

# SOURCE

A project for GCSE, BTEC and A' Level Art Students

Evaluation 2019



"Great help! You must go to Source if you do A' Level art!"

"Really good to try new techniques and materials and also have a chance to look at the museum's art."

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## 2019 Evaluation

Report written by Sarah Blake, Education Officer Fitzwilliam Museum, University of Cambridge.

### Data Summary

- 111 students attended studio workshops and gallery research
- 482 Attending as part of a school visit
- **593 students** were reached in **total**
- 49 schools reached during Source programme
- **7 New Schools**

**Dates for Source:** Saturday 16 and 23, Tuesday 19 – Friday 22 February.

**Visiting Artists:** Ollie St Clare Terry, Jason Ions, Susie Olczak, Caroline Wendling and Iona McCuaig.

**Education Staff at the Fitzwilliam Museum :** Miranda Stearn, Kate Noble, Sarah Blake, Holly Morrison, Sarah Villis, Emma Torrens, Alison Ayres, Nathan Huxtable, Ellie Sparrow and Tim Drummond.

**Education Staff at Other University Of Cambridge Museums:** Nicola Skipper, Sedgwick Museum; Naomi Chapman, Polar Museum; Sarah-Jane Harknett, Museum of Archaeology and Anthropology; Jennie Thornber, Museum of Classical Archaeology. Bronwen Richards, Botanic Garden and Sara Steele Museum of Zoology.

**Art forms** practised in the studio included: printing; drawing in graphite, pastel, coloured pencils, charcoal; painting in watercolour, gouache and acrylic.

### Background to Source:

Source was started in 2007 in response to the growing need for GCSE and A' Level art students to research from primary art and artefact collections. Source offers students the time to research original objects, and enables them to draw and write in their sketchbooks in the galleries. Students are encouraged to discuss their ideas with their peers and museum education staff while freelance artists in the museum's education studio space support students' technical and conceptual art practice.

Source encourages young people to become independent learners outside the classroom as it takes place during school half-term and on Saturdays. Parents play a crucial part in the project by enabling students to get to the museum, and for shy students feeling outside their comfort zone parents give that all important initial confidence boost. Students work as independent learners within their peer group, with the support of education staff as facilitators.

### Learning Objectives, Source aims to provide:

- Art History: informal discussion tours of the Museum collection.
- Informal discussion with specialist Museum Educators on specific artefacts / specimens relating to art exam themes.
- Exam theme help and one to one advice.
- A team of professional artists to assist with arts techniques and ideas.
- Supported peer group learning.
- A professionally facilitated art studio with a high standard of materials and equipment.

- Access to the large and diverse University of Cambridge Museum (UCM) collections.
- A programme that is accessible to, and supportive of, students with **SEN**. Teachers and/or parents plan these visits with the museum education department in advance.

Students are offered a drop-in environment where they are provided with support as and when needed throughout their visit. Many students visit over several days to extend their work and find that they achieve a great deal. Sketching in the galleries leads to experiments and finished work in the studio.



*Student researching adornment and portraits.*

## **Arts Council England Targets**

<http://www.artscouncil.org.uk/goal/5>

### **What will success look like?**

- more children and young people have the opportunity to experience the richness of the arts, museums and libraries
- more children and young people receive a high-quality cultural education in and out of school
- arts organisations, museums and libraries are delivering high-quality arts and cultural experiences for children and young people

Visual arts will contribute to our **Great art and culture for everyone** goals and priorities by:

- **Nurturing artistic excellence** by investing in organisations that incubate, develop and showcase talent within the visual arts.

We offer young people at Source the opportunity to work alongside regional artists offering a range of creative voices. It is stimulating for young people to engage and discuss their *own* art practice with established professional artists. For example, among this year's artists we welcomed Iona McCuaig, who is a recent MA graduate from The Royal College of Art

and Ollie ST Clare Terry a Post Graduate from Cambridge School of Art at Anglia Ruskin, Caroline Wendling returned to Source from Wysing Arts Centre and works on arts interpretation and interventions, sculptor Susie Olczak. Some of these art forms and their accompanying thought processes that may be new to the young art students. We also have Secondary education specialists; Jason Ions from Saffron Walden High. The opportunity to ask questions about art and artefacts in the museum and to discuss how to incorporate this in their own developing artwork is a key success of Source. Giving their own voice to the museum collection is exciting for our young student visitors.

**Addressing inconsistent provision of opportunities for children and young people** so that all can benefit from the excellent practice that currently exists in the visual arts.

