

RENAISSANCE
museums for
changing lives



WHAT AMAZED ME MOST AT THE MUSEUM TODAY...

THE IMPACT OF MUSEUM VISITS ON PUPILS AT KS2

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THE IMPACT OF MUSEUM VISITS ON PUPILS AT KS2

INTRODUCTION

This publication is based on the work of pupils aged 7-11 who were asked, at the end of a visit to a museum or gallery, to complete a short questionnaire about what they felt they had learnt. At the bottom of the sheet was a thought bubble and the question: **'What amazed me most on my visit.....'** In responding to this question, pupils wrote or drew their spontaneous thoughts and reactions.

The range and depth of responses, some of which are reproduced here, reveals how learning in a rich and tangible environment provides an enjoyable, effective and stimulating pathway to learning for pupils.

Museums provide high quality creative and cultural learning opportunities. The tangibility of the experience and the opportunity to access information and feelings through the senses, combined with the possibility of individual emotional engagement, makes the museum a powerful learning tool for pupils of all ages and abilities.

EXPERIENTIAL LEARNING

KEY FINDINGS FROM THE RENAISSANCE MUSEUM EDUCATION PROGRAMME

In 2005, 1,643 teachers and 26,791 pupils completed a questionnaire in 69 museums, 21,845 (82%) of which were pupils of KS2 and below. This repeats a study which took place in 2003.

- 40% increase since 2003 in the number of museum contacts with school-aged children
- 38% of schools on visits have high numbers of pupils eligible for free school meals
- 27% of teachers in 2005 have increased their use of museums for cross-curricular work from 4% in 2003

- 93% of KS2 and below pupils enjoyed their visit
- 90% of KS2 and below pupils felt that they learnt some interesting new things
- 86% of KS2 and below pupils thought that the visit was useful for schoolwork
- Most teachers use museums flexibly and imaginatively, taking advantage of government encouragement to promote creativity
- Pupils remain extremely enthusiastic and confident about their learning even when their teachers do not think learning has occurred
- Many pupils progressed considerably in their understanding after museum visits because of concrete experiences that make facts 'real'

THE GENERIC LEARNING OUTCOMES

MLA commissioned RCMG to devise an approach to measuring the learning outcomes of users of museums, archives and libraries. Five Generic Learning Outcomes were identified. These can be used to organise and analyse the things that people do, say and make in museums, libraries and archives. They offer a way to discuss and describe the frequently intangible learning that occurs in cultural organisations.

**THE GENERIC LEARNING
OUTCOMES:**

**ENJOYMENT, INSPIRATION,
CREATIVITY**

**KNOWLEDGE AND
UNDERSTANDING**

**ACTION, BEHAVIOUR,
PROGRESSION**

ATTITUDES AND VALUES

SKILLS

WRITING AND DRAWING THEIR RESPONSES

School-aged KS2 children were asked to write or draw the most amazing thing that they had seen at the museum immediately after their visit. The quality and thought that has gone into these spontaneous drawings or comments is often astounding and conveys the significance of the visit for many pupils.

A small sample of the responses has been included here. The children's work was analysed using the Generic Learning Outcomes and has been accompanied by a short discussion highlighting the learning that has taken place.

The most appropriate Generic Learning Outcome for each pupil's visit is given next to the drawing.

Elliot aged 10

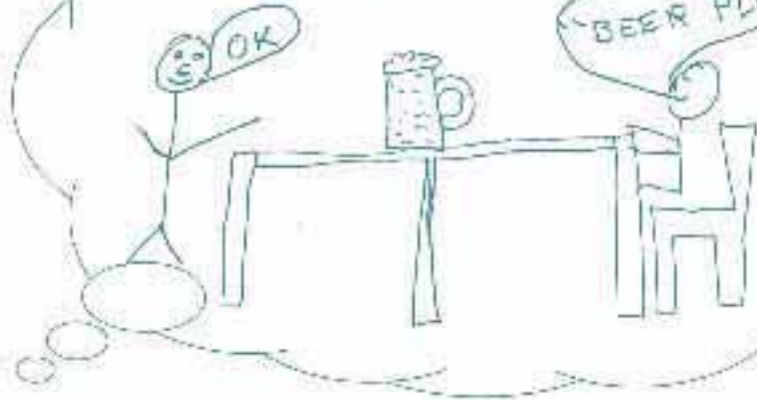
Elliot aged 10 evidently had a great time when he visited Preston Manor in Brighton. His class were looking at the Victorians and he was, not surprisingly, entertained by the fact that children of his age at that time would have been allowed to drink beer. He has expressed his amazement through this humorous drawing showing a large tankard of beer confidently ordered by a young person at the table. He is able to see the difference between life then compared to now. Perhaps, because it is so different to his own experience, it will be something he remembers from his visit for a long time. Perhaps he also learnt why children drank weak or diluted beer, because the water wasn't so clean in those days.

