

SPECIAL EDUCATIONAL NEEDS DISABILITY LEARNING PROGRAMME SEPTEMBER 2017 - JULY 2018

A REPORT FOR THE LORD LEONARD AND LADY ESTELLE WOLFSON FOUNDATION

Tate is extremely grateful to the Lord Leonard and Lady Estelle Wolfson Foundation for its vital support of Tate's Special Education Needs Disability (SEND) Learning Programme at Tate Modern and Tate Britain over the last academic year 2017/18. Your continued commitment of £20,000 per annum over the past four years has been crucial to ensuring the stability of a programme which remains at the heart of Tate's learning strategy. For many their first ever experience of an art gallery will be through a visit with their school. We make certain that these school visits are inspiring, exciting and memorable so that we encourage an engagement and a love of art that we hope will last each child's lifetime. Your support has helped us to achieve this and we hope you enjoy reading about the past year's activity.



Left to right: secondary school children alongside their teachers in an artist-led workshop at Tate Modern; primary school students draw around each other on the Turbine Hall's floor, as part of an artist-led workshop at Tate Modern

ARTIST-LED WORKSHOPS

In September 2017, Tate welcomed a new cohort of artists-in-residence to lead Tate's workshops for schools. Throughout the year, they have led three-hour SEND workshops at Tate Britain (on selected Tuesdays) and Tate Modern (on selected Fridays). In total this year 155 artist-led workshops took place across Tate Modern and Tate Britain, including 18 SEND workshops held at Tate Modern, and eight SEND workshops held at Tate Britain. Through these, 238 SEND students were able to encounter artwork alongside their teachers, in conversation with the artists in the gallery spaces. The artists selected were:

Yemi Awosile (preferred pronouns: she/her/hers) a multi-disciplinary designer living and working in London, whose work is informed by cultural insights expressed primarily through textiles and printed matter.

'The broader scope of my practice bridges design and visual arts through social interventions... my aim is to work with materials and textiles which evoke a sense of place and to explore relationships between people and materials.'

Raju Rage (preferred pronouns: they/them/theirs) an interdisciplinary artist who is proactive about using art, education and activism to forge creative survival. Based in London and working beyond, they primarily use their non-conforming body as a vehicle of embodied knowledge; to bridge the gap between dis/connected bodies, theory and practice, text and the body and aesthetics and the political substance.

'I am currently interested in intimacy, narratives and everyday objects as art objects. I'm interested in objects interaction with our bodies, how objects impact the body, how bodies are connected and disconnected from each other and how this manifests in public space.'

Liv Wynter (preferred pronouns: she/her/hers) a performance artist who describes herself as a queer, working-class artist, working and living in South London.

'My work is multidisciplinary and DIY, with a focus around performance poetry and propaganda. I use my work to create and facilitate conversations surrounding gender, sexuality, class, survival and resistance.'

Xana (prefers not to use pronouns) a Black British interdisciplinary artist working at the intersection of technology and the arts.

'My practice is centred on working at the intersection of tech, live looping and composition. I focus on interrogating the next evolution of queerness and black futures within tech and how these underrepresented communities can engage with and use tech to develop their own narratives around migration, trauma/depression and archives.'

Tate was particularly pleased with the responses received from teachers accompanying their SEND students:

Amazing experience, great relationship with kids - top experience.

It worked really well because it gave students a different perspective from mine. It showed students that there is an alternative way to behave in the galleries.

Gave them a different perspective and helped them to focus and leave with physical outcomes.

Children see that artists are 'normal' & can see their own possibilities for future.



Tate Schools & Teachers, London artist Linda Stupart and Gendered Intelligence work alongside SEND groups in two workshops to create a new SEND-specific learning resource, September 2017

SEND SELF-LED RESOURCES

Alongside the workshop programme, there were 162,004 self-led visits to Tate Britain and Tate Modern during the year by schools, which included SEND students from across the country. Students were able to use artist-designed resources such as 'A is for Anthea Hamilton' and 'P is for Performer and Participant' to explore the galleries and to help students engage with works of art in their own time.

In addition, we created a new SEND resource as an outcome of two workshops at the 'I WANT TO SHOW YOU A BODY' event. This was devised in collaboration between Tate, London artist Linda Stupart and Gendered Intelligence who worked alongside SEND groups to think through gender and bodies to support teachers and students to have wider conversations about identity.



Left to right: 'A is for Anthea Hamilton', a new self-led resource for students inspired by her 2018 installation *The Squash*, 22 March – 7 October 2018, in the Duveen Galleries at Tate Britain; the collaborative installation *I WANT TO SHOW YOU A BODY*

KEY EVENTS AND PROJECTS

The Schools and Teachers team ran several special events and projects across the year to reach new audiences and create exciting opportunities to connect with art. These included:

A.S.S.E.M.B.L.Y.