The Fitzwilliam Education Department offers **all schools** creative and cultural enrichment, Source also works closely with schools in the target areas of Cambridge County and City to support their students participation. See appendix Table 2 for schools list.

### **University of Cambridge Museums Targets Source & Resource 2015-19**

#### **Outcomes**

- Young people engage with both UCM collections and special exhibitions
- Young people benefit from greater opportunities as independent young artists, including professional standard studio facilities and carefully selected guest professional artists. Their understanding of the creative processes are deepened and their learning aspirations are raised.
- The UCM engages in dialogue with young people about their collections so they continue to develop their own creative understanding and responses into adulthood.
- Young people benefit from relaxed and enjoyable activities that celebrate young artists

#### **SMART Objectives**

- **Source:** 111 young people aged 15- 19 plus 482 whole class visits.
- **ReSource:** young people aged 13- 17 (over 10 sessions Jan '18- Jan '19)
- **MAKE!:** young people aged 11-13 (over 10 session Jan '18- Jan '19)
- Targeted, responsive programming based on in depth individual questionnaires and interviews with young people
- Personal progression (QP6)
- Enjoyment and engagement with the collections (QP3)



### **Evidencing Source objectives through students' feedback:**

- **Meeting students need to research their exam themes in the galleries from primary sources.**

"Different source materials, paintings not photos, encouraged me to visit more often".

"Beautiful paintings that are useful for my own project".

"Good collection of preliminary drawings, I hadn't been to the olden part of the museum and I really enjoyed the whole experience".

"Found out a lot, new artists and styles, even old art has an application in modern art".

"I enjoyed looking at painting and making connections, extending my ideas and telling me about other artists".

- **Conversation and discussion**

"Of course it helps a lot having conversations with each other and know where to improve, I should do more research on relevant artists and find inspiration".

"Great conversations about inspiration for artists and different areas of design".

"Really enjoyed it especially talking to the artist and having the time and space to focus on art".

"Relaxing conversation and beautiful arts collections".

"Talking to new people and guest artists with different art mediums".

"Talking with each other".

"The Museum is really helpful and attractive, I enjoy the atmosphere and enjoy the conversations".

- **Extending exam theme research ideas**

"Sharing different ideas are quite useful".

"Doing research, it is the most important thing".

"Directions in where to go next in art".

"Diversity and synergy is the key".

- **Confidence in art techniques and learning new art skills**

"I was able to try out new techniques and gain further inspiration. I learnt etching and how to use water calligraphy brushes".

"It gave me different ways to look for my exam theme of Reflections and taught me new skills like how to successfully carve and print lino".

"Lots of artists to research and ideas to try out like using acetate and watercolour and inks".

"Great range of materials and lots of advice available".

"Thank you, good advice and lots of resources".

"It was very useful and I was able to try out new art skills and techniques I wouldn't have been able to do otherwise".

- **Exam success**

"Really enjoyed it especially talking to the artist and having the time and space to focus on art".

"Made me think about what media to use and to focus on, I learnt how to etch print".

"Inspiring new ideas and artists to feed into my work. In the past I learnt embroidery and clay at Source".

"Taught about new aspects, new ideas, buildings, new galleries to visit and new artists".

"Allowed me to create more material for my exam folder".

"Found artists and showed me many new techniques, how to etch".

"Encouraging individual interests provides resources and skills".

"I got a fresh perspective on the exam topic, yes it made me grateful to have such a great place to come for help and inspiration".

"Add some elements of craft into my portfolio".

- **Encourage students to feel engaged with the museum**

"I didn't know you ran sessions for students".

"I know about what I want to develop further and am interested in looking at more workshops here".

"Inclusive for all age groups".

"Helped me greatly, very informative".

"I feel relaxed and inspired, I hadn't heard of it before and I want to come back".

"It was a really helpful and useful experience and I really liked the way it was structured".

"It's been really fun and helpful".

"I love spending the day here".

"Very useful and I would like to do it more often".

"It gave me the resources which I don't have at home to improve my artwork, etching and ink techniques".

"Working with artists and people at the museum who know what they are doing".

"Relaxed, fun environment and a way to get help over the break".

"I like the museum, it helped me look at examples of other work that could influence my own".

- **Widening participation.**

"The portfolio review has inspired me to do more independent studies and to continue doing what I enjoy".

"Foundation course, general open days at University".

"Different styles of art to pursue".

"How to continue with my project focusing more on architectural aspects".

"I'm not sure".

"I thought of trying doing art course in college as I had a grade D from GCSE".