What amazed me most on my visit was...

I was amazed by kids
at the age of 10 they
drink beer!

BEER PLEASE!

OK



Michael aged 8

Michael was at the Hancock Museum in Newcastle-upon-Tyne when he came face to face with a python. It appealed to him because of how it looks, and on his drawing he has carefully picked out the markings on its back. It also fascinated him because it is dangerous and he describes how it wraps itself around its victim and squeezes them to death. Writing in the first person, he is able to imagine what it would be like to be the victim of a snake and is perhaps glad he has not met one in the wild!

What amazed me most on my visit was...

python

The ~~fact~~ ^{reason} because

of the colours

on its body.

It is also very

dangerous because

it traps itself

around you and

strangles you to death.

Megan aged 9

Megan visited Bristol City Museum, studying the topic of 'habitats and conservation.' She is keen to talk about the things she has learnt at the museum, for example about how bitterns can camouflage themselves in the grass, but mostly about how they worked in groups to decide what they can do to help the birds of the Somerset Levels. Megan had fun but underlying her enjoyment is a more serious purpose. She demonstrates a growing awareness of how some of our actions as people can cause damage to the environment but also that we can play a part in stopping that damage.

What amazed me most on my visit was... I learned a lot of things like Sittings can come close into the grass by sticking up their beaks. It was fun working in groups and deciding what we could do to help the birds and stop the bad chemicals and rubbish being put dropped in Summer Set levels and hurting the birds.

Neelam aged 10

Neelam has drawn a rather harrowing series of images to illustrate some of the things she learnt about the Second World War at the Herbert Art Gallery and Museum in Coventry. Her impressions of her visit are very focused on specific objects - gas masks, gas sirens, air raid sirens - coupled with things that she has remembered such as children hiding under the stairs, where the chemicals are filtered through on the gas mask and the devastating image of the mushroom cloud over Hiroshima as the atomic bomb exploded. Within the confines of this diagram, she has made huge connections between the local, how people in Coventry were affected by the war, and the wider, international impact.

What amazed me most on my visit was...



Ollie aged 10

Ollie has reacted to his visit to Beamish Open Air Museum with great exuberance, conveying his experience in a breathless rush of detail. During his visit he experienced life in the past as a miner and learnt how they got paid for piece-work in terms of how many coal trucks they could fill. It seems he enjoyed his visit and has seen as much as he can, particularly the sweet shop which he felt was “really Victorian” and different from a sweet shop today. As well as the practical experience of being a miner he got to try some Victorian sweets and how he loved them! Such enjoyment and enthusiasm often stems from being able to make an individual emotional investment in a museum experience and Ollie certainly found lots to interest and engage him.

What amazed me most on my visit was...

the mines. We found out lots
and ~~spent~~ experienced the work of
a miner. A miner would get 25 shillings
per month. But he got paid of how much
coal trucks they filled. The sweet shop also amazed
me because it was really real and really
victorian. I got chocolate and that was
gorgeous! YUM!!!! YUM!!!!
+ also liked the train.
See YA! daniel

Alex aged 11

Not many KS2 and below pupils chose to talk about the skills they had learned during their visit to a museum but Alex was one of the exceptions. The highlight of her visit to Temple Newsam House near Leeds was meeting a real, professional artist, evidently a special and unusual experience. Helped by the artist, she, and her classmates, learnt to draw 'properly' using shadows and Alex has highlighted the difference the visit has made to her drawing with a helpful example. The exposure to different kinds of vocations has also had a significant impact on Alex in terms of her aspirations and potential progression as she thinks that she might want to be an artist when she grows up.

