

Craft and Design at Lincoln Christ's Hospital School

The School came into operation in September 1974 with the amalgamation of four single sex schools. Two Grammar and two Secondary Modern, came together on one site to form an eight form entry Comprehensive School catering for children of 12+ to 18 years. It is important to note that the City of Lincoln Divisional area operates a middle school system and transfer to senior school takes place a year later than in the surrounding county areas.

Organisation within the school is on a Faculty basis and the Craft and Design Department operates under the Umbrella of the Creative Studies Faculty. This faculty is fortunate to be housed in the new extensive additions made to the buildings of the original boys Grammar School.

Creative Studies Faculty

Structure:

Four departments: ART
CRAFT & DESIGN
HOME ECONOMICS
MUSIC

each with a Head of Department supported by specialist staff, some of whom have defined areas of responsibility. The Academic Co-ordinator links these departments and, in close liaison with Heads of Departments, crystallizes the practical and philosophical policies of the various disciplines within the Departments. Faculty meetings are a forum for an exchange of practical ideas in the formation of mutually acceptable techniques and standards.

Complex:

Art Department

Semi open plan with three main tutor bases plus a pottery and three dimensional area beyond a glazed screen. Staff office, storage rooms and dark room. Occasional use of adjoining 'clean area' drawing room. External open sculpture bays.

Craft and Design Department

Two Woodcraft based, semi open workshops with central machine area. Two Metal/Plastic based, semi open workshops with central machine area. Staff office, storage — workspace for technician, display and project unit. 1st floor Design Room. Two specialist drawing offices, plus use of 'clean area' drawing room.

Home Economics Department

Two Cookery rooms with storage. One Fabric room with dividing screen to dividing room. H.O.D. Office. Staff Office. Small general purpose discussion area. A Flat — consisting of Kitchen, Bathroom, WC and Living Room. Food Hoist.

Music Department

Two classrooms, one with dias. Sound reproducing equipment built into each. Staff/sixth form discussion room. Two practice rooms. Occasional use of adjoining classroom.

Timetable:

1. The School Day is divided into 4 timeblocks of approximately 75 minutes designated 'sessions'. Half sessions are possible.

2nd Year	3 sessions
3rd Year	3 sessions
4th Year	2½ sessions per subject option
5th Year	2½ sessions per subject option
6th Year	3 to 4 sessions per subject option

In addition, 4th and 5th Years have one extra session for non-exam creative studies. Blocks of time are allocated to each year.

2. *Second Year* pupils of both sexes are divided into 15 sets containing 17 pupils approximately. The year's programme is one of familiarisation and investigation into the capabilities and limitations of materials and methods. To encompass this aim, the pupils are rotated about the four departments at nine weekly intervals. This gives *all* pupils a chance to benefit from the expertise of most of the Departmental staffs in their specialist fields. In addition the 'carousel' provides variety and helps to maintain the pace of work. There is opportunity for liaison between allied creative activities: the emphasis is on creative thought leading to techniques that arise out of it.

3. *Third Year* pupils are divided into permanent sets which vary in pupil content from 14 to 23. The third year is structured towards further developmental work undertaken in a slightly more formal atmosphere. There is need now to explore to greater depth the techniques of creativity. Having had a 'taste' of possible uses of materials, both artistic and functional, pupils are now encouraged to experiment with specific materials.

i) Plastics, for instance have new and unfamiliar properties. Their use is legion, and they may be both structural and decorative — or ugly and pollutive.



ii) Music may be made from individually created sounds (by the non-instrumentalist) emanating from traditional and contemporary instruments. The tape recorder is used extensively to compose by way of the synthesizer and allied sound sources.

4. *Fourth Year* options are chosen during the latter part of the third year course. In general, these subjects are for subsequent public examination at either GCE or CSE level. Certain non-examination courses are mounted according to need and availability of staff within the option framework.

5. *Fifth Year* courses are an ongoing commitment from the fourth year. The summary lists the present examinations.

6. Present *Sixth Form* options are at 'A' level, with special arrangements for 'O' level requirements and minority time courses. Options: –

ART
HOME ECONOMICS AND DRESS
DESIGN
MUSIC
TECHNICAL DRAWING

The Craft and Design Department

The Head of Department holds overall responsibility for the Staff work load and for day to day organisation. Under his aegis certain areas are delegated.

One tutor has special responsibilities for metal and allied crafts.

One tutor has special duties in connection with Design.

One tutor oversees arrangements for the least able and non-examination groups in the fourth and fifth year.