"Looking at A' Level now".

"It made me more excited about wanting to pursue art in the future".

"Considering art in general I feel more cultured and understand it more so I'm more likely to pursue".

"Made it clearer about my future in further education".

"Great conversations about inspiration for artists and different areas of design".

"Meeting Hannah (Kershaw) was inspirational". (Ask the Artist Event)

"I am going to start MA in product design".

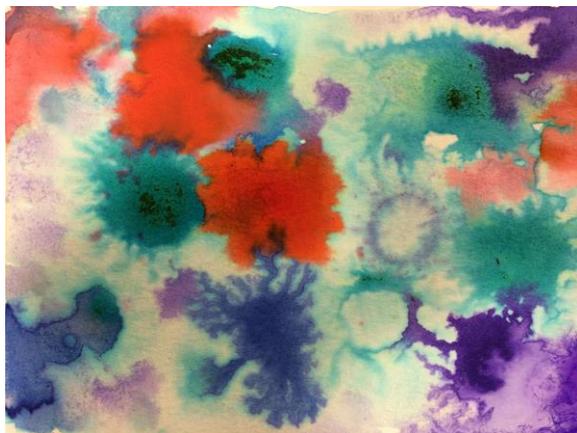
- **Positive attitudes and aspiration raising**

"Try to find another way of researching, art should have a variety of expression".

"I really enjoyed the mindfulness in art, which was very helpful, it relaxed and inspired me".

"It was really helpful, I found lots of inspiration".

"Very helpful with where to go next".



Students play and experiment with new materials, somerset paper, watercolour paper and drawing inks, experiential learning and peer group critical thinking and evaluation are key to Source

**The artists are there alongside the students experimenting with ideas and art materials  
Creative energy, enriched ideas.**



### **Establishing Connections with H.E. at Source 2018**

**Student Portfolio review day** with guest lecturers from Cambridge School of Art Anglia Ruskin University. With thanks to Will Hill, Deputy Head of School, and John Clarke Senior Lecturer, who gave valuable advice to our visitors at Source. With bookable slots of up to 20 minutes per art student (and parent) this proved really useful for students to find their strengths and weaknesses with gentle guidance and encouragement from Will Hill.

*Ollie St Clare Terry, Designer and MA Graduate Cambridge School of Art put up a display of his work including the latest Valentino Fashion range and ran a student lino printing day, Saturday 16 February.*

Will and John offered insights into degree courses and potential career paths in the arts. 9 students took up these 20-30 minute portfolio review slots, these proved a valuable addition to the programme with a real interest shown in arts courses particularly Game Design.

**Ask the Artist**, an addition to the programme this year with artist Iona McCuaig and Exhibition Designer Hannah Kershaw offering an hour question and answer session with the young people and gave advise on subjects such as applying to art college, sustaining a career in the arts, how to establish yourself as an artist and what it is like to be part of a studio group of artists. 10 pre masters students joined 6 secondary students for this session.

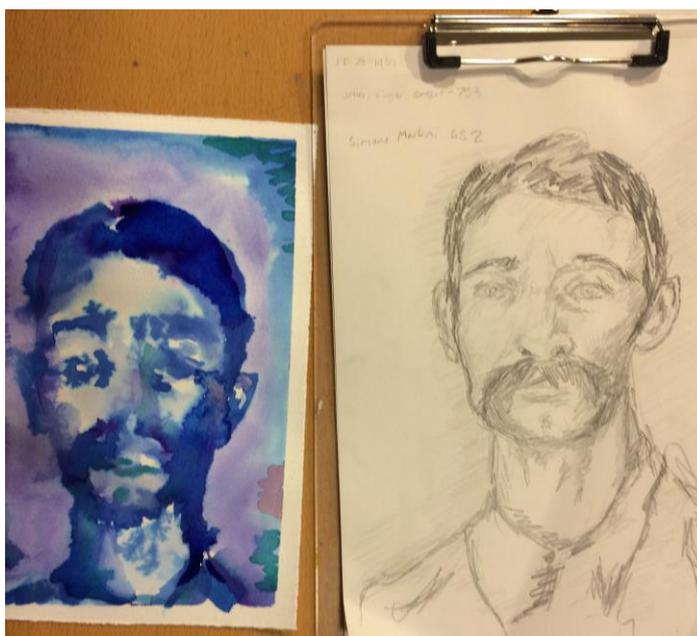
*Students reduction cut lino prints made as part of the print workshop with Ollie St Clare Terry.*



## **Extending Research University of Cambridge Museums (UCM)**

Source 2019 developed the UCM link by offering a range of exam theme related key objects from each collection at:

- The Cambridge University Botanic Garden
- The Museum of Archaeology and Anthropology
- The Polar Museum
- The Museum of Classical Archaeology
- The Sedgwick Museum of Earth Sciences.
- The Museum of Zoology.