What amazed me most on my visit was... actually seeing a

Artist. Also he helped us to draw
pictures in shadow instead of scribbles
pictures. I might be an Artist when I grow
up.

scribble picture



shadow picture



Kirrika aged 11

Kirrika has expressed her enjoyment from hearing the story of Boudicca in a very confident fashion, her drawing possibly showing Boudicca standing proudly in her chariot along with her two daughters. She heard the story at Colchester Castle Museum where she saw Boudicca's chariot, a replica of which is on display in the museum. There is a great sense of movement in the picture and of energy and power; in the detail of the clothes and of the hair flowing in the wind. Perhaps the energy and power of Boudicca, Queen of the Iceni tribe which destroyed the towns of Colchester, St Albans and London in their fight against the Romans, inspired the drawing and resonated with Kirrika.

What amazed me most on my visit was... I enjoyed the story about Boudicca



ENJOYMENT, INSPIRATION, CREATIVITY

Yasin aged 8

At the Herbert Museum and Art Gallery in Coventry, Yasin had a brilliant time taking part in a still life and observational drawing workshop. It makes you wonder if the self-portrait by Nahem is one of his classmates but it definitely made an impact upon him. He takes great care in listing the materials that they used, art pencils (not ordinary pencils), charcoal, special art paper (not ordinary paper) and rubbers, things that he might not ordinarily be able to access at school. His sense of enthusiasm is evident, not least by his desire to visit the museum again.

- ♦ Visiting a museum can often be an overwhelming experience, especially for the first time, but for Yasin it was a very special visit and he felt welcome because the museum had invited him and his classmates to go there.

What amazed me most on my visit was...

The pictures were amazing as they were 3D

The self-portrait by Nahem was fantastic.

The workshop was brilliant - we could use art pencils, charcoal, special art paper and rubbers.

Thank you for inviting us, we'd love to come again.
from Yasin

Patrick aged 9

Of all the objects that Patrick must have seen when he visited Brighton Museum to study the Victorians, the one that caught his eye was a coal iron. He has drawn a remarkably detailed and confident picture, showing the funnel for carbon dioxide fumes from the burning charcoal placed inside the iron. He has made good use of the available space to portray the size of the iron and convey its considerable weight. It makes you wonder if he had a chance to feel for himself how heavy it was? It might have been that he was interested in the radically different technology of Victorian times compared with ours; instead of a modern, plastic electric iron they had metal irons, heated with coals inside, with a wooden handle that would not conduct heat and burn the person's hand.

What amazed me most on my visit was...

Academy



ENJOYMENT, INSPIRATION, CREATIVITY

Megan aged 7

For a relatively young pupil, Megan aged 7 has produced a fantastically detailed drawing of a painting that she saw whilst visiting Manchester Art Gallery. Her drawing shows 'The Shadow of Death' by Holman Hunt and she has replicated in her own way the moment captured in the painting when Jesus is in the carpenter's workshop and his shadow is cast onto the wall in the shape of a cross, prefiguring his crucifixion. Not only has she carefully drawn a frame around the picture, she has included the tools hung up on the wall and the wood shavings on the wall around Jesus' feet. This careful attention to detail is also evident in the fact that Megan has crossed out on the questionnaire title "My Museum Visit and replaced it with "My Art Gallery Visit."

What amazed me most on my visit was...



ENJOYMENT, INSPIRATION, CREATIVITY

Sean aged 7

This delightful drawing was Sean's response to his visit to Beamish. He and his class were visiting as part of the 'Family Man Project', children working creatively with dads and granddads, but it seems that they also had some time to have a go on the working tram that runs around the museum site. His imagination was captured by the tram. He is only 7 so it must have appeared very tall and high (hay), and it was perhaps something he had not seen before. Sean has made everyone on the tram look as if they're having a good time, it is full to bursting with people, with a face at every window - are these Sean and his classmates? He has even included the driver at the front, resplendent in a peaked cap, and the stairs to climb to the top level. He has made some sense of how the tram runs on electricity, although he has curiously omitted the rails on the road, but the drawing shows how his ideas are still developing.

What amazed me most on my visit was...

