

\*75% TIMBER BUILDING - every piece of timber as it grows stores carbon dioxide  
 \*LOTS OF NATURAL DAYLIGHTING - removes/decreases need for artificial lighting. \*GREEN ROOF  
 - iconic 'green-ness', also in times of heavy rain the sedum and growing medium temper the flow of water into the local drains. \*SUDS & SWALE (Sustainable Urban Drainage System) - Porous paving diverts water from heavy rain into the ground and swale(dip in ground) fills up to form a pond to prevent overloading the local drainage system.  
 \*RECYCLED NEWSPAPER INSULATION - in the timber structure so more carbon stored and waste product re-used (they use the same stuff but bleached in films for snow!)  
 \*NATURAL VENTILATION - all classrooms are naturally ventilated (lots of O2 is good for children's brains)  
 \*NATURAL MATERIALS - where possible natural/non toxic materials are used, such as Linseed oil Lino; Rubber Flooring; Mineral base

Celebrating young people's involvement in generating artworks inspired by the ecological design and construction of the new Barton Hill Primary School and Children's Centre, Bristol, UK.

ISBN 978-1-906687-01-4



# BARTON HILL

InSites:

Barton Hill Primary School and Children's Centre  
 Public Art Programme

(and arguably the internal environment) to be 'vented' to the external air. This decreases the risk of condensation and increases the healthiness of the internal atmosphere. \*UNTREATED LOCAL TIMBER CLADDING - the timber cladding is sourced from the uk (unlike western Red Cedar which generally comes from Canada or Larch that often comes from Siberia) saving energy expended in shipping. It is also untreated, meaning that with good ventilation the wood should last for 30 years+ reducing the use of toxic stains/ paints/ varnishes. \*TERRACOTTA BLOCKS - insulating honeycomb terracotta blocks provide good insulation, very quick build time, low embodied energy, a breathing construction and thermal mass. The Thermoplan system also uses extremely low levels of mortar. \*'SUPER' INSULATED BUILDING - the building is very well insulated using 300mm thickness of recycled newspaper, 300mm+ terracotta honeycombed blocks, triple glazed windows and the construction attempts to reduce 'cold bridging' (less insulated materials breaching the insulation).  
 Architype 2008



*made with natural things.*



Edited by Annie Lovejoy, Roz Hall and Mac Dunlop.

## Introduction:

This book has been compiled to represent the process of the Barton Hill Primary School and Children's Centre Public Art Programme, through images made by young people and 'snapshots' of that process.

It is a celebration of the achievements of the project, especially those of the young people involved and the work they have made. It provides an outline of the processes through which the final public artwork has evolved. These processes have been responsive to the priorities and interests of the pupils involved and the wider school community.

Such an approach to public art is known as 'process led'. This book aims to represent a process led approach and offers insights into the successes of the project through quotes from the various partners and stakeholders involved.

The evaluation of the project has also informed this book and its aims. For example, the evaluation report highlights how important it is to ensure that process led practice is represented so that partners involved in future projects will have a clear sense of the work that is involved in such an approach.

Developing artwork in response to a particular place or context, with people whom the work will affect, demands a flexibility that relies upon a belief in the value of such processes and a consequent commitment to their involvement. Roz Hall 2008

Dr Roz Hall is a post-doctoral research fellow at The University of Central England in Birmingham and author of *The Value of Visual Exploration: Understanding Cultural Activities with Young People*. Cornerhouse Publications 2005

## The Public Art Programme:

The artists were commissioned to develop and produce public artwork to be integrated into the new Barton Hill Primary School and Children's Centre. They have worked collaboratively to develop work that is relevant to the context of the school and community. This has resulted in public artworks that recall the processes and participation of the children's arts group and reflect the ecological focus of the new building.

## Project Team:

Students & Staff, Barton Hill Primary School & Children's Centre  
Sarah Winch & Pete Davies, Community at Heart: Commissioners  
Kim Tilbrook, Real Ideas Organisation\*: Project Development  
Jonathan Hines & Tom Mason, Architype: Architects  
Annie Lovejoy & Mac Dunlop: Lead Artists  
Roz Hall: Evaluation

\* formerly Creative Partnerships



The nursery window - intricate patterns are constructed through creative manipulation and layering of material sourced from artwork displayed in the old school.

## Project Overview:

In November 2006, Community at Heart in collaboration with Creative Partnerships (now RiO) established the Barton Hill Primary School and Children's Centre Steering Group. This group included teachers and children from the three schools that would eventually come together in the one new school building. The principles of this group were to participate in this process led public art project, establish connections between these three sites and to work with young people as equal partners, while enabling them to have real input into their new building.

As part of this steering group, the Children's Art Group researched public art and were engaged in the process to establish an artist's brief, shortlist, interview and select the artists. The group then worked with the artists, Annie and Mac, the architects, staff and the wider school community to develop ideas that could be manifested in the new school building.