*Students drawn research on the gallery of artist Singer Sargent, worked up in drawing inks back in the studio with advice from artist Caroline Wendling*

To prepare ahead UCM Education staff worked together in January 2019 with the newly released art exam papers and matched exam themes to their specific museum collections. It was decided that art students would be encouraged to expand their primary research by making their own self-led visits at which museum staff could offer advice and guidance as needed. Students that decided to extend their research from their work at the Fitzwilliam were given UCM brochures and maps, and gave us details of intended external museum visits. These specific participating UCM Source days were promoted by Fitzwilliam Education Staff as part of the programme and on promotional materials.

### **Connecting Collections**

#### **GCSE and A' Level Art Exam Theme Research**

*One of the most downloaded online resources from the Fitzwilliam Museum Website*

<https://www.fitzmuseum.cam.ac.uk/learning/youngpeople>

The thorough research that the Education Officers have undertaken to match collections to the Art GCSE, BTEC and A' Level Exam themes is one of the strengths of Source and is at the core of their teaching and learning strategies. This exam focus is of huge benefit to students who often feel a lack of direction or that they have too many ideas, and need to firm up their thinking before taking their ideas forward in their art practice.

The Fitzwilliam Museum offers a document on line to suggest collection artefacts and art as starting points. This document could either be downloaded or used by self-led teacher sessions or by students. The artefacts and art selected were hyper-linked to the museums online collection browser offering more detailed notes on individual pieces.

The process of researching exam themes was co-ordinated by Sarah Blake from the Fitzwilliam Museum. Sarah worked alongside other UCM Education Officers to look collaboratively at their collections, share ideas, develop concepts and then linked these to form a consolidated Exam theme report shared across the museums, which offered divergent thinking around key artefacts and specimens.

The student take up was fairly limited, however, students who did visit other University Museums enjoyed the collections and found the Museum staff were extremely helpful and enriched their experience.

***Input from guest artists is a valued core element of Source, students value talking to them about their art exam their ideas.***

***We encourage artists to work in the galleries with students when it was needed***



### **Students' relationship to Source and the UCM**

Students responded in several ways to the offer of researching their art themes in more science focused museums in the UCM group. Some commented that they would not have previously thought of coming to a 'non art' museum to research their exam themes, and were very impressed by the richness of the collection and the relevance to their exam themes. They enjoyed drawing and carrying out research. Many said that they might have completely missed the opportunity to develop their ideas in this way. They were amazed at the range of specialist knowledge of the Museum staff they met:

*Student drawing research from Alfred Elmore painting 'On The Brink' in Gallery 4*

***Many said they were inspired by the art at the Fitzwilliam museum and were made to feel very welcome.***

***Others commented that they had the space time and materials to experiment in the studio with the artists inspiring their ideas and techniques.***

### **Teachers' comments**

"Many thanks for putting on the Source event - each year we set it as a half term homework for Comberton Yr 11s to attend and get something out of the offer. We had quite a few students making use of this and it really helps their exam project at the perfect time! Personally I think the graphics on the publicity are really good too because they use the visual language of the students' culture, mixed in with that of the artists and it works very well."

*Greg Dean, Head of Art Comberton Village College*

"The Source events at the Fitzwilliam are a great annual opportunity for art students to enrich their projects through engaging with this world class collection in a focussed way. There can be no better way to connect with art and design than through young people seeking ideas and inspiration from the wealth of treasures at the Fitz. These creative and imaginative opportunities also have great potential to stay with students well into the future!"

*Jonathan Samsom, Head of Art and Design, Hills Road VI College, Cambridge*

"The Fitzwilliam Museum offers a varied and stimulating programme of workshops which are exciting and free to art students. This enables students to gain inspiration not only from the museum's collection, but also receive external advice and support in the development of their art skills through workshops, such as the design and drawing session. The museum also offers students the chance to gain a portfolio critique from a professional, who is unconnected with their work. This is excellent practice in preparation for their progression, either to further education or into industry. We are extremely lucky to have this fantastic facility on our doorstep!"