I liked the train IBS
the bus coz IBS way

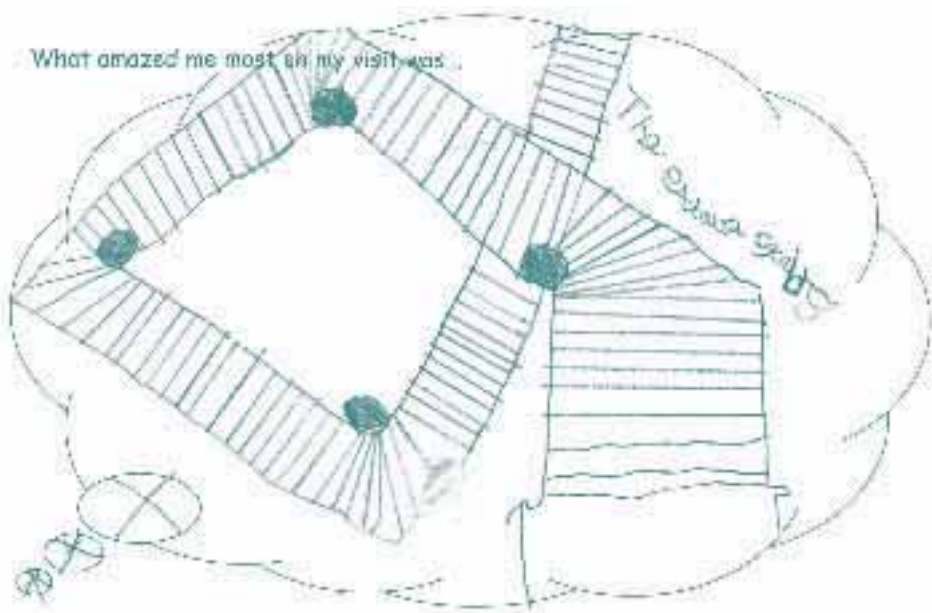


ENJOYMENT, INSPIRATION, CREATIVITY

Hassan aged 9

At the end of his visit to Aston Hall in Birmingham, Hassan has drawn a picture of the high and evidently exhausting stairs that he used during his visit. From the perspective of the picture it looks as if we are standing at the top of the stairs and looking down. He has cleverly given a sense of the way in which the stairs curl upwards, how they are intersected in places with landings and half-landings and where the posts that support the banister are placed. These may have been the grandest stairs that Hassan has ever used. Going into a new and very different public space can be as much a part of the excitement of the museum visit and we should not underestimate the impact that the building can have on pupils as well as the content of the museum.

What amazed me most on my visit was

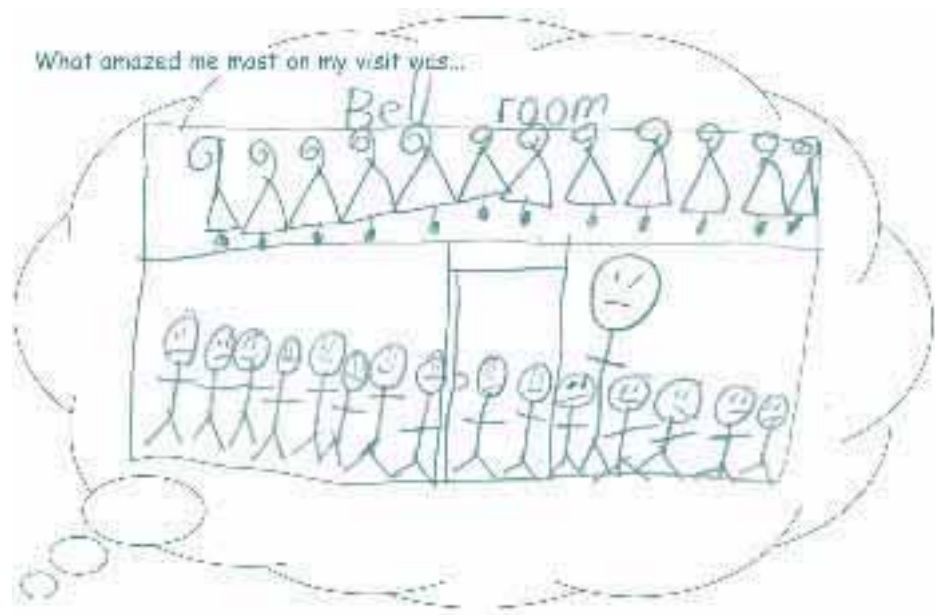


ENJOYMENT, INSPIRATION, CREATIVITY

Adam aged 9

This picture by Adam is a real joy, showing his visit with his class to Preston Manor in Brighton where they experienced the 'below-stairs' life of Victorian working children. He was impressed by the long row of bells that would have been used to call servants to various parts of the house and has reproduced them here, complete with clappers and showing their place above the door. Below them he has drawn a picture of himself and his classmates (plus their teacher) as if lined up waiting – we can almost imagine one of those bells is about to ring!

What amazed me most on my visit was...



