

# Interpretation, Arts and Education Proposals

## 1. Interpretation and Arts Introduction

Following from the identification of the target segments in the Marketing Plan and the Assessment of Significance in the Conservation Plan a series of Interpretation and Arts Projects are proposed.

The consultants Imagemakers were appointed to develop the Arts related elements with the following aims and objectives

- To develop a series of interpretive art installations and events that provide opportunity for wide community involvement in practical works and creative expression.
- To create a range of formal and informal learning opportunities relating to the built, cultural and natural heritage of the Droitwich Canals.
- To encourage a sense of community ownership, pride and respect for the canal heritage of Droitwich.
- To ensure that, as far as possible, the outcomes of every project are intellectually and physically accessible to children and adults with learning difficulties, people with visual impairments and people from economically deprived and disadvantaged backgrounds

Five main sites based largely upon the Gateway sites proposed in the Tourism and Visitor Management Plan were selected and themes and topics were developed which related to the Droitwich Canals Interpretation and Education Strategy produced by Past Forward for the Stage one application. Details of the proposals are shown in the Action Plans but in summary they are:

Hanbury	Lock gate sculpture with integral interpretation and orientation panels Reed bed rope walk play
Vines Park	Collage highlighting the restoration and special features of the Droitwich Canals. Wych Barge shaped amenity seating and visitor interpretation area
Netherwich Railway Bridge	Atmospheric lighting of towpath beneath railway bridges with associated sculptural safety railings and wall painted.
Salwarpe Reedbed	Wire-framed, 'reed-thatched' sculptures forming a mini boardwalk sculpture trail. Static and interactive interpretive elements fixed to posts and rails of boardwalk.
Porters Mill	Bronze-effect resin casting of Wych Barge with inset etched

metal interpretation / orientation panel.

**Community Mind Map** The Community Mind Map is a mechanism for involving the whole community in a range of creative, artistic activities. It includes a Community Play, a Community Book and an interactive CD about the restoration project developed by the community.

In addition to these elements a series of other interpretation proposals are suggested they are:

- An Interpretive Map Leaflet
- A Website
- Circular walk and cycle ride leaflets
- A mobile display
- An Events Programme
- A Boaters Guide

Further details of these are included in the Action Plans.

## 2. Education Proposals

### **2. 1. Introduction**

The Droitwich Canals Education Programme has been developed from the Interpretation and Education Strategy undertaken by Past Forward in 2003 and from the initial ideas presented for the HLF Stage 1 application.

The Education Programme has four strands:

- Education resources linked to the National Curriculum which incorporate learning objectives and are based on the WoW (Wild over Waterways) web site
- Annual schools weeks for Key Stage 2 children from primary schools local to the Droitwich canals.
- Activity Packs for schools to borrow and undertake their own educational activities
- Development of canal based community arts projects with professional artists

### **2. 2. WoW Education Resources**

WoW (Wild over Waterways) is a national web based initiative to enthuse, involve and inspire children and young people about Britain's waterways. WOW is a partnership between British Waterways, the Inland Waterways Association and The Waterways Trust. WOW's web site has been approved by the National Grid for Learning (NGFL) which is the government's portal for learning resources on the internet.

WOW's teaching resources for the Droitwich Canals would be multi-purpose. Their primary purpose would be to support the schools' weeks with pre and post visit lessons. They will be developed to meet the needs of local teachers, adding value to teachers involved in the schools' weeks and for those using the Activity Packs ( see section 4.)

The Education Resources will give children the opportunity to learn about the history of the Droitwich Canals, James Brindley, issues surrounding conserving the past and sustainable development through Literacy lessons. The lessons will be developed from the input of local teachers in response to their needs and so the themes of the lessons may change. However the following activities are proposed:-

### **2. 2.1. Activity 1: James Brindley**

In this literacy lesson, children learn about James Brindley, his role in the building of the Droitwich Barge Canal and his role in building canals throughout the country.

National Curriculum references Key Stage 2:

To scan texts to find information (English 2 3a).  
To use and adapt the features of a form of writing, drawing on their reading (English 3 1d).

Outcome: Children would gain knowledge of a significant historical individual.

The James Brindley resource would be similar to the William James teaching resource.

### **2.2.2. Activity 2: Droitwich Canals**

In this literacy lesson the children would learn about the history of the Droitwich Barge Canal and the Droitwich Junction Canal.

National Curriculum references Key Stage 2

To scan texts to find information (English 2 3a).  
To use organisational features and systems to find texts and information (English 2 3e).  
To know how to use and find information (ICT 1a).

