

## Place Services/Essex County Council – Art in Architecture

# ARTIST CONSULTANT'S BRIEF

## Braiswick Academy

### 1. Introduction

Essex County Council has a long established commitment to the commissioning of public art as part of its capital development programme. A dedicated public art team is based within the Built Environment Branch and works closely with other sections of the council to recruit artists and integrate art into design and building programmes.

The public art commission for the refurbishment of Braiswick Primary School is an exciting opportunity to produce innovative, site-specific public artwork, informed by the ethos of the school and in collaboration with Place Services, Essex County Council, Skanska and the landscape architects.

### 2. School Context

The new school is situated near the former Woods Factory site. Woods, established in 1909 by Maurice Woods in Colchester produced a single phase motors to suit the various different voltages in use. Now Svenska Fläkt and Woods Fans, the history of Fläkt Woods has its roots in a number of companies with old traditions including Svenska Fläktfabriken, Woods of Colchester, Bovent, Solyvent Ventec and Bahco, to mention a few.

Braiswick Academy will be developed by the **The Learning Pathways Trust** - a multi-Academy Trust, set up April 1st, 2012, which currently consists of **Lyons Hall School** (the approved sponsor) Braintree and **White Hall Academy**, Clacton-On-Sea (the sponsored Academy). White Hall became the first sponsored primary academy in Essex.

The school will provide 420 mainstream primary school places, (2fe) for pupils between the ages of 4 and 11.

#### The Educational Vision:

##### Successful and aspirational learning

- Learning provision that actively engages all pupils and offers a sense of fulfilment, enjoyment and challenge.
- Personalised learning that gives enjoyable opportunities for creativity and problem solving.
- Active learning in which there are rich opportunities for learning outside the classroom.
- A resource rich environment that reflects the needs of the pupils and adults.
- Pupil involvement in learning with a strong focus on learning to learn and responsiveness to different learning styles.
- High expectations for learning and behaviour which are manifest in a strong ethos of mutual respect from and for all members of the school and wider community.

### **A curriculum that is responsive to a changing world.**

- A strong focus on the individual and Social and Emotional Aspects of Learning which are embedded in the curriculum.
- An ICT rich, real and virtual environment with a strategic approach to the development of aspirations.
- A positive, physical and emotional learning environment which is safe and nurturing.

### **Innovation driven by research**

- A strong focus on using educational research to inform innovation

### **A supportive environment in which children are open to new experiences and feel able to take risks and celebrate mistakes as learning opportunities.**

- A strong focus on Growth Mind set approaches to learning
- Support for all members of the community in the continuing skills for life development in order to make a positive contribution locally.
- A highly inclusive environment where every member of the school community is able to access learning and support.
- A focus for sustained extended school services and multi-agency support all to support groups to achieve their potential.
- A strong collaborative ethos within and between the staff, pupils and the wider community which manifests itself in team work, partnerships and learning with and from each other.

### **Distinctive Ethos:**

In addition to the inclusive, aspirational and positive ethos embedded in the vision, the Academies in the Trust follow Fish Philosophy:

- Be there: Be mentally and emotionally present
- Play: Have fun while learning and working
- Make their Day: When you make someone else feel good, you feel good too
- Choose Your Attitude: Choose how you respond to life, not just react

### **3. Aim of this Project**

The aim of this project is to integrate visual arts into new classrooms or grounds of the new school thereby enhancing the environment and raising the aspiration of pupils, staff and others working in and visiting the school. The school is looking to develop the curriculum requirement to learn about the environment in particular aspects of sustainable development, recycling and reuse.

The artist will also work closely with Skanska to find methods that will encourage pupils attending the school to consider their built and natural environment in order to develop a setting for inclusive learning that will enable each generation of pupils to explore the environment, ecology and sustainable energy sources.

### **4. Artist's Brief**

A range of possible ways in which the artist could integrate their work into the design of the school has been provided below. These suggestions offer a broad list of potential opportunities; it is envisaged the artist will develop work that may address one or two of the requirements within a single theme although it is understood that there may be crossover into another area. The list is not comprehensive and proposals outside of the lists below will also be considered.

The new school provides a chance to further develop the outdoor learning environment, making the most of opportunities its location has to offer. An artwork focusing on this theme will need to ensure maximum use is made of the external learning areas, assisting the school in establishing and support practical approaches to learning and teaching.

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Possible opportunities for integrated artwork include:

- zoned areas – active areas, quiet areas, covered areas, themed areas or courtyards
- curriculum related installations to stimulate play and learning about the environment and ecology such as re-use of grey water; production of sustainable sources of energy such as wind and solar power
- a kinetic or interactive artwork

## **5. Artist engagement programme**

As a new school, a key aspect of the project will be working with the staff involved in the development of Braiswick Academy. There will not be the opportunity to work with pupils and staff that will be based at the school, however potential for activities and research to take place at Lyons Hall School is available to the appointed artist.