To be part of this process, visit the architects offices, go on site regularly to see the new building develop and photograph and draw what they saw, was a quality creative experience for these children. The process generated approach of evaluating their work and reflecting this back to the rest of the school in a presentation was a rewarding and educational experience for them and for the rest of the school. As well as enabling a sense of ownership of the school for the children, the final artworks have enriched this fantastic building.

Sarah Winch, Arts Programme Manager, Wellspring Healthy Living Centre (formerly Community at Heart).  
Kim Tilbrook, Lead Developer-Creative Places, RIO - Real Ideas Organisation (formerly Creative Partnerships)

## Barton Hill Primary School and Children's Centre:

As a community we are privileged to work in such an amazing building within a vibrant and diverse community.

We are aiming to create a centre which is a central part of the local community, which provides high quality learning for all children and families and which is an open, welcoming and inclusive setting.

Key to our work is how we listen to the children and families we serve. The art work is a good example of this process. The children were involved all along and as you walk around the building you can see how they influenced the work.

We hope that if you visit us you have the opportunity to walk around the building, enjoy the space and look at the artwork.

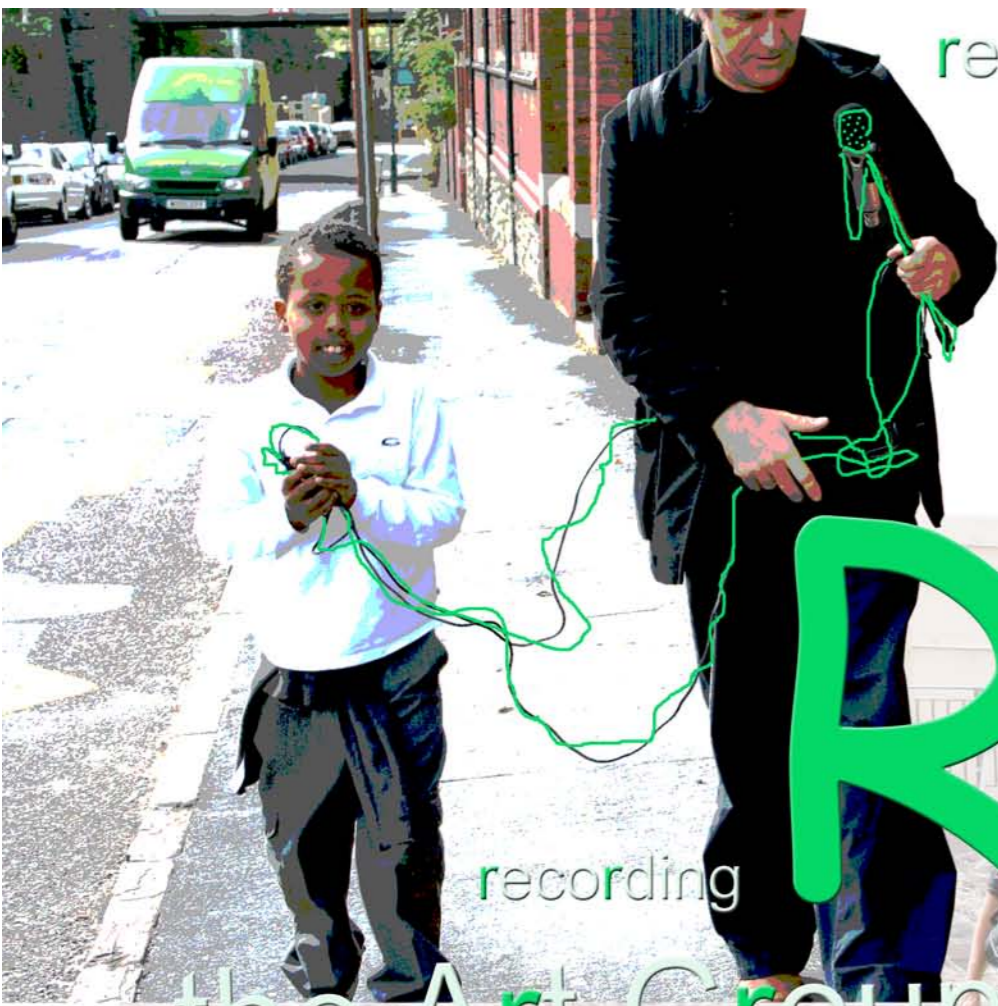
Simon Robinson, Principal.

The entrance glazing is designed to be a bright & cheerful front façade to the street taking advantage of the available light without obstructing it. The large abstract fields of colour and drawings are derived from an archive of work compiled from pictures displayed or stored in the old school buildings.

Entirely sourced from children's class work the images are scaled and layered to create a 'stained glass' effect. This brings colour into the main foyer and school entrance in the mornings, and in turn shines out into the community in the evenings, especially in winter when the school's interior lighting is on.



Matisse "When the sun shines through the piece with colours in it, the colours appear across the floor and it really is lovely. The children really like the work on the windows, they remark on those images alot."  
 Dale Martin and Denise Fog: Caretakers,  
 Barton Hill Primary School and Children's Centre.



research

We spent time walking & talking, surveying the area and chatting with people we met along the way.