The wide diversity of interests and abilities among the craft staff ensures varied and flexible programmes in the semi-open plan workshops. Staff do not necessarily keep to one teaching group throughout a school year, even at Fourth and Fifth year level. Design groups at 'O' and 'A' level in particular gain the benefit of the specialist skills of all members of the department staff. Staff move

between teaching groups within an option to cater for the needs of the students.

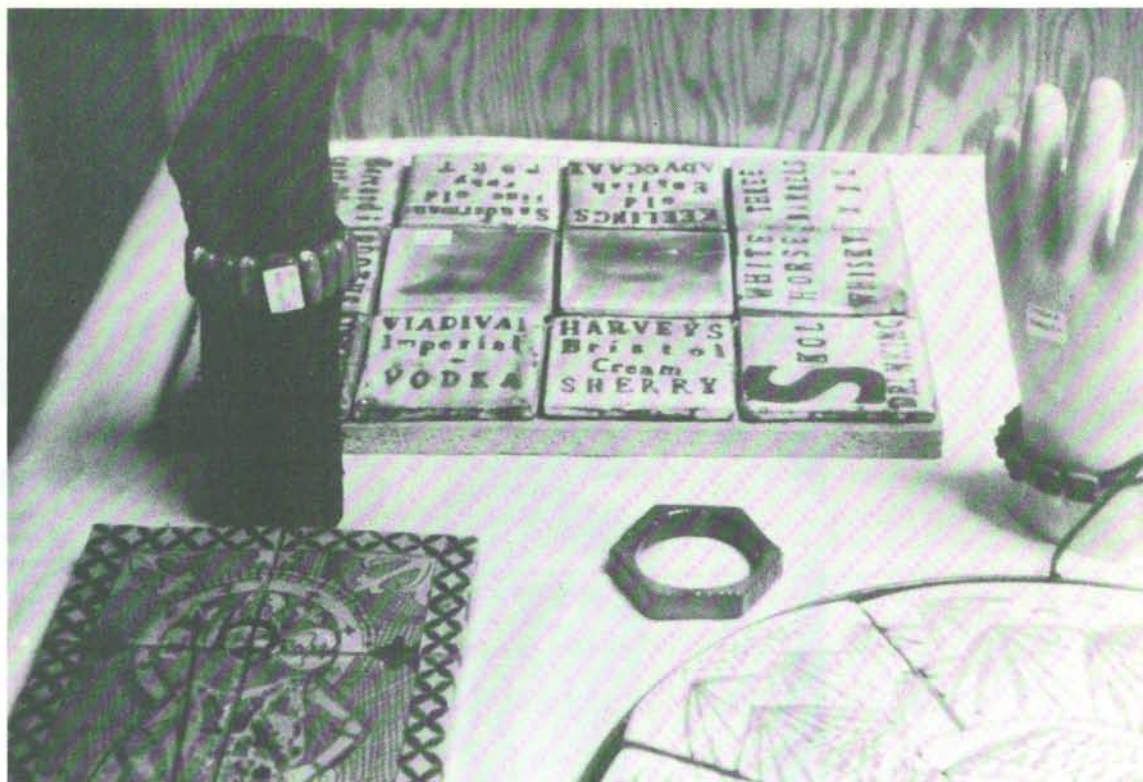
Team teaching has not consciously been adopted but has developed quite naturally from the lay out of the facilities, the courses we have chosen to offer, and most of all from the co-operation between a team of like thinking teachers.

There is no rigid scheme of work in the lower school situation. In broad terms an individual approach is used and monitored by the HOD and his delegated tutor.

The Second Year scheme is more an experience than a programme, and throughout the School we aim to combine a Design and Problem Solving Approach with many and varied techniques. However, experience has shown the limiting factor of the 12+ transfer and basic skills are insufficiently developed at the end of the third year when option choices are made. This lack of skills is a problem that has not yet been fully overcome, and we have found it necessary to combine the design approach with some more formal work at Fourth Year level, particularly with the examination groups. Our problem is made even more acute by the wide range of materials and operations covered in the first two years.

The main course outline is: –

- (1) *Second Year* (First year entry at 12+)
 - (a) Wide range of experience for both boys and girls in a variety of materials.
 - (b) Particular emphasis on creative work with a rigidity only where the teaching of a particular skill calls for this type of approach.
 - (c) Materials and techniques to be offered: – Wood, Metal (Ferrous and Non-Ferrous), GRP, Clear casting in Resin, Vacuum forming, Lapidary, Silversmithing, Enamelling.
 - (d) Children are encouraged to use a variety of materials within the same job, and emphasis is placed on the discovery of the qualities and limitations of each type of material.
 - (e) *Visual Communication*
Opportunity is given for children to develop simple sketching techniques – at this stage mainly in pictorial form.