The ambition of the artwork for future pupils should be to:

- offer pupils practical, hands-on activities that allow them to be fully engaged in the topic
- give every child the chance to learn extra skills that are beyond the core curriculum
- allow children to experience the excitement and enjoyment of learning
- provide an opportunity for the pupils to develop practical life skills alongside academic skills that connects their learning to the outside world
- assist the school in providing an exciting, relevant and personalised creative skills based curriculum

A second element to the project is the involvement with Essex County Council's Artist Mentoring programme. The selected artist for the Braiswick Primary School commission will be offered the opportunity to work with an artist at the start of their career who has been selected to be part of Essex's artist mentoring programme. The mentor programme is a separately funded project. Further details regarding this, optional programme will be provided to the commissioned artist.

## **6. The Role of the Artist Consultant**

- Collaborate with the school and design teams involved.
- To identify opportunities for integrating art into the fabric of the building and/or the landscaping of the school grounds.
- To attend meetings related to the development of artwork/s within the school.
- To produce up to three concept proposals, one to be taken to full design stage.

Artworks can be either:

1) Artworks that need to be 'built in' to the fabric during construction or re-modelling (e.g., landscaping, flooring, tiling, mosaics, stained glass, signage) with an indication of how the funding of these works can be supplemented by the use of construction sums and built into the construction programme.

2) Artworks that are more 'stand-alone', and which can be installed either during or at the end of the construction period.

- Budgets and technical information for all art proposals.
- A schedule for undertaking the commissions.

## **7. Time Scale**

The Artist Consultant will work on a part-time basis commencing in March 2014. An indicative proposal should be provided for consideration by May 2014; details of which will be included in the planning application for the school. Once agreed, the final artworks will be produced and installed in line with the programme. The building is due for completion in September 2015.

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## **8. Fees and Budget**

The Artist Consultant's fee is £7,000 which includes all costs. The Artist Consultant will work on a self-employed basis. The budget for production of the artwork or art works is £33,000. Upon appointment a contract will be issued for the artist consultant's fees. The production of the artworks will be dealt with under a separate contract and may be undertaken by the artist or by specialist fabricators.

## **9. Selection Criteria**

- Applicants should be experienced practising visual artists or craftspeople working in any media.
- Applicants should have experience in fulfilling public art commissions, including drawing up proposals, budgets and technical requirements.
- Applicants should have experience of conducting art workshops with pupils in schools or they must be prepared to work with an experienced workshop leader to deliver the workshops.
- Applicants should have good communication skills, both written and verbal, enabling them to address meetings, write reports, etc.
- Applicants should have good inter-personal skills, enabling them to work effectively with teachers, pupils, architects, administrators, etc.
- Applicants should have good organisational skills, enabling them to organise their time effectively, meet deadlines, etc.
- Applicants should be able to work effectively within a team and on their own.
- Applicants should have Public Liability Insurance to a value of five million pounds.

Selection will be made by a personal interview of short-listed artists. At the interview, each candidate will be asked to make a 10-minute presentation about their work, using a portfolio, digital presentation or other visuals, and will then be asked a range of questions related to the role and the selection criteria. The appointed artist will be selected on the basis of track records, suitability of practise and understanding of and sympathy with the brief. The appointment will be subject to a satisfactory CRB check. Travel expenses to the interview will be refunded.

## **10. How to apply**

Artists will register their interest by submitting the following:

- A written expression of interest, this should explain why you are interested in this commission and your project approach and methodology referencing any community engagement projects you have delivered or collaborated on previously (no more than two sides of A4).
- Visual material (maximum of 10 images) with brief accompanying information (please do not send originals).
- Current Curriculum Vitae ( max. 2 sides of A4)
- Contact details of two referees of similar completed commissions.
- Any additional information i.e. catalogues/ publications. (Please include a S.A.E. for the return of any materials sent).

Email applications are welcome, maximum size per email is 10MB. Please note full applications should be contained in one email and formatted for A4 printing.

### **Submission should be sent to:**

Clare Cleary, Place Services  
County Hall, Chelmsford Essex.  
CM1 1QH E: [clare.cleary@essex.gov.uk](mailto:clare.cleary@essex.gov.uk)

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The deadline for receipt of expressions of interest is **9am Monday 3 March 2014**

Interviews will be held on **Monday 10 March 2014**

**Further Information: CABE's ten points for a well-designed school**

1. A high-quality design that inspires users to learn
2. A sustainable approach to design, construction and environmental servicing
3. Good use of the site, balancing the needs of pedestrians, cyclists and cars and enhancing the school's presence in the community
4. Buildings and grounds that are welcoming to both the school and the community while providing adequate security
5. Good organisation of spaces in plan and section, easily legible and fully accessible
6. Internal spaces that are well proportioned, fit for purpose and meet the needs of the curriculum
7. Flexible design to allow for short term changes of layout and use, and for long-term expansion or contraction
8. Good environmental conditions throughout including optimum levels of natural light and ventilation for the different activities within the buildings
9. Well-designed external spaces offering a variety of different settings for leisure, learning and sport
10. A simple palette of attractive materials, detailed carefully to be durable and easily maintained and to age gracefully

*'CABE: Commission for Architecture and the Built Environment - the government's advisor on architecture, urban design and public space'*