ENJOYMENT, INSPIRATION, CREATIVITY

Achese aged 9

For Achese, a trip to Leeds Art Gallery enabled her to be creative and generate new ideas and questions. She very neatly details the three most amazing things about her visit suggesting she took great care over deciding what to write. She appears open to new experiences; the Henry Moore statue caught her attention because she is curious about the process by which it was made. She responds both emotionally and physically to the artworks that she sees. The realism of the paintings not only convinces her that the stories behind them were real but she went on to produce her own paintings, of which she is very proud. Achese displays the ability to make judgements about the things she sees, processing the experience in her mind so that she can articulate what was important to her.

What amazed me most on my visit was...

I thought how Henry Moore built the naked statue was amazing. It was really hard, the statue. I wonder how many years it took him!

The artist who painted the picture, made it look real. You can imagine the story behind the paintings. The framing inspired me to do fascinating drawings as well.

What I liked most is when we had this big piece of paper where we had to draw the buildings and other stuff. It was fun.

We visit the Victoria and Albert Museum.

Alex aged 9

The Roman skulls at the Museum of London exerted an eerie fascination for Alex when he visited with his school. He finds it an odd experience to see human remains, but is he 'wierded out' because they are on display in the museum or because they have been in the museum so long? Whatever the reason they made him feel uncomfortable, he has drawn two very engaging pictures of quite cheery looking skulls complete with eye sockets and separate jaw bones. This reminds us that the museum brings children in contact with a vast range of objects, not all of them familiar and not all of them pleasant! But it is increasingly recognised that it is the emotional response to such objects, or situations, which makes them memorable.



What amazed me most on my visit was...

When I saw some Roman
skulls it was strange how
they had been there after so
many years. It had got me
winded out.



Ruth aged 8

Ruth has given us a charming representation of how her thoughts and feelings were very different before and after her visit to Bolton Museum. She has divided the bubble clearly into two; on the left she enters the museum under a question mark, representing her confusion (perhaps about the science topic she was studying, 'Moving and Growing'). But upon coming out of the museum she has had a 'eureka' moment and is now full of ideas! Ruth is not sure if she understood everything from the museum visit but she is much clearer about what she is doing, even if she does not communicate to us what those ideas are.

What amazed me most on my visit was...

When I came in
I was confused



When I came out
I was full of ideas



Renuka aged 10

Visiting Leeds City Art Museum has led to a complete turnaround in how Renuka approaches art. As she readily admits, before the visit she thought that art was uninteresting but seeing the breadth of art from around the world and the skill of the artists has had a profound impact upon her. She understands how her feelings have changed and how the museum has played the pivotal role in encouraging her to think differently!

What amazed me most on my visit was...

All the artists there are in the world
and all the fantastic art they did!

I never thought art was interesting or cool,
but now I will have to consider that!
THANKS alot.

I had a great time!

Shauntay aged 10

After her visit to Manchester Art Gallery, which was linked with themes of art, literacy and citizenship [PSHE], Shauntay has made the decision that it is wrong to treat people differently because of how they look or how they sound. It seems that some photographs that she has seen in the gallery have helped her to make this strong value judgement, perhaps reaching her through their underlying meaning and imagery.

What amazed me most on my visit was...

Most of the photos that had the same meaning's and they also looked similar. I thought it was quite easy that if you were from a different background or (culture) you were treated differently because of the way you looked or sound.

Arham aged 11

Arham has found something of personal relevance in the public domain of the art gallery, specifically one of the portraits he has seen there. He demonstrates empathy with the artist, understanding both his feelings and, importantly, the ideas behind his artwork which is quite unusual in pupils of this age. That the artist is sympathetic to Islam resonates with this young man. Arham is able to articulate his response to the drawing in a carefully presented way, introspective yet thoughtful and emotional, a mature response in many ways.

What amazed me most on my visit was...

- the drawings
- himself and his idea
- I accepted his feeling
- I liked his ~~point~~ ^{point}
- I like the way he likes his
- I liked his ~~self~~ ^{self} ~~point~~ ^{point}

Iqra aged 8

Iqra is clearly astounded at the age of the artefacts she has seen during her trip to the Museum of London, but also that the museum has managed to preserve them for people like her to see. This sense of wonder suggests that Iqra has developed a very positive attitude towards the role of the museum, which possibly may encourage her to make future visits. She has helpfully drawn two careful depictions of some of the Roman coins she has seen so that she might share what she found so special about her visit. She has managed to capture, in tiny details, the quite intricate hairstyles of the two figures and also the irregular shape of the coins.



