

UCL East Museums and Schools
Programme Report 2021-2022

At the end of
the fifth year
of this
programme,
UCL
academics,
students and
UCL Museums
collaborated
with Widening
Participation
to create
popular
engagements
with schools in
east London.

Emma
Bryant

Introduction

are delivered with lots of energy and ideas both technical and theoretical. Teachers provide feedback on the project.

This report covers the fifth year of the programme and synthesises outputs from activities with schools, both virtually and in schools, along with digital projects and online resources that were developed because of the Covid pandemic.

Schools visited campus and UCL museums in a cautious return to normality during this academic year.

Programme aims

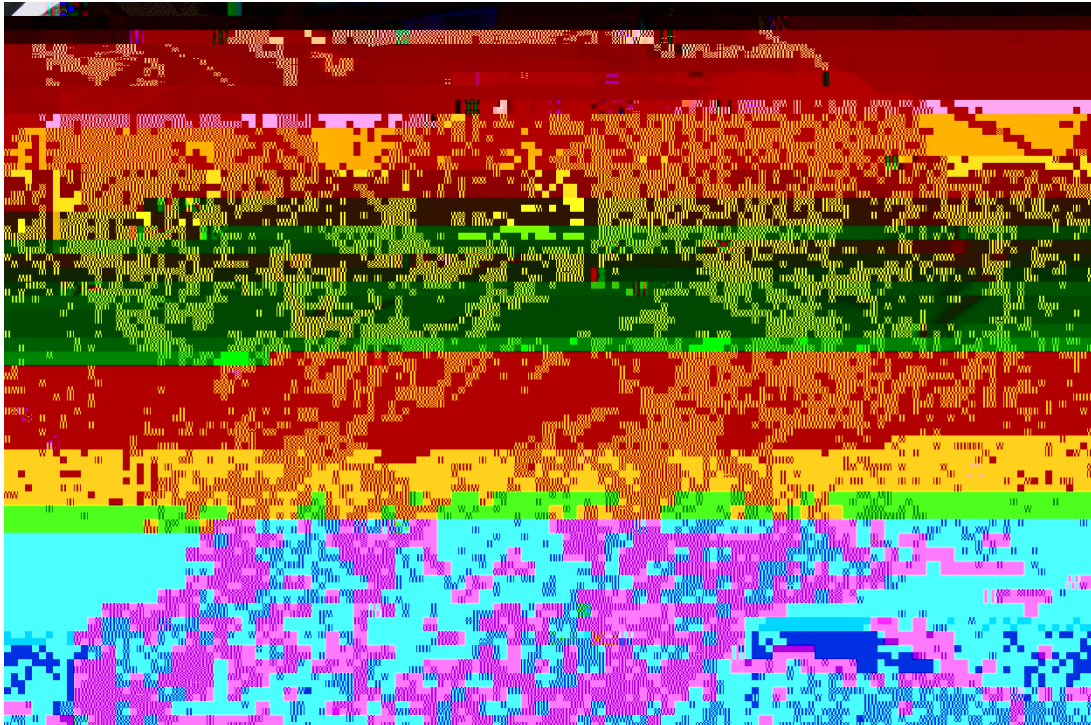
Raise awareness of UCL in East London

Provide knowledge, and understanding, of the opportunities available to young people

Context

The programme uses the East Education Framework: [Experiments, Arts, Society & Technology](#)¹. The projects predominately link to the academic departments that will be in UCL East from 2022.