The Children's Art Group took us on a tour of the existing school that was spread across three separate sites, we talked about the area and the public art they had seen elsewhere.

The Architects:

Archtype does not have a house 'style' or standard solutions. We have a clear philosophy that expresses a shared approach to design and sustainability and work to achieve a unique and appropriate solution for each project, inspired by each site, brief and client. We are committed to involving users and clients in the development and design of projects – and so in Barton Hill, we welcomed the opportunity for extensive involvement of pupils, teachers, and the wider school and local community.

construction site

R

recording

the Art Group

conversations

rubble

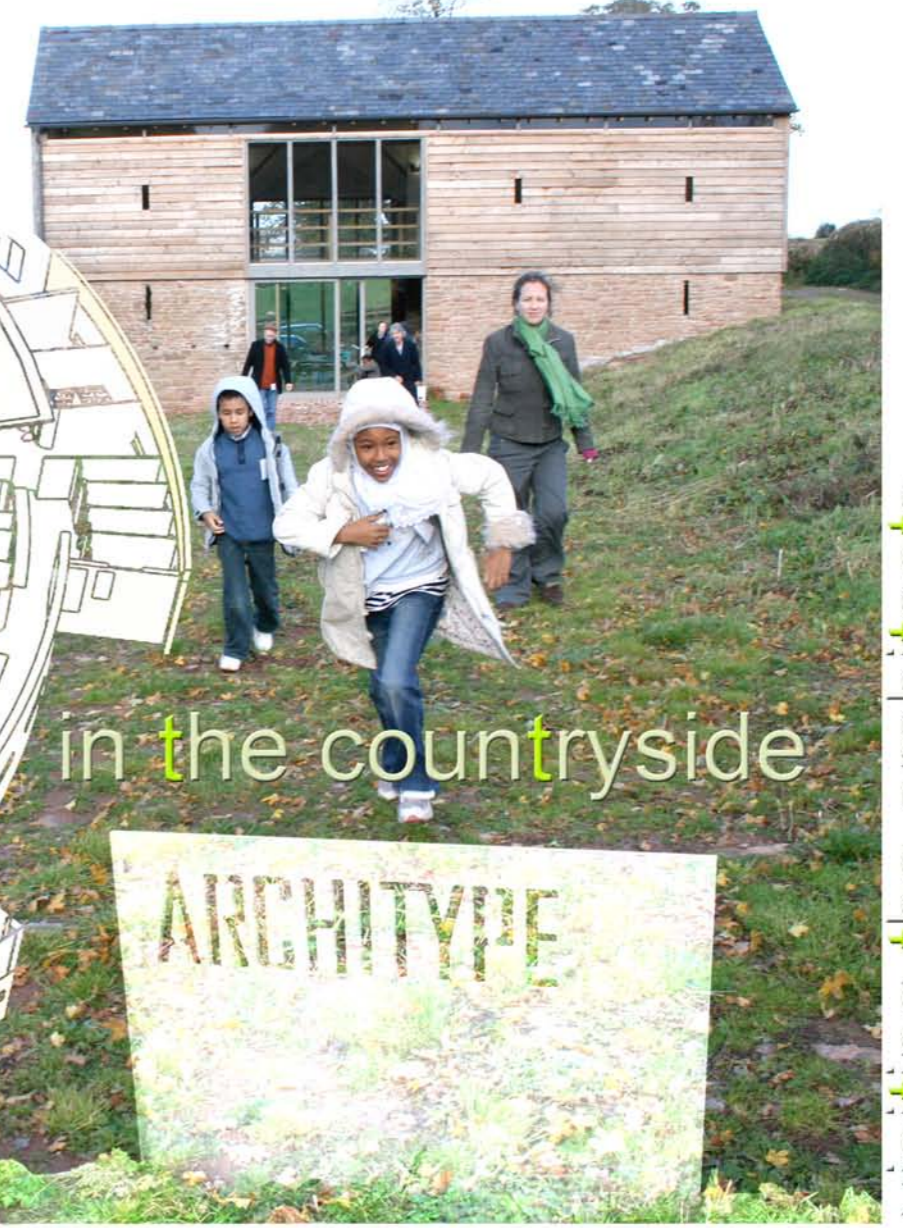
T

in the countryside



talking circle 4.10.2006

grass

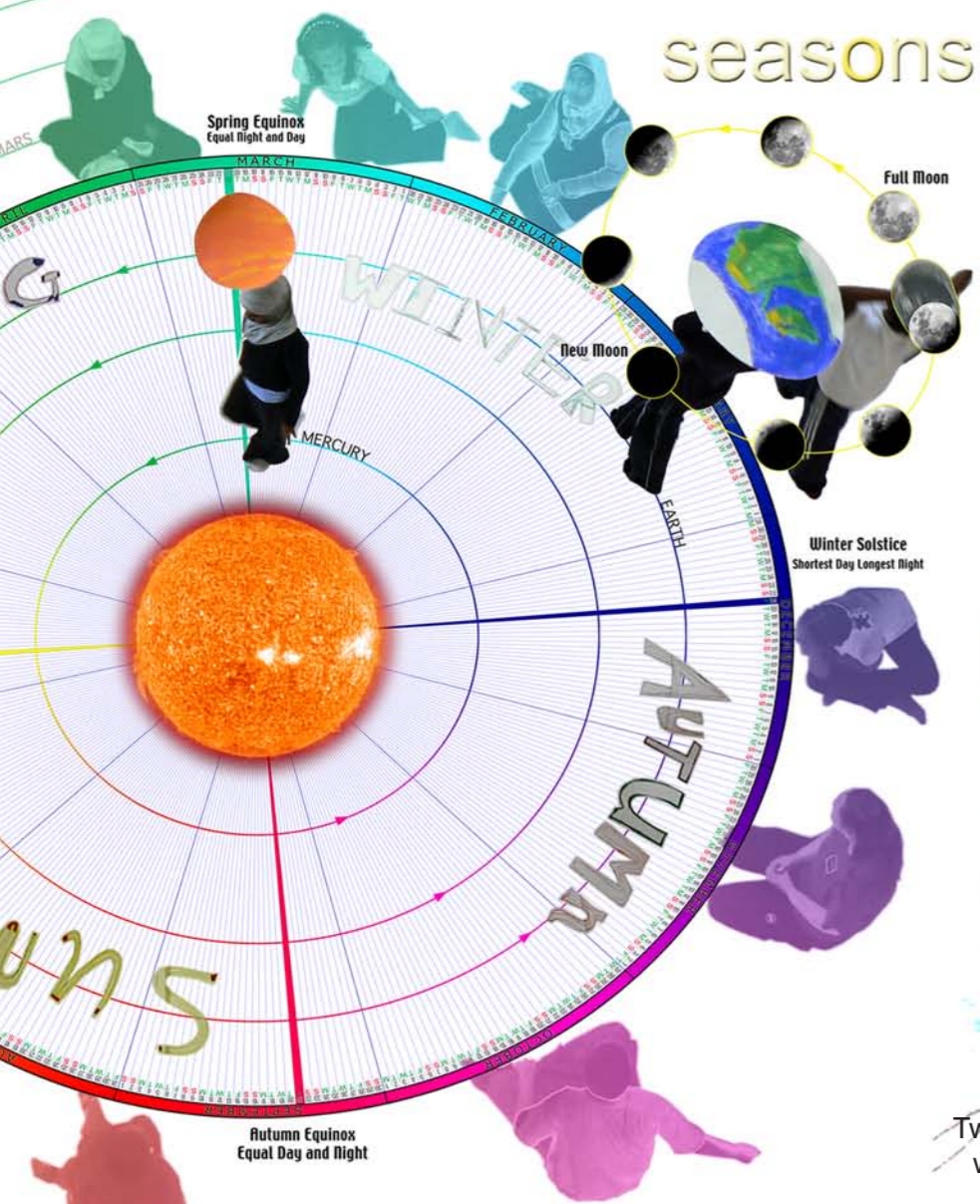


visiting the architects

The journey began with finding out about the nature of the site and the aspirations for the project - who is the work for? What is happening in the school and the neighbourhood of the communities that the school serves? What will the building look & feel like? Are plans available for us to see and discuss? What are the physical aspects - the materials used, such as light, visibility from the street, power sources etc  
Annie Lovejoy & Mac Dunlop

At Barton Hill this led a strong desire for an ecological building and materials with good daylighting and natural ventilation, to positioning the new building on the edge of the site opening directly to the street to create a strong physical and visual presence in the community, and to maximising the secure area of the site available for outdoor playground and sports areas.

Led by the artists, the children's involvement continued throughout the construction – and we thoroughly enjoyed hosting a group of them in our office for the day, and then integrating their ideas and artwork into the design including the highly visible entrance. As a result the finished building, is much enriched.  
Jonathan Hines and Tom Mason (Archtype)



seasons



Two local artists, Hannah Cox and gHOSTbOY were invited to do additional art sessions with children from the school.



To get a sense of the new school the artists visited the construction site and were asked to think about 'ecologies' as a starting point for their sessions.

