



# Artist Residency Review

Quinzone

2003/2004

## Introduction

The idea of having an artist in schools is always exciting.

In Quinzone we are particularly pleased to have with us one artist for 2 years. Year one, which is summarised in this brochure, has helped schools think about the range of materials and ideas that could be explored. This has helped form the basis for year 2 when we are hoping that the work covered in this project will have direct benefits on many areas of the curriculum. We are going to hear far more about the idea of using the arts to "open the doors" for young children at school. I look forward to our review in 12 months when we can judge our own progress.

On the next few pages you have just a glimpse of the excellent work undertaken by Mark Riley, the Quinzone artist-in-residence. To both Mark and the Arts Council, for their generous funding, we are indebted.

Keith Slater  
Quinzone Co-ordinator  
September 2004

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## Four Dwellings High School—Murals

These murals were based on paintings by artists who appear in the students curriculum work, and were painted in a busy corridor area which was in need of a facelift. Small groups from Year 8-11 came during art classes and built up the murals. They had new experiences of painting on a large scale and using paint in different styles to match the images.



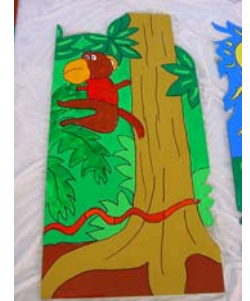


## Woodhouse Primary School—Willow Fence & Murals

Woodhouse had a new internal security fence separating the car park from the playground. To soften it we wove willow into the fence based on the school's logo, which is a tree. Willow artist Lee Southall worked with us on this one.

Murals were needed for the KS1 playground, so a theme of jungle and savannah was

chosen. Year 3 looked at stories and pictures before making designs, which were transferred onto boards, which they then painted. These images are of some of the 12 boards before they were mounted.



## Quinton Church School—Farming Murals & Willow Dome

*“The project was an integral part of Year 3’s Geography work...[the] children were involved in all aspects of planning the mural and how it would look.”*

The project was focussed around a pre-arranged visit to a local farm, with the class looking at issues in farming in England with a comparison with farming in Tropical areas of the globe, and the children's interdependence with each. After their visit to the farm the children used photographs they had taken to discuss issues in farming. To help them we asked them to sort their ideas into headings, based on the discussion tool the Development Compass Rose, which were Natural, Economic, Social and Who decides?. From these ideas and photographs the

children produced drawings, up to 3 or 4 per pupil, and the children voted for the images they wanted to go forward to the mural board. A similar process took place using a visit to look at cash crops grown at the Botanical gardens and other teaching resources on tropical farming. Again ideas were discussed and drawings made from them with the most popular going forward to the mural boards. Five mural boards were produced using paint, banana leaves, sticks and photos. The process included sections on how the

children were connected through lifestyle, diet etc to the issues raised by the discussions.

The dome was constructed in the Nature Area, and was completed with willow artist Lee Southall, involving Years 2, 5 and 6!





## World's End Juniors—About Us Hall Decorations

This project was based on ideas from Years 3 & 5, all about what they enjoyed in school. The ideas were turned into 2 fabric banners, 2 huge sculptures made from wiffle and tissue paper, abstract boards 25 inches square and the school emblem made from modroc.



## World's End Infants—Around The World Murals

This mural involved all of the Infant school classes and was 24m long! The images were based on people from around the world, and used tissue paper, relief shapes and sawdust and PVA to create texture.



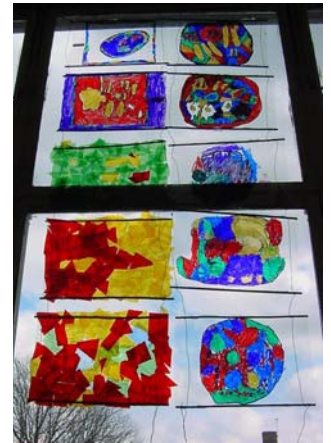
*“The children gained skills and worked with, and had access to, materials that they may not have come across before.”*





## Four Dwellings Infants—'Stained Glass' Hangings

Children in the Infant School made hangings based on drawings showing what they like to do out of school. The hangings were made from cellophane collage, glass painted acetate and tissue paper. They were made to let the light shine through them.



## Baskerville School—Sensory Slabs

*“The children were extremely quiet and calm and thinking carefully about their designs.”*

To fit in with plans to re-develop the quad area of the building we created concrete slabs which had different colours and textures. Materials such as glitter, gem stones, pegs, and pebbles were sunk into yellow and red concrete.





## Welsh House Farm—Our Community

Every child in the school produced pieces in fabric, clay and wood based on their local community. In all, around 600 pieces of work were produced and displayed both inside and

outside of the school buildings.



## Four Dwellings Juniors—Tiles Project

As an alternative to an interior mural we developed a project to create tiles that were hung in vertical drops a few inches from the wall. Classes in Years 3-6, where each pupil produced 3 drawings based upon the theme of the home or school environment. Each pupil chose one drawing and took it through three activities- clay, abstract relief and fabric collage- to see how each medium would alter the image. Both the clay tile and the abstract relief tile were painted, but only with a limited palette based on one colour, with each year group having its own colour.



*“[The children] gained motivation from seeing their work valued.”*



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## Quinzone

**Quinzone is the Excellence in Cities Education Action Zone in Quinton. It was established in 2001 and aims to improve teaching and learning in schools and community access to learning.**

**The Quinzone Centre comprises of;**

- **Base for Zone work on targeted intervention in 6 Quinton Primary Schools.**
- **A children's Art Gallery opened by Jonathan Watkin, Curator of the Ikon Gallery, in March 2002.**
- **2 major Police/Youth Work initiatives, Safe Haven and Youth Inclusion Support Panel.**
- **ICT Training Centre, funded by NOF, for adults.**
- **Quinzone/Lovell Construction Training Academy**
- **Quinzone Hair & Beauty Training Academy**
- **Horticulture Training.**

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