Outcome: Children would be able to differentiate between the Droitwich Barge Canal and the Droitwich Junction Canal, know why they had been built and the influence they had on Droitwich's development.

The Droitwich Canals resource would be similar to the Stratford Canal teaching resource.

### **2. 2.3. Activity 3: Conservation or Progress?**

This activity would be undertaken after the schools week visit.

The children would debate the pros and cons of conserving canal structures and environments or changing them. They would then compose a letter to the local British Waterways manager / town council stating their point of view.

National Curriculum references Key Stage 2

Make contributions relevant to the topic and take turns in discussion (En1 3a).  
Qualify or justify what they think after listening to others' questions or accounts (En1 3c).

Take up and sustain different roles, including chair, scribe and spokesperson (En1 3e).

Persuade, focusing on how arguments and evidence are built up and language used to convince the reader (En3 9c).

Use language and style that are appropriate for the reader (En3 1c).

Objective: Children would realise that there are many issues surrounding the conservation of historical structures and environments.

This lesson would be similar in style to the Marina Mayhem resource

### **2.3. Schools' Weeks**

Ten classes of children would visit the canal during the schools week for a morning / afternoon session. The theme of the activities for the schools' week would be restoration and if feasible the children would be able to see and take part in some of the current restoration activities.

The schools week would be part of a particular year group's work. For example, the Year 4 class at x primary would visit every year meaning that 4 different classes of children would get a visit. This would mean that 1200 school children would take part in the schools week during the 4 years of restoration

After the canal is restored it would be hoped that Year 4 continue to use the teaching resources to learn about the canal as it has become part of the history course for the school and that the teachers would take the children to the canals themselves.

Prior to the proposed schools' week, children would complete one activity from WOW's Waterside Safety Resource and either activity 1 or activity 2. After the schools' week the children would complete activity 3.

### **2.4. Activity Packs**

Activity Packs will be developed for schools who do not take part in the schools week but who wish to further develop the canal theme beyond the educational resources. The activity packs will be available through the Project Officer and will include a range of canal related artefacts related to James Brindley, the building of the canals, and the salt trade.

The Activity Packs will be promoted through the website and directly to local schools.

## 2.5. Arts Projects

The Arts Projects which have been developed for the canals include a number of projects which will be developed with local schools working alongside professional artists. They will involve schools in subjects such as English, Design and Technology, History, Art, Drama, Music, Citizenship and IT. Further details of these projects are included in the Action Plans.

## 3. Summary Programme

Projects	year 1	year 2	year 3	year 4
Interpretive Map				*
Events	*	*	*	*
Website	*	*	*	*
Display	*	*	*	*
Boaters' Guide			*	*
Self-guided Trails	*	*	*	*
Signage			*	*
Interpretive Sculptures			*	*
Community Mind Map	*	*	*	*
Education	*	*	*	*

## 4. Summary Costs

Project	On site Interp'n	Market'g /Other Interp	Educat'n Cost	Total Cost
Interpretive Map		£20,000		£20,000
Events		£16,000		£16,000
Website/Photography		£5,000		£5,000
Display		£5,000		£12,000
Boaters' Guide		£12,000		£12,000
Self-guided Trails		£10,000		£10,000
Signage/Information	£30,000			£30,000
Hanbury Gateway interpretation	£28,800			£28,800
Vines Park Gateway Interpretation	£40,000			£40,000
Porters Mill Gateway Interpretation	£8,500			£8,500
Salwarpe Reedbeds Interpretation	£22,500			£22,500
Researching Educational Resources			£4,000	£4,000
Design and Print costs			£3,000	£3,000
Schools Week			£4,000	£4,000
Activity Boxes			£5,000	£5,000
Community Mind Map		£55,000		£55,000
Railway Bridges Lighting	£40,000			£40,000
<b>Total</b>	<b>£139,800</b>	<b>£123,000</b>	<b>£16,000</b>	<b>£215,800</b> (£315,800)

\*Funding is not being sought from HLF for these items

## 5. Implementation

A Project Officer will be appointed to co-ordinate the Interpretation, Arts and Marketing projects. They will be supported by staff from the Partnership e.g. District Council Arts Officer and by staff from British Waterways Central Shires team (who will take on the management and maintenance of the restored canals), in particular the Leisure Development Manager, Economic and Social Manager and Communications and Marketing Manager. The WOW Education Officer will write the Education Resources and assist with the development of the Schools Weeks.