*Karen Little, BTEC Art and Design Tutor, Long Road Sixth Form College, Cambridge*

"Our students found the resource extremely valuable and were pleased to be offered such a wonderful opportunity to engage with artifacts first hand, and also use the excellent resources available in the schools room. We now set this as extension work for those students who need the extra push, and it has become a firm fixture in our exam planning each year. We are really pleased to make the connections with this world class resource!"

*Ben Keeble, Head of Art and Design, The Stephen Perse Foundation*

"Sawtry students have once again enjoyed a fantastic printmaking workshop at the Fitzwilliam museum as part of the museum's Source programme which aimed to help secondary school art students prepare for their art exams. The students benefited from the expertise of the museum education staff who were able to discuss with them their ideas for their forthcoming exam. The staff were very knowledgeable of the museum's collection and how it can inspire the students with their individual starting ideas. The printmaking workshop offered them the opportunity to create some immediate artwork to support their ideas. A very worthwhile day that all the students involved really enjoyed."

*Kevin Terry, Art Teacher, Sawtry Community College*

## Student participant data

Day/event	Boy	Girl	14 yrs	15 yrs	16 yrs	17 yrs	18 yrs	19 yrs	20 yrs	total
<b>Sat 16</b>	5	18	2	14	6	1				23
<b>mindfulness</b>										
11.00		2			2					2
12.00	3	5	3	1	2	2				8
13.00	3	7		3	3	2	2			10
Day total										<b>43</b>
<b>Tues 19</b>	2	9	1	3	5		1		1	<b>11</b>
<b>Wed 20</b>	1	4		1	3	1				<b>5</b>
<b>Thurs 21</b>	1	7		5	1	1			1	<b>8</b>
<b>Fri 22</b>	3	12		4	9		1		1	<b>15</b>
Portfolio review	1	8	1	1	4	2	1			<b>9</b>
Ask the Artist	4	12		2	4			10		<b>16</b>
Day total										
<b>Sat 23</b>	1	3		3	1					<b>4</b>
<b>TOTALS</b>	<b>24</b> 21.62%	<b>88</b> 79.27%	<b>7</b> 6.30%	<b>37</b> 33.33%	<b>40</b> 36.03%	<b>9</b> 8.10%	<b>5</b> 4.50%	<b>10</b> 9%	<b>3</b> 7.30%	<b>111</b>

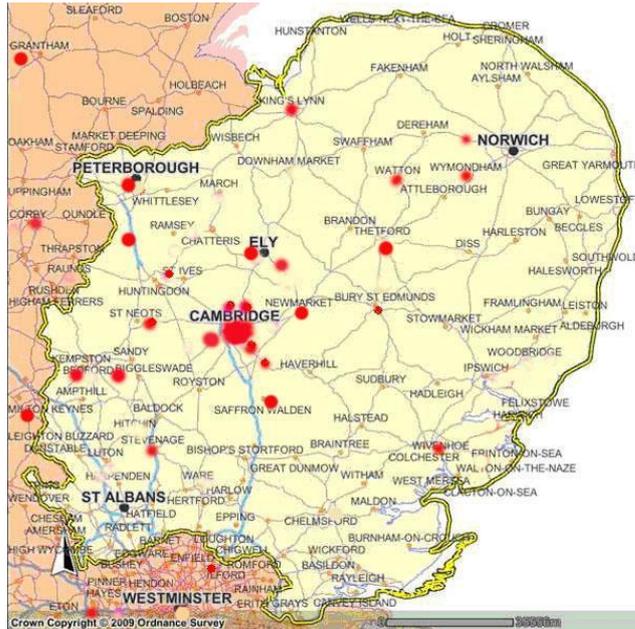
(Table 1) student visits

### Whole school visits to The Fitzwilliam Museum

On the strength of the work that has been developed by the Education Department with GCSE, A' Level and BTEC we have many whole year group visits by art departments with the specific aim of exam research in the museum collection leading to inspiration for art work. These visits usually include a Museum Educator session in the galleries and frequently a follow-on studio workshop extending these ideas into art practice. The school and college exam research visits take place between February and May. They include schools from across the Eastern Region. The Fitzwilliam Museum Education staff work closely with their colleagues at these schools and colleges to design learning outcomes that best meet these students' needs. There is also a series of visits made by SEN schools.

School class visits take up is very good and this year includes: Cambridgeshire, Norfolk, Hertfordshire, London, Essex, Suffolk, Lincolnshire.

These art exam whole class visits tie-in with our extended A' Level provision and the Widening Participation Work with the University of Cambridge Admissions Office.



