

## **CASE STUDY: CGE's York Community Global Artists Project**

The project had two key aims:

Firstly, to make a difference and create better chances for the aspiring BME artists, through training, confidence building, and developing cultural workshops to improve community cohesion and integration. Secondly, to help build stronger and healthier communities, working directly with over 1300 participants, raising their awareness and appreciation of diversity and shared values amongst community members.

Project facilitators: Rosina Gilboy and Jenny Zobel

### **Case Study One: BME Artist - Sudeshna Chattopadhyay**



Sudeshna came to the project lacking confidence in her own ability and with a phobia of speaking to large groups. We looked at her artistic talents and encouraged her to consider how to use these to explore global learning through ART. Copmanthorpe Primary Year 6 pupils were doing an Australian topic and wanted Sudeshna to use her Indian printing to then explore Australian art. On the 1<sup>st</sup> February, she delivered two workshops with the support of the facilitators. Both the school and Sudeshna were delighted with the outcomes both art-wise and understanding linked with Indian printing. Sudeshna's project evaluation clearly shows she gained:

***SKILLS: Time management and resource management skills, team working.***

***KNOWLEDGE: How an art technique can be adapted to different themes. Learning to be versatile and flexible.***

***ATTITUDE: Developing trust in own abilities and others.***

***OTHER: Confidence***

She also reported the additional benefit of having improved chances:

***'More self-confidence. I applied for a position as art tutor for the York Council and I am now working for them delivering workshops to small groups of adults. This was difficult for me to approach before.'***

Copmanthorpe Primary Teacher Richard Runce felt that the workshop scored 10 out of 10 for booking and communication, presentation and delivery and content. He wrote ***'Children had the opportunity to learn about Indian printing. To create prints celebrating Australia***

***Day (current Topic). Children learned some of the history of Indian printing, had hands-on experience with printing materials, and created their own print. The workshop worked well as it guided the children through creating their own print. It was well presented and the children enjoyed the session.'***

The young people who accessed the workshop said:

- 1. "The prints look great!"***
- 2. "The Indian printing is just like tessellating."***
- 3. "The wooden printing blocks are elaborately made."***

#### **CASE STUDY TWO - BME Artist: Shrikant Subramanian**



Shrikant is a talented dancer and wanted the opportunity to develop workshops and deliver these in the York and surrounding areas. He wanted to explore Diversity and Sustainability so looked at water, seasons and Indian music linked with Bollywood. He already had experience of working with all ages and jumped at the chance of delivering a dance workshop to pupils at Applefields Special School in York.

Shrikant's project evaluation showed development of stronger communities:

***'The project has been very beneficial in creating new creative pastures for young people in the schools of York. The schools of York have very less exposure to the diversity of cultures from South Asia. My input in the project has been south Asian dance and creative movement and how such a unique dance form can build confidence and also boost positivity and confidence in young people. Through a different cultural exposure young people were able to focus and work as a team to present a dance presentation that was fulfilling as well as enjoyable.'***

He personally recorded a change in pupil attitudes in York and felt the workshops contributed to community cohesion. He reported:

***'Hence, it has been rewarding for me to teach them new creative dance movements in a fun and enjoyable way. By learning something new and from a different culture has enabled them to focus cohesively and gain tremendous confidence in their dancing skills.'***

***And it has also initiated young people to enjoy dance even if they lacked confidence in dance activities.'***

Applefield's teachers and SEN pupils thoroughly enjoyed the workshops from which they are often excluded and wanted:

***'The students to experience Bollywood style dancing and to learn a few steps. Then to give an opinion on whether they liked it or not.'***

Once again, the workshop scored 10 out of 10 and provided Applefields young people with:

***'The experience was great and carefully measured, so that all the students, across the range of abilities, took a happy and active part. Nearly all the students said afterward that they had really enjoyed it'.***

Please check out CGE York Facebook link to see video of Shrikant and a group of young people dancing in one of his workshops : <https://www.facebook.com/yorkcge/> and <https://www.facebook.com/yorkcge/videos/vb.840486436016036/1106746599390017/?type=2&theater>

### **CASE STUDY THREE - BME Artist: Yazi Bagh Ali**



Yazi is a gifted Muslim woman whose own personal story has given her a strength of character and wisdom in building relationships and community. She is a great and enthusiastic communicator that breaks down barriers and allows her to share knowledge and cultural skills *to others. The project enabled Yazi to develop her community integration skills and also:*

***SKILLS: How to adapt to short sessions***

***KNOWLEDGE: School settings in wider areas and travelling outside my comfort zone***

***ATTITUDE: Positive learning and delivering workshops experience.***

She personally felt that' ***The school staff and pupil gained a positive experience of other cultures, giving them to opportunity to be open and ask questions freely. Which helped and developed their learning and strengthened community relations.'***



Because Yazi had her own car, she could take the global workshops to some areas around York. She went to Kirbyhill Primary, who wanted their pupils to gain much needed understanding and experience other cultures. The school felt that the workshop allowed them to know more about the Muslim Culture, with pupils and staff being able to wear the hijab and other clothes as well as hear another language. Again, her workshops tended to score 10 out of 10 for all areas! She has used her confidence and cooking experience to develop a spice range and to offer more workshops to groups throughout North Yorkshire.

### **CELEBRATORY END OF PROJECT EVENT**

The Global Artist Project was celebrated with a Conference where the Lord Mayor of York presented certificates to participating organisations and artists. This news can be seen on our Facebook page and video:

<https://www.facebook.com/yorkcge/videos/vb.840486436016036/1045338318864179/?type=2&theater>

Photos of a few community groups (Bootham, Kirbyhill and Applefields pupils) receiving their certificates of participation from the Lord Mayor of York

### **SOME OF THE BME ARTISTS RECEIVING THEIR CERTIFICATES**