On Tuesday 24 April, 1,683 students and their teachers from 54 different schools across London were invited to Tate Modern to take part in A.S.S.E.M.B.L.Y, a day long take-over of the Blavatnik building which champions art in schools. This group consisted of four SEND groups, totally 48 SEND students. The schools took part in large-scale collaborative making activities and engaged with resources specially designed for the day by lead artist, Shepherd Manyika. Manyika is a London-based artist who is interested in representation, drawing narratives from found images and the everyday. Manyika invited other artists to design a further six resources for the day to support all young people to voice their ideas, aspirations and opinions.

NEVER BORED

On Saturday 9 June 2018, the Level 3 Concourse in the Blavatnik Building was transformed into a free and inclusive social studio space for all. It was hosted by Heart n Soul, a charity running high quality arts opportunities for people with learning disabilities, with the Tate Schools and Teachers team. *Never Bored* aimed to ask the questions: What if Tate Modern could be a place to make art and not to just look at it? And what if an art gallery became an art studio for the day? Throughout the day, members of the public were invited to join the artists in their studio and use a range of materials to create artwork displayed in the concourse space. The event culminated in a Q & A session facilitated by the artists where the work created was shared and discussed.

Never Bored was developed by artists Aysen, Ariel, Danielle and Samuel from Heart n Soul's young people's project *Do Your Own Thing*, and creative studio *Could Be Good*. It marked the start of an ongoing collaboration between Tate, Heart n Soul and Daytrippers (a charity supporting young people to access leisure and cultural events). It is part of a larger programme of activity designed to activate the Blavatnik Building at Tate Modern. The aim of the programme is to support young people with and without additional needs to access the museum, be with art and enjoy their own agency.



Top to bottom: For the *Never Bored* event, members of the public were invited to join the artists in their studio and use a range of materials to create artwork displayed in the concourse space; Artwork created by SEND students who attend the *Never Bored* event at Tate Modern, June 2018

SEND WEEK AT TATE

SEND week took place at Tate Modern between 2 and 6 July 2018. There were 2 workshops per day (consisting of a 90 minute morning session, lunchtime and then a 90 minute afternoon session), apart from 3 July with nine workshops in total taking place over the course of the week. This enabled 89 SEND students to participate. The timings of the day were flexible to allow for differing needs and paces of each group. 56% of the sessions were with Primary SEND school groups (age range 6-11 yrs), 22% were with Secondary SEND school groups (12-14yrs), and 22% were with Behaviour Support Provisions (age range 8-11yrs).

TEACHER SUPPORT

Our learning team also supported the work of teachers in the arts through a number of different avenues:

- Dedicated webpages for both Tate Britain (www.tate.org.uk/visit/tate-britain/school-visits-tate-britain) and Tate Modern (www.tate.org.uk/visit/tate-modern/school-visits-tate-modern) assist teachers with planning for their visits and provide resources to download.
- The annual five-day 'Teachers Summer School' course which was attended by 19 teachers between 23 and 27 July 2018. Summer School 2018 was led by artist Bill Leslie, with contributors both with and without disabilities including: Claire Undy, Heart n Soul and Could Be Good, Rachel Cattle and Corali Dance Company. Summer School 2018 afforded the opportunity to share and reflect on multiple lived experiences and approaches to consider current practices and new possibilities for working in special educational needs settings and beyond.
- The annual 'Art and SEND' study day which had 23 attendees. The 2018 Art and SEND Study Day was led by artist Kate Squires. The day included for the first-time the voices and thoughts of young people currently learning in SEND settings with Squires running a workshop for students at Conisborough College. This informed and shaped the rest of the study day. Taking the title *We are Sculpture*, the day explored ideas around embodying sculpture to investigate space. Through working closely with the *Materials and Objects* display at Tate Modern, participants worked with a range of materials to consider how they can comfortably occupy the gallery with their students and how to create platforms for their groups to affirm themselves when visiting Tate.
- A private view of *The EY Exhibition: Picasso 1932. Love, Fame, Tragedy* which 302 educational professionals attended on 19 March 2018. Attendees were invited to see the exhibition outside of normal opening hours, whilst experiencing an evening of exhibition related activities. They were also able to pick up free resources and learn more about Tate's upcoming programme over a complimentary drink with colleagues.



Director Maria Balshaw and students at A.S.S.E.M.B.L.Y. in the Blavatnik building at Tate Modern

Tate has been pleased with the positive responses received from teachers who have experienced the support Tate's SEND Learning programme has provided them:

It will help me better to communicate art to different types of people, be more sensible about their needs/capacities of understanding. The course assisted me on thinking of different ways to develop different languages in order to be understood.

-Teacher 1 after attending the Teachers Summer School

There are a number of activities and approaches I can see I would adapt and apply within the classroom but more significantly I think the different ways of thinking around collaboration, instruction, support, play etc. and methods of using movement, sound and making are things that will impact my teaching practice. To put ourselves in position of learners has also been really valuable – to experience failure, success, joy and friendship made through art making.

-Teacher 2 after attending the Teachers Summer School

It gave me a different approach to how I work with our SEND children... This has helped me develop more critically when creating my plans.