The processes and outcomes of the events they led are illustrated in large scale images commissioned for the new school building.



our place in the solar system



"I believe I was able to strike a good balance between process and product, providing a creative and educational experience which also generated some great photos." Hannah Cox

the Earth goes round the Sun



tracing drawing  
consequences

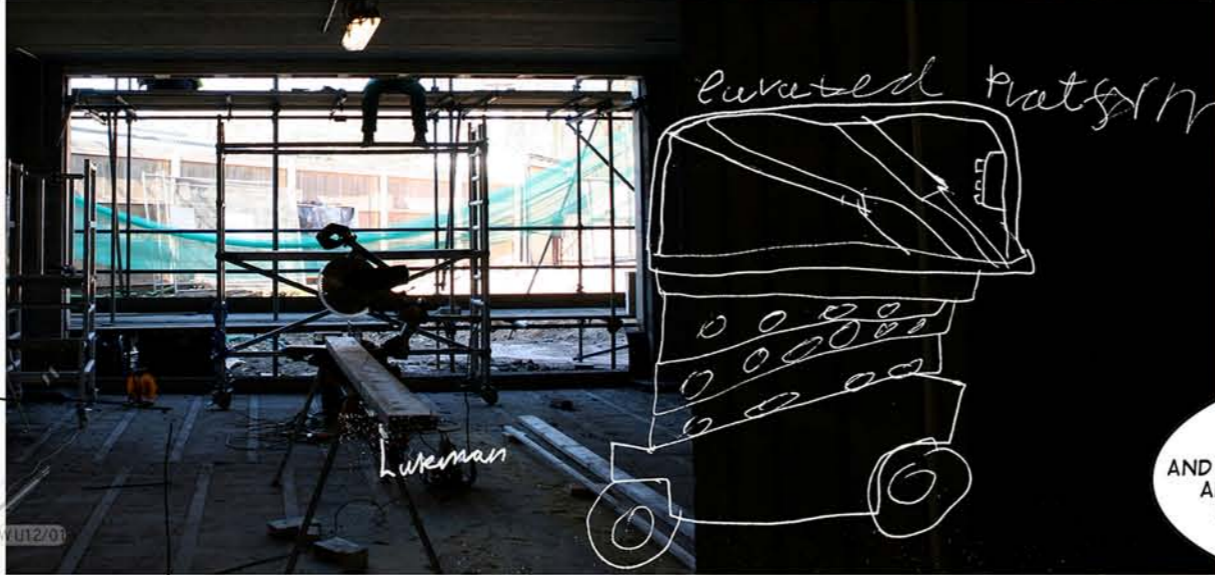
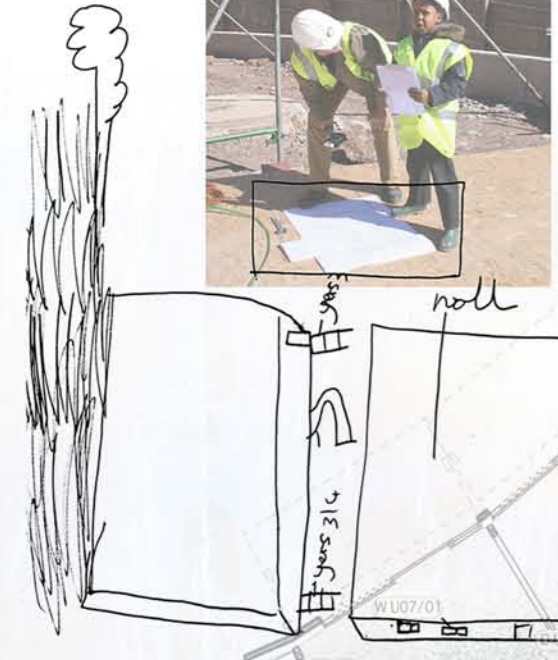
gHOSTbOY graffiti on construction site hoardings Sept. 2006

THIS ARTWORK IS UNDERGOING DIAGNOSTIC TESTS IN PREPARATION FOR RESTORATION

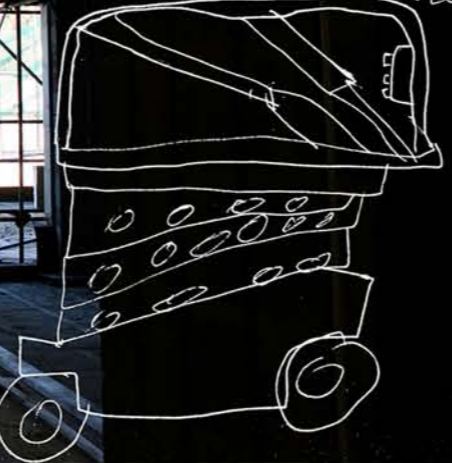
HMMM.. GHOSTBOY'S ALREADY BEEN HERE. WONDER IF HE'D COME AND DO SOMETHING WITH US?

playing

Salman



curved platform



Lukeman

Sejal

Jason



JASON IS THE SITE MANAGER. HE IS VERY KIND AND HE LIKES TO CHAT WITH PEOPLE AND HE SPEAKS VERY SOFTLY, HE LIKES CHILDREN AND HE IS NEVER RAISING HIS VOICE

"The site visits were really exciting, they were a real quality experience for the children..." Sarah Winch, Arts Programme Manager, Community at Heart.

THERE WILL EVEN BE A ROOF ON THE NEW SCHOOL THAT HAS GRASS AND FLOWERS GROWING ON IT.



THE NEW SCHOOL HAS HEATING PIPES UNDER THE FLOOR.