(Map 1) Eastern Region of UK, Red dots indicates location of schools students visiting Source currently attend.

### Data Summary

- **111** students attended studio workshops and gallery research
- **482** Attending as part of a school visit
- **593** students were reached in total

## What's new to Source 2019

### Promotional tote

We invited one of our guest artists, Ollie St Clare Terry to design the Source poster, this lino cut proved popular and we were given Ollie's permission to produce a limited edition of 250 tote bags as a free give-away to Source visitors. The poster for 2018 proved popular and worked well.

### Ask the Artist

An hour of informal conversation and Q&A with younger arts graduates Iona McCuaig and Hannah Kershaw discussing the range of arts courses and arts career paths from freelance design to museum exhibition technician. The students were very interested in the range of creative jobs and how to get the relevant qualifications and experience.

### Mindfulness and art

With growing awareness of student wellbeing, schools and colleges are imbedding student support as part of the forward facing offer for all. This session of Mindfulness and Art was design for students in years 10-13. Facilitated by therapist Samina Khan and Yoga teacher Daniella McDermott these 2 one hour sessions took place in the Chinese gallery. Mindfulness walking meditation over 30 minutes took place in gallery 11. A focus on breathing through stress and anxiety, self-compassion and body tension release. **To be repeated on Saturday 15 June 2019**

### Art Teacher's inset events

**Mindfulness and Art**, as part of Creativity and wellbeing Week  
A session for Art Educators to refresh, restore and rebalance using mindfulness, self-compassion and body balance. Saturday 15 June 2019

The first of these secondary art teacher In Set days was held in October 2013 and proved very popular with 23 art teachers attending, since then The Fitzwilliam Museum has facilitated further art teacher In Set events in the Spring and

Autumn terms. Teachers representing 5 Eastern Counties attended. These events included artist educators Lucy Mazur who ran a printing taster session and Jason Ions, who led a discussion on contemporary art in schools. Artist Susie Olczak worked with connecting the collection to 3D art and Ben Keeble, Head of Art at the Stephen Perse Foundation, gave a presentation on experiences of the 'Colour and Culture' Fitzwilliam Museum gallery session and piloted the use of ipads in the galleries with a whole year 8 visit. Will Hill, Deputy Head of Cambridge Art School at Anglia Ruskin University, gave a talk and led a discussion on Art at Higher Education and career paths in the arts. The In Set event in July 2015 linked English and Art departments for cross curricular projects. The University of Cambridge English Department were involved and lecturer Dr Ross Wilson gave an insightful gallery talk. Artist Caroline Wendling extended teachers' drawings through facilitating a dry-point printing session. Resources produced at the Art teachers In Set events and available for each attendee are to date: A poster, an A3 portfolio of figure drawings, a limited edition box of illustrated poetry, all created by the teachers.

In September 2016 the Long Road Sixth Form College Art department which offers BTEC, A' Level and Foundation had a mornings In Set with Education Officer Sarah Blake looking at their course topics and the Fitzwilliam Collection. This sits alongside ongoing strategic relationships with partner school and with EPQ online resources.

### **'ReSource', a follow on project from Source.**

ReSource aims are:

- *To provide an informal creative space for young people studying art and design.*
- *Extend their studio practice.*
- *To work alongside artist mentors.*
- *To discuss art and artists in a gallery setting with peers and artist mentors.*
- *To visit and reflect on contemporarily curated exhibitions at the Fitzwilliam Museum.*

This monthly series of bespoke artist-led workshops was initiated in April 2013 and has proved popular with young people, with some young people returning each month, particularly year 9 and 10 students and home educated young people. ReSource is aimed at 13 – 18 year olds.

ReSource is a ticketed session with 15 spaces available for each time the cost is £5 for 2 hours, 11am-1pm.

Artists working on ReSource are Lucy Mazur, Susie Olczak, Caroline Wendling, Jason Ions, Iona McCuaig, Ollie St Clare Terry and Hideki Arichi.

### **MAKE!**

Art session for younger teens aged 11-13 years. This launched in January 2017 and runs in the afternoon as a continuation of the ReSource sessions. There is a focus on developing skills, connecting with collection, working with guest artists to explore new artistic ideas and thinking processes.

**MAKE!** is a ticketed session with 15 spaces available for each time the cost is £5 for 2 hours, 2pm-4pm.

### **Development plans for Source 2020**

- A return of the **portfolio review** session with additional careers advice and courses.
- Focus art technique **Saturdays**
- **Master classes** each day of Source from figure drawing to arts techniques
- Additional **visiting handling collections** are welcome as are continued links with the UCM
- **Pop up promotion** for Schools and colleges in the lead up to SOURCE, build in schools visits.

