
To: Sport, Leisure and Culture Policy Board

On: 15 January 2015

Report by: Director of Education and Leisure Services

Heading: Kintyre Project

1. Summary

- 1.1. Since January 2014 seven pupils from the Kintyre Base at Linwood High School have attended fortnightly sessions at Paisley Museum to learn about different aspects of museum work using the theme of music. The project was delivered by the Arts and Museums service in partnership with the teaching staff from the school.
- 1.2. The pupils who were selected to participate in the project were those who the teaching staff considered to potentially benefit the most from the project and those who had an interest in music and music technology.
- 1.3. The project was themed around the changes in the way people have listened to recorded music since the 19th century and looked at objects in the museum relating to this. The project culminated in a display by the participants of objects at Tweedie Hall in Linwood in June 2014.

2. Recommendations

- 2.1. It is recommended that the Sport, Leisure and Culture Policy Board note the contents of this report.

3. Background

- 3.1. The Kintyre Base in Linwood High is for children and young people with complex learning needs. Seven pupils from this base worked with the Arts and Museums Education Officer to find out how people learn within the museum environment and to explore the changes in how people listen to music throughout the years. At the beginning of the project the group visited Paisley museum, St. Mungo's museum, Glasgow, and the Provand's Lordship in Glasgow, a medieval period historic house, and participated in a variety of learning experiences including, guided tours, planetarium shows and object handling sessions, as well as spending time in the galleries.

- 3.2. During these visits the participants discussed how people learn in a museum environment, why young people do not visit museums as often as other age groups and why this might be. Following the visits the group participated in a series of workshops in Paisley museum which allowed them put together their own display of objects.
- 3.3. This project allowed the pupils to work with a range of museum staff to learn about different aspects of working in a museum and how people learn within the museum environment. They learned how museums care for and preserve objects, how objects are researched and interpreted and how museums market their exhibitions and understand their audiences.
- 3.4. The group learned a lot from working with museum staff, but they were also able to offer some important insights into how young people view and interact with museums. As a result of this partnership between Paisley museum and these young people, the museum has learned more about how to attract and serve the young people in its community. Creating more opportunities for young people to be involved and ensuring collections are interpreted in a way which is relevant and engaging for them.
- 3.5. The unveiling of the display case in the Tweedie hall in June 2014, was a huge success with the pupils who took part in the project presenting what they had learned, the skills that they had gained, including personal and social development. The display case is situated in the foyer of Tweedie Hall and celebrates the successes of this project.
- 3.6. The feedback from the school and the pupils was very positive and they have expressed an interest in continuing to work with the museum. As a museum's project it provided a model for utilising museum objects to support the personal, social and educational development of vulnerable young people. Discussions are ongoing with the school to deliver a similar project in the school with a different cohort of pupils over the next twelve months. Further development of the project will be reported to a future policy board.

Implications of this report

1. Financial Implications

None

2. HR and Organisational Development Implications

Creation and recruitment of new posts.

3. Community Plan/Council Plan Implications

Children and Young People	- Children and Young people benefit from early intervention to help improve their life prospects.
Community Care, Health and Well-being	- A place becomes more attractive when it has a thriving cultural sector, and can provide high quality cultural experiences.
Safer and Stronger	- Our approach to efficient government results in improved services to, and best value for, our customers.

4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

None.

Education and Leisure Services

MC/JMcK/LG

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