THE ART GROUP HAS BEEN TO SEE THE NEW SCHOOL THAT IS BEING BUILT TO HELP ANNIE AND MAC DECIDE WHAT TO MAKE FOR NEW ART WORK FOR THE SCHOOL. WE HAVE BEEN THERE SEVERAL TIMES AND HAVE LEARNT ABOUT THE NEW BUILDING.

"...the roofer came down from the roof and explained how it was built and how it would work to the children." Jason Pow, Construction Manager, Pearce Group.





underfloor heating pipes

"The process generated content for the glazing works. The glass manifestation patterns (GMPs) are reproductions of drawings that children made on the construction site. Their new school is now permanently ringed by sketches made during its actual construction." Annie Lovejoy & Mac Dunlop.

"I will think of different manifestations now; like the different patterns and pictures that can be used, such as the children's pictures being used on the windows, it means the children's touch is on the building, it's a way of them putting their mark on it." Jason Pow, Construction Manager, Pearce Group.



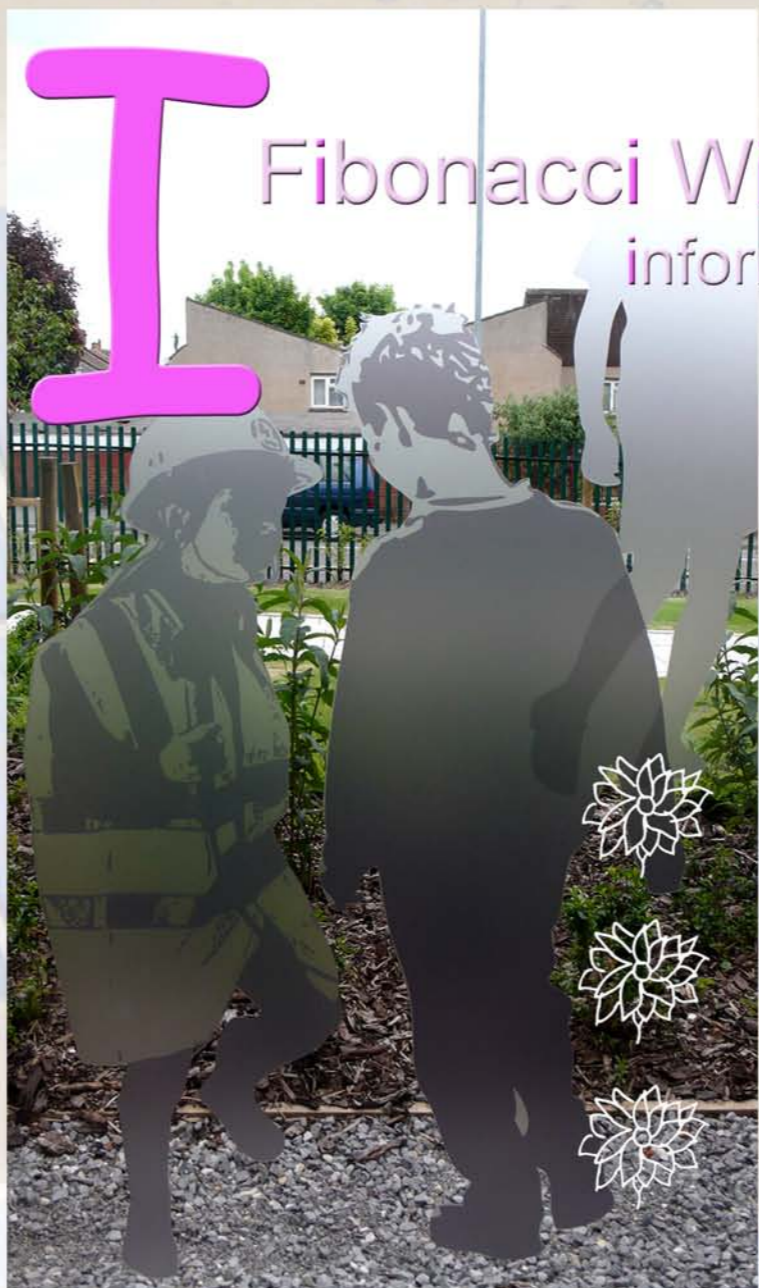
'hi vis' (high visibility) jackets

hard hat

photographs



"The black and white work on the corridor windows is really great and clearly represents the school, and is clearly about 'black and white' which I think the children totally understand; I think they are miles ahead of us in terms of their understanding... with this window art the sun shines and casts shadows, which look like people standing in the corridor, which is amazing to see". Dale Martin and Denise Fog: Caretakers, Barton Hill Primary School and Children's Centre.



## Fibonacci Window information

The images of school children are from the arts process - the class sessions, playground and construction site visits.

Because there is glass on the exterior of the building onto the hallway and into the classroom behind, the figures are reflected in various ways. From the outside they seem to mingle with the schoolchildren as they pass by on their way to class.

