I believe that this helped with a lot of some of the children's confidence.'

'The patience, positive attitude and maturity they (my class) showed was a great thing for me to experience.'

Museum staff

Museum volunteers learnt new skills in transcribing and blogging. The museum education team developed their knowledge of how to use music as an approach for exploring and presenting local heritage. They developed skills in co-delivering heritage projects with musicians, creating sound art and creating video resources.

Museum learning staff also explored new approaches to ensuring local history reflected the diversity of local communities, exploring the Gallipoli campaign from both an English and Turkish perspective and delivering the project in both English and Turkish.

Attitudes and Values

Pupils

At the beginning of the project none of the children knew about the Gallipoli Campaign, beyond the fact that it may have taken place in WWI in Turkey. At the end of the project 86% of pupils showed emotional engagement with the Gallipoli Campaign, mentioning that during the project they felt:

- Awful, for the people who died, and for the people whose loved ones died there
- Really sad because it's sad that people died
- Sad for all those people who died that were sent there to fight
- Sad because a lot of soldiers die, and not only soldiers but also other people who weren't involved in the war like nurses
- A little bit bad for them because they didn't wash themselves for a fortnight
- Proud of the Finsbury Rifles
- Like I was in a trench for ages
- Upset
- Sad but proud
- Really grateful
- Terrible
- Proud to know we helped countries to remember Gallipoli
- Very sad, for all those poor soldiers that sacrificed their lives
- Like I'm in war
- Emotional
- Sad but also happy the war ended
- Sorry
- Downhearted because lots of people died
- Sorry for the people who died in the war
- A little bit sad for the people who have died. Also happy to have learnt about it
- Melancholy because of the people who were so brave and they ended up dying
- Selfish because I couldn't help them
- Grateful for the people that made life like how it is today

45% of pupils also mentioned how the musical side of the project had affected them, mentioning that when creating the music they felt:

- Happy
- Excited
- Like I'm in Turkey because some of the songs are Turkish
- Amazing that I am part of this great event!
- Both sad and fascinated, sad because so many died, but fascinated because people, no matter who and where they are can still love music

- Happy I was able to do this

1 pupil mentioned that he felt 'The same because I can't I can't imagine how the trenches look like.'

Teachers

All 5 teachers felt that pupils had developed a deeper understanding of the cost of war and the different experiences of soldiers at Gallipoli

'I also think it allowed them to see or experience history through a more personal perspective and understand and appreciate the brutality of warfare.'

'Understanding the impact of war of different groups of people was the most obvious impact the project had on my class.'

Interestingly 3 teachers also mentioned the importance of preserving heritage. They felt their pupils had responded to the role of preserving the Finsbury Rifles experience in Gallipoli: 'being made to feel a vital part of preserving and remembering such an important part of our history really inspired the children.'

Inspiration and Creative Thinking

Pupils

There was a mixed response from pupils when asked whether they had been inspired by the project. This was partly because the pupils were asked at the end of the recording session, which they found the most challenging part of the project due to the need to stand and focus for long periods whilst recording. But even when voicing a negative, pupils often balanced this with something positive they had taken from the experience

Things pupils found challenging about the project:

- every 1 minute we had to stand up and my leg hurt
- I don't really like singing
- Because some children in different schools spoiled it
- It tiring and long and I am not a patient person BUT... the songs were great and enjoyable
- the Turkish song was hard. However, I liked the rest.
- I don't like singing but it was fun
- it was hurting my throat and because we did good singing
- I had to stand up for long. But it was quite fun
- people was out of tune and they were being silly but the songs were good
- I liked when they played nice music I hated it when we stand up
- singing Turkish songs were hard and to do the actions to remember

55% of pupils said they had been inspired by the project. They highlighted that they had enjoyed both the chance to learn something new in history and the musical aspect, particularly the chance to sing in Turkish, sing with other schools and be recorded:

- Learning new songs, esp. the Turkish ones
- we got the experience to be recorded
- I got to sing and show off how good I am at singing
- Singing songs from history I like history projects
- It was really fun and we got to meet other schools as well
- I liked it very much because I learnt some Turkish words
- the people who started the project were helping me with my singing
- singing, because it is my best thing I am good at
- it was a challenge and it was the first time for many things like singing in Turkish
- Because it is good to know more about the world war
- It was fun learning about the history
- the people who did this with me were really nice and I have learnt so much
- it gave me the opportunity to march on Remembrance Sunday
- Music is really, really beautiful and when singing together the voice sounds spectacular
- How wonderful it feels to sing with my class

Teachers

All 5 teacher felt that their pupils had enjoyed the project, mentioning particularly that it allowed them to do something new, work with heritage professionals and musicians, work with other schools, take responsibility for remembering our local heritage and try something new. One teacher in particular noted the 'positive attitude and maturity' shown by her class in taking responsibility for learning the songs in a new language and working with other schools.