### **Publicity and Marketing**

The Source poster image was created by artist Ollie St Clare Terry, who has recently had his lino cut designs taken on as a commission for The Valentio Fashion House and rock band Biffy Clyro. The overall publicity poster was designed by Ayshea Carter, Designer at the Fitzwilliam Museum. Sarah Blake visited several regional schools and colleges and the art teachers had created displays using this poster to encourage their students to attend. The idea of a **pop-up banner** has been suggested along with the display of **the poster at A1 on the Fitzwilliam Museum front display boards**. Social media, Instagram, Facebook and Twitter, were used in the lead-up to Source with a programme of 'updates' carefully planned and actioned by Fitzwilliam Museum Education Department.

Whilst parents, teachers and other arts and cultural organisations respond to Twitter and Facebook the young people do not. In response to students feedback this year **Instagram** was used to show photo updates of studio work by students. Through the young people's own Instagram feed with #Source or @Fitzmuseum\_uk

Numbers have increased this year particularly from Cambridge and Cambridgeshire schools. We have been delighted by the support of our Art Teaching colleagues in the regions schools in particular; Sawtry for bringing a mini bus of GCSE students to the first Saturday printing workshop. We also supported several parents with their young people offering them advice on how to help with art practical work at home and extended research as family visits to museums and galleries.

#### **Young people sourced information from:**

The Fitzwilliam Museum website – greatly helped having a direct link from the Fitzwilliam homepage to Source and using the term teenagers to attract parents of this age range looking for half term activities in the Museum.

- The Source poster was improved after suggested it should have less text and be one-sided allowing teachers to stick it into students sketchbooks.
- School art department displaying posters
- School teachers informing and encouraging students

- Parents/family
- The Fitzwilliam Museum 'What's On' booklet, January-April edition.
- School/College visits to The Fitzwilliam Museum prior to Source.

'MY Cambridge' research on how to best reach young people has been useful.

With thanks to colleagues in Press and Marketing Department for their on-going support of Source.

**With thanks to:**

**Funders: Arts Council England, University of Cambridge Museums for their ongoing support and to the freelance artists and UCM staff involved with Source.**

For further details or to give your thoughts:

Sarah-Cate Blake, Education Officer Fitzwilliam Museum, University of Cambridge

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For information about Source please see:

[www.fitzmuseum.cam.ac.uk/dept/education/youngadults/source.html](http://www.fitzmuseum.cam.ac.uk/dept/education/youngadults/source.html)

## Appendix

(Table 2 schools attending Source 2012 – 2019)

School	County	New to Source 2017	Total Visits 2012	Total Visits 2013	Total Visits 2014	Total Visits 2015	Total Visits 2016	Total Visits 2017	Total Visits 2018	Total Visits 2019
Anglia Ruskin Uni						1	0	0	0	
Abbey College	Cambs		1	0	0	0	1	0	0	
Bassingbourn V.C	Cambs		7	0	1	0	0	3		
Bedford						1	0	0	0	
Bottisham V.C	Cambs		4	0	3	0	0	0	0	
Buxton Community Sch	Derby	YES								
CAST	Cambs	YES								2
Cam. Centre for VI Studies	Cambs		1	0	0	2	0	0	1	
Cam. International School	Cambs		3	3	7	9	3	0	0	
Cambridge Regional College	Cambs					1	0	0	1	6
CSVPA		YES								10
Cambourne Academy	Cambs						2	0	0	
Castle School	Cambs		5	3	0	0	0	0	0	
Chelmer Valley High	Essex				5	0	7	0	0	
Chesterton Comm.College	Cambs		1	1	1	4	0	1	5 NMT	
Coleridge Comm. College	Cambs		5	12	8	0	1	3	1	