The idea came from a conversation with the architect, Tom Mason - we mentioned how the hall seemed to be of cathedral proportions & Tom thought the 'Golden Section' may have been used in it's design.

The 'Golden Section' is a simple numerical series discovered in the 12th century by Leonardo Fibonacci. It reveals the incredible mathematical relationship that we can see in natural growth patterns such as the head of a sunflower or a pine cone.

The flower symbols reference the mathematical relationship of the Golden Section, as well as the number of children in each frame of the window.

## The Golden Section



Each new number in the series is the sum of the two before it.

0 + 1 =     1 + 1 =     1 + 2 =     2 + 3 =     3 + 5 =

ABSOLUTELY NO SWEARING OCCURED DURING THE MAKING OF THIS ARTWORK



HANNAH AND ANNIE



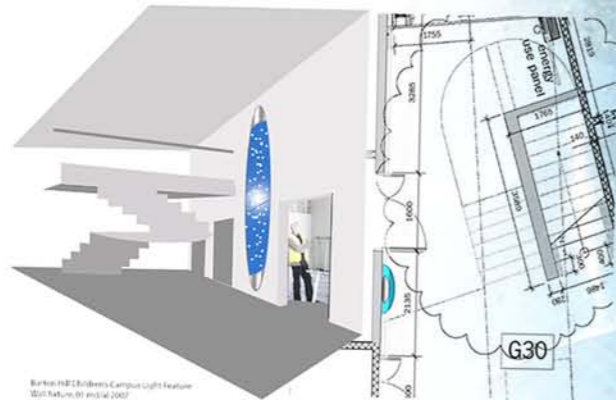
MARK, OUR COLLABORATOR

Spanning two floors of the new school is a sculptural sparkly 'cosmos' that comes alive in response to noise levels. The design engages with the ecological remit of the new school through use of recycled plastics and low energy consumption.

Elliptical in shape the feature is constructed from brushed aluminium & plastic made from recycled water bottles & broken CDs. The kiln moulded plastic forms house sensor-led circuitry that triggers a mass of embedded LEDs.

recycled plastic

Loud noise shuts the lights off and direct voice levels in proximity to the hidden microphones trigger differing responses. The feature uses less power than a 60watt light bulb. This artwork could be solar powered and was designed with this in mind.



light sparkle

LEDs

PLEASE SAY SOMETHING.. ANYTHING... OH PLEASE

Microphone Input

Preamplifier and switching unit with a variable threshold on microphone input, at a given level will disable light feature using pre-set 8

noise levels

Random Generator Generates seven random outputs Selecting one of the seven presets in DMX controller

DMX controller Pre-set one to settings on Star While setting ei

looking at the possibilities of the circuitry designed by Mark Newbold...

our new school is behind here



Accompanying the physical works is a web resource/blog that traces the progress of the building and artworks whilst also providing information on local initiatives and educational curricula activities related to ecology.



you can see our drawings & photos of the new school plus pics of us on the construction site at...

<http://shedsite.wordpress.com>

"The blog constructed by the artists has been a really good device ... as it has ensured that everyone has had a sense of what is going on and being involved in the process. We often pass on the URL to all sorts of organisations and individuals as a useful reference / example of this way of working."

Tom Mason and Jonathan Hines, Architype

"It provided a public platform to display documentation and feedback from the workshops. It was useful to have a sense of how other elements of the project were developing. It combined the ongoing development of the different parts to provide a wider sense of the whole project." Hannah Cox, local artist

SONATA VOLUME



IN OUR PRESENTATION THERE ARE PHOTOS WE'VE TAKEN AND PICTURES WE HAVE DRAWN OF THE THINGS THAT ARE SPECIAL ABOUT OUR NEW SCHOOL.



Roz Hall

Chloe: What was your favourite part of being on the building site?  
 Harley: My favourite part was when we saw the man plastering and singing.  
 Chloe: The first time or the second time was that?  
 Harley: The second time.  
 Chloe: What was your favourite bit the first time?  
 Harley: The first time my favourite part was meeting that scaffolding person.

THE ARTS GROUP INTERVIEWED EACH OTHER ON CAMERA AND WORKED WITH ROZ TO CREATE A PRESENTATION OF THEIR PHOTOS, DRAWINGS AND TEXT FOR STAFF AND CHILDREN

**Annie Lovejoy and Mac Dunlop** have been working on public arts projects collaboratively and independently for over two decades. They both have a practical and academic background in context-led arts. Their interest is in responding to context, where all of the cues for a work's development evolve from the social and physical aspects of a particular place. This responsive and process-led approach stimulates ideas and generates content through dialogue and creative exchange with people whom their work will affect. They also consider it to be environmentally responsible to prioritise local expertise in the development and production of their work. Annie is currently engaged in doctoral research at University College Falmouth, Cornwall. Mac is developing new public art commissions and literary projects in the South West.