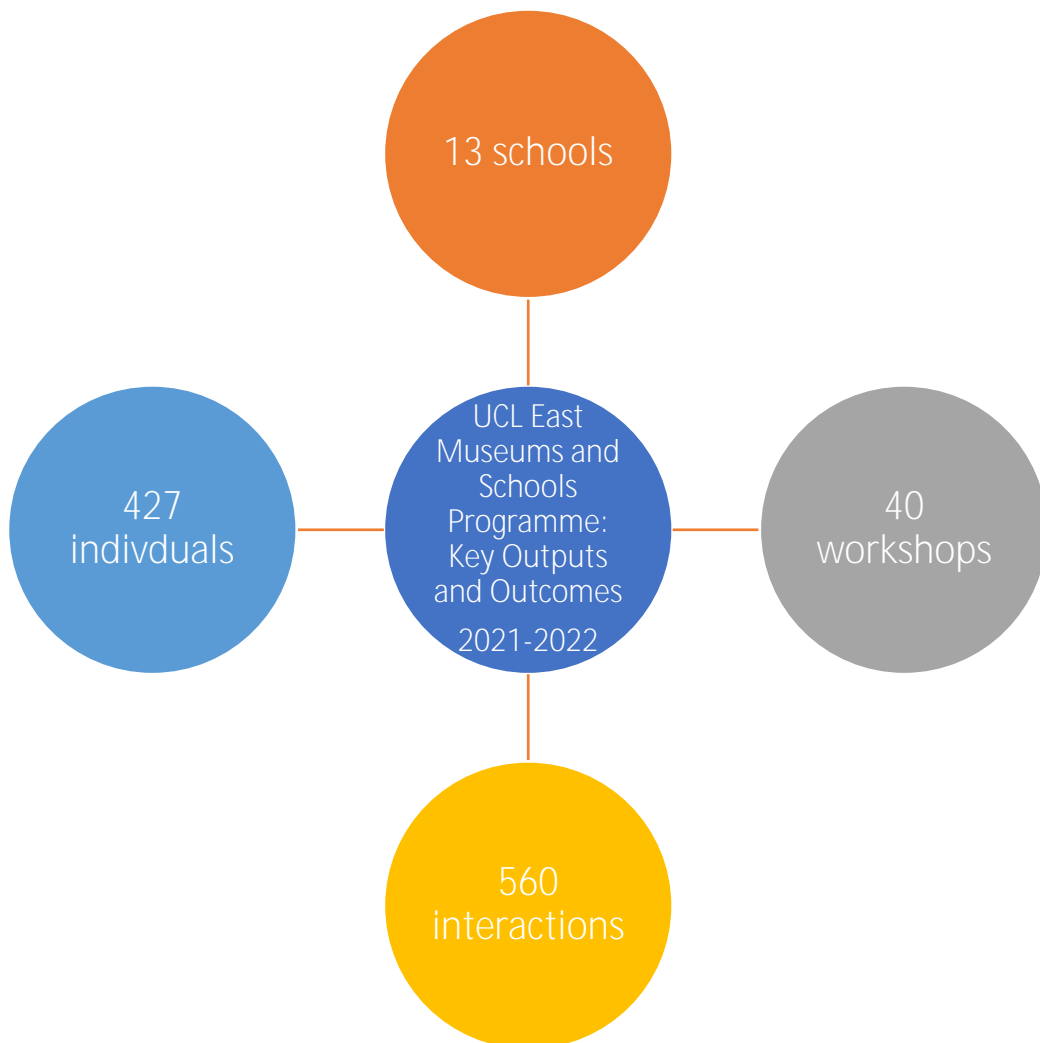
Part of the programme is delivered in schools and colleges with a very high/high proportion of widening participation students², from the boroughs surrounding UCL East: Hackney, Tower Hamlets, Newham and Waltham Forest.



¹ As described in the UCL East academic vision <https://www.ucl.ac.uk/ucl-east/academic-vision>

² The programme is delivered in schools and colleges with a very high/high proportion of widening participation students, from the boroughs surrounding UCL East: Hackney, Tower Hamlets, Newham and Waltham Forest.