Colchester							1	0	0	
Comberton V.C	Cambs		29	18	6	3	0	14	0	4
Copleston	Suffolk		2	7	1	0	1	0	1	
Corby Academy	Nrhamp							1	0	
Cottenham V.C.	Cambs						1	9	0	
Court Moor					1	0	0	0	0	
Culford	Suffolk		0	1	0	0	0	0	0	
Downham Market	Norfolk				1	0	0	0	0	
East Bergholt High Sch.	Suffolk		0	1	0	0	2	0	0	
Ernolf Academy						1	0	3	0	
Ely Comminty College	Cambs		3	0		2	0	1	0	
Farlingaye High Sch	Suffolk		1	0	0	0	0	0	0	
Freeman	London				1	0	0	0	0	
Hampstead									1	
Harlington									2	
Hellsman High						1	0	0		
Heritage	Cambs					10	3	2	2	
Hills Road VI	Cambs		9	1	5	6	1	3	4	
Hitchen Girls	Herts						3	0	0	
Home Educated	Cambs				2	0	0	0	0	
Hunter House					1	0	0	0	0	
Impington V.C	Cambs		14	5	1	1	4	5	0	3
Kimbolton Sch	Cambs		4	0	3	0	4	1	2	
Kings Sch Peterb						8	0	0	0	1
King Edwards Bury St Ed	Suffolk					5	0	0	0	
King Edward VII	Norfolk							8	0	
King Egberts High									1	
John Henry Newman						4	0	0	0	
Leicester Grammar	E. Mids		1	0	0	0	0	0	0	
Leys Sch	Cambs		1	0	1	0	3	0	0	
LGS	Derby					1	0	0	0	
Linton V.C	Cambs		23	6	1	1	0	0	11	9
Long Road VI	Cambs		0	3	4	9	3	3	0	1
Longsands Academy	Cambs		2	6	2	1	4	0	0	
Manningtree High Sch	Essex		0	1	0	0	0	0	0	
Melbourn V.C		YES								2
Meridian							1	0	1	2
North Cambridge Academy	Cambs		8	4	11	4			1	
Neale Wade Community College	Cambs		1	0	0	0	0	0	0	
Netherhall	Cambs		0	14	9	2	2	11	3	
Newmarket Upper Sch.						5	0	0	0	
Newport									2	
Oundle					2	0	0	0	0	
Parkside Academy	Cambs		14	10	1	4	7	3	3	2
Perse Sch	Cambs		2	1	1	4	3	2	1	4

Perse Girls ( SPF)	Cambs		0	5	8	2	10	3	4	9
Philip Morant		YES								1
Prendergast							1	0	0	
Presdales Sch	Herts		2	0	0	0	0	0	0	
Priory	Cambs		0	4	0	1	0	0	0	1
Purcell	London				2	0	0	0	0	
Red Balloon	Cambs								3	
Redborne Upper	Essex								1	
Regent Sch						1	0	0	0	
Richmond	London						1	0	0	
Roundwood Park	Herts		1	0	0	0	0	0	0	
Rugby High Sch	W.Mids		1	0	0	0	0	0	0	
Saffron Walden County High	Essex		1	0	1	3	1	1	1	
Samuel Ward									1	
Sancton Wood Sch	Cambs		1	0	0	0	0	16	0	
Sawston V.C	Cambs						4	2	1	
Sawtry Community	Cambs		8	9	14	17	3	11	1	7
Smithdon High	Norfolk							1	0	
Sharnbrook Academy									1	2
Simon Balle	Stevenage	YES								1
Soham V.C	Cambs		0	1	6	0	2	0	1	
Springwood	Norfolk							1	0	
St Andrew's	Beds							4	1	
St Bedes	Cambs		0	1	0	4	1	9	1	2
St Benedicts	Suffolk				1	0	1	0	0	
St Christopher's	Herts		3	0	0	0	1	0	1	
St Francis	Stevenage	YES								1
St Joseph's									1	
St Mary's	Cambs		5	7	4	2	1	10	1	
St Ivo	Cambs		4	0	0	0	1	0	0	
St Peter's	Cambs		0	6	7	0		3	5	
Stamford	Peterb.				1	0	1	1	1	
Stratton Upper Sch	Beds		5	0	4	4	3	8	1	1
Taverham High	Norfolk							1	0	
Thetford Grammar	Norfolk		2	3		0	4	1	0	1
Thomas Clarkson					1	0		0	0	
Thomas Mills High Sch	Suffolk		2	0	0	0		0	1	
Tormead Sch	Surrey		1	0	0	0		0	0	
Uppingham					1	0		0	0	X
Walton High	Milton Keynes					2	0	0	0	
Westgate							1	0	0	
Witchford V.C	Cambs		0	1	1	0	0	0	0	
Winchester							1	0	0	
Wolverhampton									1	
Wotton Upper							1	0	0	
<b>Totals</b>			<b>177</b>	<b>135</b>	<b>146</b>	<b>134</b>	<b>120</b>	<b>139</b>	<b>115</b>	<b>72(+39) 111</b>

**Red** indicates the schools visit Source 2018 **Blue** indicates a school New to Source