What amazed me most on my visit was...

What amazed me was that Mrs. & Miss Mrs. Jones
oldest's wife old and but have managed to
keep their spirits for us to come and see.



I have drawn
some things let's
wish I could
give amazing.

Harry aged 9

Harry certainly learnt what life was like for children in Victorian Britain during his trip to the museum! Through a practical, physical demonstration he is able to make clear comparisons, not without a sense of humour about how he only manages 10 minutes of potato picking minutes before giving up!! It is this 'real' experience that enables this sense of empathy for Harry – he realises that although it is fun and different for him and his classmates, for children in the past it was a job and it would have been much harder for them. He puts himself in the place of those children and imagines that they must have 'dreaded' picking up heavy potatoes. Museums are often valued by teachers for engendering experiences such as Harry's, enabling pupils to immerse themselves in an environment that in a direct way encourages empathy and understanding. Such an experience would certainly be difficult to replicate in the classroom or from a textbook.

What amazed me most on my visit was...

The thing I liked the most
was how the children were
used on the farms because we
did it for about 10 mins a day
was telling me. They did it for about
6 hours a day with out stopping. It
must of been so hard for them.
I they really fun. Amazin how
they pick up heavy loads
must of done it.

Josh aged 10

Visiting the Museum of Hartlepool, Josh has been exposed to something that has challenged his perceptions of what it is to be a disabled person. Museums are not only about providing ramps and access but can also play a role in representing disabled people in different ways. Josh is impressed by the talents of the disabled people he has seen or met. Maybe he likes sport and has been able to make a connection with someone different from him through that shared experience.

What amazed me most on my visit was...

I never used to know that disabled people could play snooker and pool and ~~golf~~ and football and all those different things and was amazed by the pygmy.

Niyi aged 10

Niyi was making African masks with his school as part of Black History month in October at the Horniman Museum. He was not so confident about his personal abilities but making the mask and the inspiration from the beautiful patterns motivated him. He was delighted and happy that his work was praised by the teachers, possibly also boosting his confidence in his abilities, but unfortunately some of his peers were less admiring. However, it demonstrates how museums enable pupils to shine in different ways, here motivating and inspiring Niyi, and exposing him to new and exciting things.

What amazed me most on my visit was...

The drawing monks ^{was} really good
and the pattern on them are beautiful
as well. I thought I was no good at
anything but when I drew and the teacher
said it was beautiful. I was happy
and but some pupils were like look at
mine it's more better than your witness
people say about once. The thing like it
happening to me.

BACKGROUND AND CONTEXT

RENAISSANCE IN THE REGIONS

The Museums, Libraries and Archives Council (MLA) is the lead strategic agency for museums, libraries and archives. We are part of the wider MLA Partnership, working with the nine regional agencies to improve people's lives by building knowledge, supporting learning, inspiring creativity and celebrating identity.

Renaissance in the Regions is MLA's programme to transform England's regional museums. For the first time ever, investment

from central government is enabling regional museums across the country to raise their standards and deliver real results in the support of education, community development and economic regeneration.

THE MUSEUM EDUCATION PROGRAMME

Between 2003 and 2006, the Department for Culture, Media and Sport and the Department for Education and Skills have provided nearly £12 million to Renaissance in the Regions for schools

education programmes, enabling participating museums across England to develop services and closer links with schools.

EVALUATING THE RENAISSANCE MUSEUM EDUCATION PROGRAMME

In 2003, MLA commissioned the Research Centre for Museums and Galleries (RCMG) in the Department of Museum Studies at the University of Leicester to evaluate the impact of the government's investment in education in 36 museums in the three Phase 1 museums Hubs - North East, West Midlands and South West.

Both DCMS and the Treasury said that the evidence from this first study was the most compelling evidence supplied by MLA to the last Spending Review, and that this played a significant part in securing the £15 million additional Renaissance funding.

A second study was commissioned in 2005 which built upon and extended the survey to 47 museums in the Phase 1 Hubs and 22 museums in the Phase 2 Hubs - Yorkshire, London, North West, South East, East Midlands and East of England. Information about schools' use of museums and pupils' learning outcomes was collected during September and October 2005.

AMAZED

WHAT AMAZED ME MOST AT THE MUSEUM TODAY...

THE IMPACT OF MUSEUM VISITS ON PUPILS AT KS2

RENAISSANCE
museums for
changing lives



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Museums and Galleries



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