

Museums, Galleries & Libraries

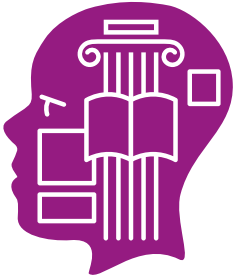


Brief Setters:

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Wisbech & Fenland Museum opened in 1847 when Wisbech's Museum Society and Literary Society amalgamated. It continues to collect, care for, and interpret the natural and cultural heritage of Wisbech and the surrounding Fens. The museum welcomes visitors from the whole community and beyond, inspiring them to find out about the history of the town, surrounding areas and its people.

CREATIVE
BRIEF



Museums, Galleries & Libraries Creative Brief

Brief Title:

Researching and curating an exhibition exploring slavery

A curator manages collections of objects and works of art in a museum. Their role is wide ranging and everyday tasks include cataloguing, researching objects and collections, planning exhibitions, administration, managing budgets and keeping records. In a small museum like Wisbech & Fenland Museum, curators are also responsible for the care, conservation and display of the collection, as well as publicity, the management of the building and volunteers, and running learning and community engagement work.

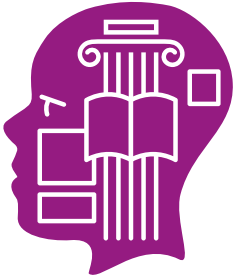
Students will be given an opportunity to learn about the creative role of a curator in displaying a collection and curating an exhibition through developing a small display using objects from the Museum's collection on slavery. Students will be asked to curate a hypothetical exhibition using a maximum of ten items from the slavery and human rights collection in the museum, using the campaign chest of local abolitionist activist and campaigner, Thomas Clarkson, as a starting or jumping off point to explore Britain's role in transatlantic slavery and abolition.

This is a unique opportunity to gain understanding and experience in this role and also to research and develop exhibition ideas connecting audiences to objects and helping to tell their story using a collection which links to KS3 History and Citizenship.

The Museum Directors would like you to develop a temporary display in the Museum using items from the collections of the Wisbech & Fenland Museum to accompany an upcoming programme of talks in the museum in December 2021. The talks will focus on Wisbech's historic links to slavery and contemporary forms of slavery today."



Continued ►



Museums, Galleries & Libraries Creative Brief

Brief Title:

Researching and curating an exhibition exploring slavery

The audience:

The exhibition will be aimed at a general audience of all ages, including local KS3 school groups. Some of the audience will be regular visitors but there will be many who may not have visited the Museum or seen the collection before.

The collection:

See resource for images and information relating to the collection.

To develop their idea, students will choose from a range of objects from the Museum's collection which fall into the following themes:

1. Africa before the transatlantic slave-trade
2. Trade and commerce that underpinned the transatlantic slave trade
3. The transatlantic slave trade
4. Abolition

Students will gain experience and insight into the role of a curator in developing a display through completing the following tasks:

- Developing the exhibition concept. This will be achieved by students looking at the objects available and completing some research to decide which theme they would like to explore in their exhibition.
- Researching and curating the exhibition. Students will begin to build the story using the objects.

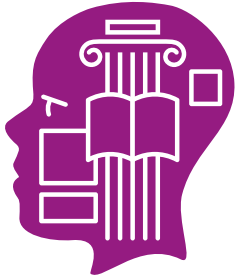
- Creating and finalising the object list. Students will choose the objects that will make up their display.
- Creating interpretive text. Students will write interpretive text to explain the exhibition concept and provide context in no more than 250-500 words.
- Writing labels. Students will write a label for each object using the Museum's house style.

Students will: create a plan of action for their work; manage their exhibition as a project; and apply organisational skills to planning and completing their tasks and monitoring their own progress.

At the end of the eight weeks students will have completed research around the collection and, using prompts, explored the role of Britain in the transatlantic slave trade and its abolition. They will have produced a title and concept for their display, an object list, labels for the objects and a piece of text to introduce the display based on the concept.

There will be opportunities for real-world interactions or connections to Wisbech & Fenland Museum 'where possible and appropriate' to bring the student's response to the brief alive, including:

- Virtual visit to the museum
- Access to the collection digitally



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Suggested project timeline:

Essential Skills Developed



WEEK 1

School

- Live brief setting and Q&A. Think about the different roles needed in the project and, if working in a group or as a class, decide who will do what. Students will receive the resources to be able to develop an exhibition concept. Introduction to working with material culture relating to slavery.

Homework

- Read through resources provided.

WEEK 2

School

- Decide on a title and concept for the exhibition.

Homework

- Research objects.

WEEK 3

School

- Students will share their responses to the brief in class and finalise their object list and begin writing label text.

Homework

- Prepare labels.

WEEK 4

School

- Live check in with brief setter. 2-3 students will be chosen by the teacher to present their ideas and receive feedback from the professional and their peers.

Homework

- Develop introduction text.

WEEK 5

School & Homework

- A digital portfolio of creative careers in the industry sub-sector will be provided.
- Students to review the digital portfolio of creative careers in industry sub-sector.

WEEK 6

School

- Students to feedback to teachers the creative careers they have researched.

Homework

- Work on finishing and refining exhibition ideas ahead of the final presentation in Week 8 and note progress against the checklist.

WEEK 7

School & Homework

- Work on the content for the final presentation.

WEEK 8

School

- Students will present final response to creative brief to peers and the brief setter.
- A select group of 4-6 students will be chosen by the teacher to present in order to get feedback from the brief setter and their peers.