- Teacher 3 after attending the Art and SEND Study Day

I found the discussions with other teachers and Tate staff members, as well as the artist Kate, invaluable – sharing our own practise was very useful. It was great to be part of the hands-on activities, they gave way to further ideas of how we can engage our students in the gallery.

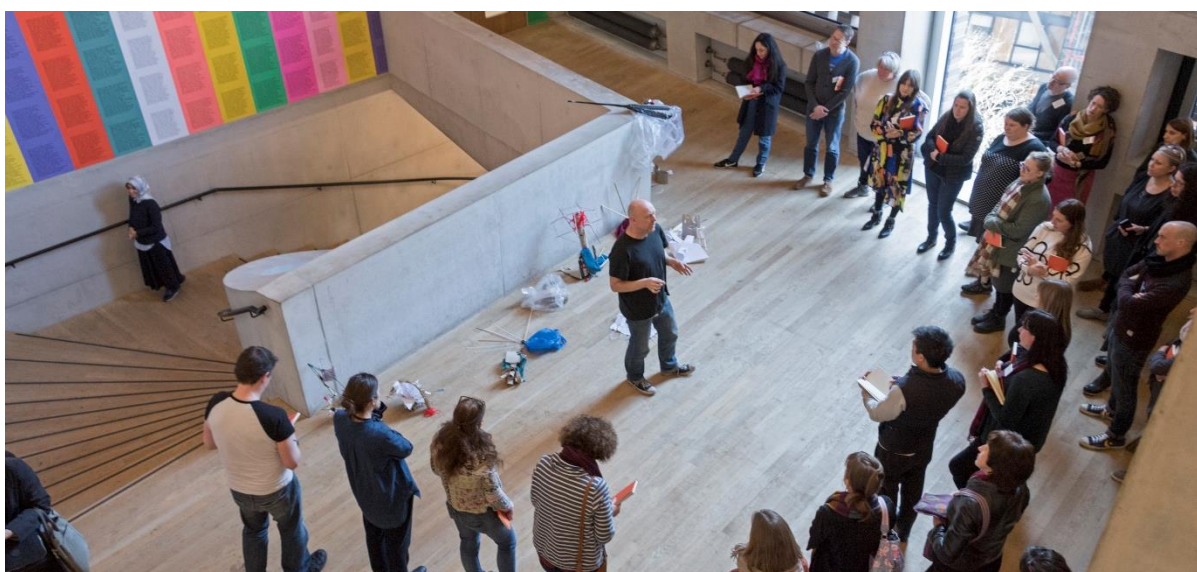
- Teacher 4 after attending the Art and SEND Study Day

This workshop completely exceeded my expectations. I left feeling inspired and more confident to bring my class to engage with the art within a gallery setting. Thank you so much for such an inspiring day!

- Teacher 5 after attending the Art and SEND Study Day

It was so interesting to experience how different it is being in a gallery space from being in a classroom environment, as a creative space and exploring different possibilities. Thank you once again for thinking of [our school] in your planning of the workshop, the students did enjoy the day and I will feel confident in exploring gallery spaces with them in the future in many different ways'.

- Teacher 6 after attending the Art and SEND Study Day



The Teachers Summer School 2018 was led by artist Bill Leslie – seen pictured here in the Blavatnik building, Tate Modern

PLANS FOR THE FORTHCOMING 2018/19 ACADEMIC YEAR

We are pleased to update the trustees and share that the Artists-in-Residence for the new academic year have now been selected. The 2018/19 cohort will be:

- **Safia El Dabi** is an artist who strives to map out a sense of belonging through fragmented memories and forgotten landscapes. Her work explores the idea of a lost city and the ghost of a civilisation, creating landscapes of sculptures which belong to a collective and resemble ancient and futuristic buildings, crumbling and changing over time.
- **Jacob V Joyce** introduces and explores missing narratives, queer histories and art as a navigational tool to understand the worlds that we live in. This is through a practice which creates spaces for intergenerational dialogues, amplification of marginalised voices and empowerment through critical engagement with dominant/hegemonic power structures.
- **Shepherd Manyika** is a London-based artist with a practice that currently exists in three spaces: The Workshop, The Public Sphere and The Studio, with an interest in how these sites influence the production, interaction and experience of art. Hip hop, sound, found images and popular culture play a big part in exploring these spaces and questions.
- **Malik Nashad Sharpe** is a choreographer operating on the idea that choreography is an expansive and radical social provocation. Favouring messy emotional textures, works explore allostatic load (the wear and tear of the body due to repeated stress), black existentialism, dancing, the notion of the queer ritual and world-making, the performance and refusal of gender systems, and the necessity to humanise, in as many ways as possible, the marginal experience.

THANK YOU

We are grateful to the Lord Leonard and Lady Estelle Wolfson Foundation for their fundamental support of the SEND Schools and Teacher's Learning Programme over the past year. Your grant of £20,000 was a tremendous boost to the programme enabling us to carry out all of this exciting and adventurous activity.

We hope that you have enjoyed reading about the difference that your grant has made to the experience of these children when they visited Tate Modern and Tate Britain. Should you require any further information, please do not hesitate to be in touch. Thank you.

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