[www.annielovejoy.net](http://www.annielovejoy.net)  
[http://sparror.cubecinema.com/mac\\_dunlop](http://sparror.cubecinema.com/mac_dunlop)  
<http://shedsite.wordpress.com> (Barton Hill project blog)

**Roz Hall** has worked in the field of socially engaged arts practice since 1991. In 1997 she began an Arts Council funded doctoral programme of action research at the University of Central England, and at Jubilee Arts in West Bromwich, exploring young people's informal uses of digital technology. The research generated an evaluation process, which is based on participants' articulation of what is valuable. Since 2000 post-doctoral research has continued, exploring the ways in which the process of evaluation developed can be employed across a variety of contexts and practices. Roz currently works as a research and evaluation consultant, across a spectrum of artistic practice, and a variety of organisations, to support artists and project directors and facilitators, to evaluate the work they conduct. Roz is also visiting lecturer and a PhD supervisor at Birmingham City University.

### Project Evaluation:

The Barton Hill Primary School and Children's Centre Public Art programme has been evaluated by Roz Hall through a process-generated approach that compliments the process-led approach of the artists. Relevant project opportunities are identified for those involved to talk about what they have done, what has been good about it and any issues there have been.

Rather than being based solely on interviews that take place after the project has happened, this approach is one that builds evaluation into wider project activities. For example, pupils involved in the work prepared a presentation to deliver to the whole school about their experience of the public art project. In doing so the pupils had to think about their experience in order to work out what had been important and useful about it so that they could tell this to the rest of the school. The need to present something to the whole school meant that this was a meaningful opportunity for them to reflect on everything that had happened.

This book uses the outcomes of such exchange as evidence of the project and its outcomes.

A full evaluation report can be downloaded from the following websites:

[www.realideas.org](http://www.realideas.org) (RiO)  
[www.ndcbristol.co.uk](http://www.ndcbristol.co.uk) (Community at Heart)

**Barton Hill Primary School and Children's Centre** is an integrated provision for children from the ages of 0 -11. We are open from 8 till 6 everyday and offer the full range of day care, early learning and education. We have a purpose built building and work with our partners the Barton Hill Settlement and the Wellspring Healthy Living Centre providing a host of activities for families and children in the area. Our community is diverse with children and families coming from a number of countries. We aim to provide high quality, to include all and to engender and encourage a love of learning.

**Community at Heart** is a resident led organisation set up to oversee the delivery of £50 million Bristol New Deal or Communities regeneration programme in Barton Hill, The Dings, Redfield and Lawrence Hill over a 10 year period. The programme started in July 2000. Community at Heart's vision is to create a strong and responsible community that has the ability to understand, engage and overcome its problems, enabling residents to build a safe environment that fulfils local needs, inspires and provides opportunities for all. [www.ndcbristol.co.uk](http://www.ndcbristol.co.uk)

**The Real Ideas Organisation (RiO)** is a pioneering social enterprise working with young people and communities across the Southwest and beyond. Through our ambitious projects and collaborations young people have the opportunity and support to make change happen - using their own energy, creative ability and potential. [www.realideas.org](http://www.realideas.org) (RiO also delivers Creative Partnerships in the South West. [www.creative-partnerships.com](http://www.creative-partnerships.com)).

**Architype** is a national architectural practice established in 1984, working throughout the UK, from offices in London and Hereford. Architype's work is primarily in the social sector encompassing education, community, cultural, housing and health buildings, with particular expertise in Early Years and Primary. Architype is at the forefront of sustainable design, specialising in cutting edge environmental thinking and in the green specification of materials and construction techniques. We were awarded the prestigious RIBA Sustainability Award, named Sustainable Architect of the Year in 2007 and were highly commended as Education Architect of the Year 2007 and School Architect of the Year in 2008. [www.architype.co.uk](http://www.architype.co.uk)

### Acknowledgements:

Thanks to the project team and everyone who has participated at the school especially the Children's Art Group: Alex, Caleb, Chloe, Harlie, Latifa, Lukman, Megan, Mickael, Salma A, Salma O, Salman and Syed - for their inspiration, enthusiasm and creativity in producing drawings, photos, audio / video recordings and for sharing their experiences with the rest of the school.

Hannah Cox and gHOSTbOY (invited artists)  
Mark Newbold (collaborator / arts technology consultant)  
Colin Williamson (Smiles Plastics Ltd),  
Dave Nowell (Artworks Solutions Ltd),  
City Engineering Ltd,

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(Principle, Barton Hill Primary School and Children's Centre).

Text credits: © the project team and evaluation participants.

Editors: Annie Lovejoy, Roz Hall & Mac Dunlop  
Design: Annie Lovejoy,  
Printers: Ambassador Litho, Bristol.

Funded by Community at Heart and Real Ideas Organisation (RiO),  
Publishers Real Ideas Organisation (RiO), Bristol, 2008.  
ISBN: 978-1-906687-01-4

"The main things are to learn from the lessons of what has been done and disseminate it to a wider audience. The positive impact of the process for Barton Hill is of national relevance, and not just for schools, but for wider public contexts."

Jonathan Hines and Tom Mason, Architype