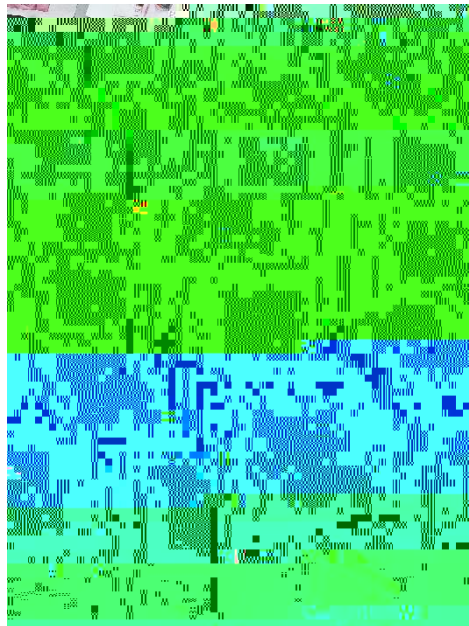
Key Outputs



- x 40 workshops: Museums 10, Outreach 28, Virtual 2
- x The three long-term partnerships, started in 2019-20, were maintained
- x 100% of schools and colleges returned to take part in the programme, four of whom have returned for the fifth year.
- x 13 schools took part, one new to the programme.
- x Resources created:
 - o 5 films
 - o 3D-printed materials including magnetised half size gorilla skeletons
 - o }Á v o} o |%œ] v š œ •}µ œ • •µ Z • }}|o š•U <µ]ìì • v š
- x Online/ digital engagement
 - o [Web pages](#) to support learning
 - o [Ask the Expert](#) with 60,641 views
- x 22 UCL students and 6 UCL alumni worked on the programme, 17 of whom are from a minority ethnic background.
- x 14 academics from 5 departments supported and/or delivered programming

students explained that it was their first-time printmaking and that the workshop had inspired them to explore the artistic process of printmaking and use it in their art portfolios.

After being given a tutorial, the students were keen to create their own prints. Each student created prints that showcased their talent and originality. The students are invaluable experiences for their students. The printmaking workshop gave their students an opportunity to work with new materials and experiment with new techniques. All in all, my first time attending a workshop was a success and it was an amazing opportunity to witness students learn new artistic techniques that they will hopefully use in future works.



The amazing prints produced by students

Zaylor and Isobel were well-organised, clear with communication and very professional. The students appreciated their calm manner and enthusiasm for their outcomes. The workshop went very smoothly, and the students loved the experience. The prints will go towards their GCSE coursework, and it has given their portfolio an inspiring element. The year 9 students involved were asking if they could change their GCSE options to art, so it really motivated them creatively! [Teacher



The various ways the students described the work

Two Celebratory Projects

Slade 150 Printing the Future, December 2021

In response to the **150th** anniversary celebrations, artists and recent Slade alumni Nia Fekri and Mataio Austin Dean worked with BSix Sixth Form College, NewVIc Sixth Form College and Stoke Newington School, all from east London, to create a banner which placed the students and their ideas of **Z Z } unt**o the very foundations of the institution by engaging with **h > [**architectural, historical, intellectual, and academic footprint.

During 3 days of workshops, held in the Cloisters, students made mono prints which represented themselves, their families and communities. As the workshops progressed, the prints were sewn onto the banner into the many often seemingly abstract spaces and gaps in William **t] o l] v • [** architectural plans

Tutankhamun the Boy: Growing up in Ancient Egypt, June 2022 - December 2023

[Tutankhamun the Boy: Growing Up in Ancient Egypt](#) provides a unique insight into the lives of children in ancient and early modern Egypt, explored through the experiences and views of children in Egypt and east London today. The project introduces year 5 children from George Mitchell Primary School, Waltham Forest to Egypt by comparing past and present lives, in a celebration of both difference and shared humanity across miles and millennia. The project is generously funded by the Museums Association, the Fairbairn Collections Fund and the Friends of the Petrie Museum. It marks the centenary (November 2022) of the discovery of the Boy's Burial Chamber, which made him one of the most famous ancient Egyptians ever known. The project is working in collaboration with the University of Cambridge's Amarna Project, whose excavations recently found that a workforce of children and teenagers provided much of the labour

Reflection

The UCL East Museums and Schools programme continues to meet its aims of raising awareness of UCL in east London and providing knowledge and understanding of the opportunities available to young people.

Strong relationships with several schools are continuing, allowing further enrichment activities to

š | %o]v šZ v Æš u] Ç ŒU šZµ• u vš]vP šZ • Z}}o •šµ
understanding of what UCL can offer.

The year was marked by a gradual rise in confidence post-pandemic, with everyone gaining the confidence to meet face to face for schools to come out on trips. The online resources created and the 3D-printed objects provided during the pandemic continue to be used by teachers providing a valuable link to the museums and object-based learning. Combined with visits to the museums and campus these resources give a richer offer to schools.

The web pages and blogs, Ask the Expert in particular, have reached a broader audience. Although this is not within the remit of this programme, it is gratifying to have questions from young people in India, USA and Indonesia, as well as east London school students; giving these students the chance to engage with UCL certainly raises their awareness of the university and broadens the reach of the UCL East Museums and Schools programme.

Emma Bryant

UCL East Senior Schools Engagement officer: Museums