Techniques: —

- (1) Use of Isometric Paper
- (2) Two point perspective drawing
- (3) Simple development by experience
i.e. use of stiff paper and card to produce cut out models of own design.

(2) Third Year

- (i) Schemes of work to be related to a problem solving situation.
- (ii) Opportunity to develop techniques in various materials to a greater depth and precision than in the Second Year.
- (iii) Development of drawing techniques to include the use of drafting units and introducing orthographic projection. Emphasis upon the need for a graphic language as a form of communication between artisans and designers.

(3) Fourth and Fifth Years

These are option subjects, normally implying 'for public examination'.

They are available to both boys and girls.

Work is directed towards the following examination syllabus: —

- (a) Woodwork: Mode III (Lincoln City) CSE (East Midlands)
 - (b) Metalwork: 'O' level (AEB) Mode ICSE (East Midlands)
 - (c) Design, Communication and Application: 'O' level (AEB)
- N.B.: — We do not consider that woodwork at 'O' level is a worthwhile proposition.
- (d) Technical Drawing: Mode ICSE (East Midlands) 'O' level (Cambridge)

Sixth Form

- (a) Design: — 'A' level (Oxford A83).
- (b) Geometric and Engineering Drawing: 'A' level (Cambridge).

Geometrical and Building Drawing is also available if career intentions make this desirable.

In addition to the above courses, opportunity is given for career orientation for prospective engineers to include 'O' level Metalwork and Engineering

Drawing alongside their Maths. and Physics 'A' level work. Offered as a relevant background.

Individual timetables may be necessary, together with a good deal of self help, and a small drafting area is set aside for sixth form use. Each student has his work monitored by a member of staff.

(8) Non-Examination Courses

Non examination courses in the fourth and fifth year are formulated and controlled by one member of staff. Extensive use is made of patterns and jigs, and group production of a variety of jobs has proved to be a success.

These groups work to the same timetable allocation as the Examination option sets, but divide their time between the various workshop areas. Work is predominantly in wood and metal, and the time is divided equally between these disciplines.

(9) Fourth and Fifth Year Liberal/Creative Studies

These are short courses according to space and staff availability. They cover aspects of the contemporary scene:

Town Planning, Motor Car and the Law. Making Toys, Jewellery, Boat and Model Building. How a vehicle works. Lapidary and Enamelling. Electronics.

We hope that these groups will be mainly made up of children who have no Craft or Design option in their timetable. Organisation, however, is outside the faculty and this ideal is not always possible.

Assessments and Examinations

The individual work is marked. There is a limited use of continual assessment: difficult to organise efficiently in the changing pattern of the timetable.

Three Years On

The first three years have been stimulating to say the least. We hope, of course, that the pupils have found it so, and some results would suggest that they have. Certainly the teachers would agree with this point of view, and the organisation has resulted in a wide interchange of ideas.



All teaching staff have found results to be rewarding, but at the same time more demanding in both time and effort. The extensive range of equipment and materials are difficult to maintain and control.

We have endeavoured to maintain a high standard of craftsmanship and have been constantly surprised by the quality of individual pieces of work.

There has been some concrete evidence of success in the Department. In addition to the examination results, three Sixth Form students have won Design Awards at both National and Local levels:—

1. DESIGN COUNCIL GEC SCHOOLS DESIGN PRIZE — Britain's 'Designers for Tomorrow'.
Winner — Vincent Foster (Aged 18).
with his GENERAL PURPOSE LIGHTING SYSTEM
N.B.:— All prize-winners and their teachers visited Buckingham Palace for the presentation of awards by the Duke of Edinburgh.

2. YOUNG ENGINEERS FOR BRITAIN — PETT Competition.
Finalist — Tom Phillips (Aged 17)
with his steering system for a HOSPITAL TROLLEY

3. BARNES REMOVALS LTD., LINCOLN
Graphic Design Award for local students.
Winner — Tim Warner (Aged 18)
with his design for a Trade Symbol incorporating the name 'BARNES' with the movement of Furniture.

Disappointing aspects in our departmental aims so far are in the main centred on two points:—

1. We are attracting only small numbers of the most able children into the department at Fourth Year level. These children and their parents obviously feel the need to keep all their Academic options open.
2. Support for our OXFORD A.83 Design 'A' level course is only small at this time, and we hope that both national and local publicity from our recent success will have a stimulating effect on future numbers.

An Experimental Third Year Design Course

This one year course for pupils of above average ability is proving most successful and will be

repeated during the academic year 1978-9. Four projects were attempted during 1977 and they were:

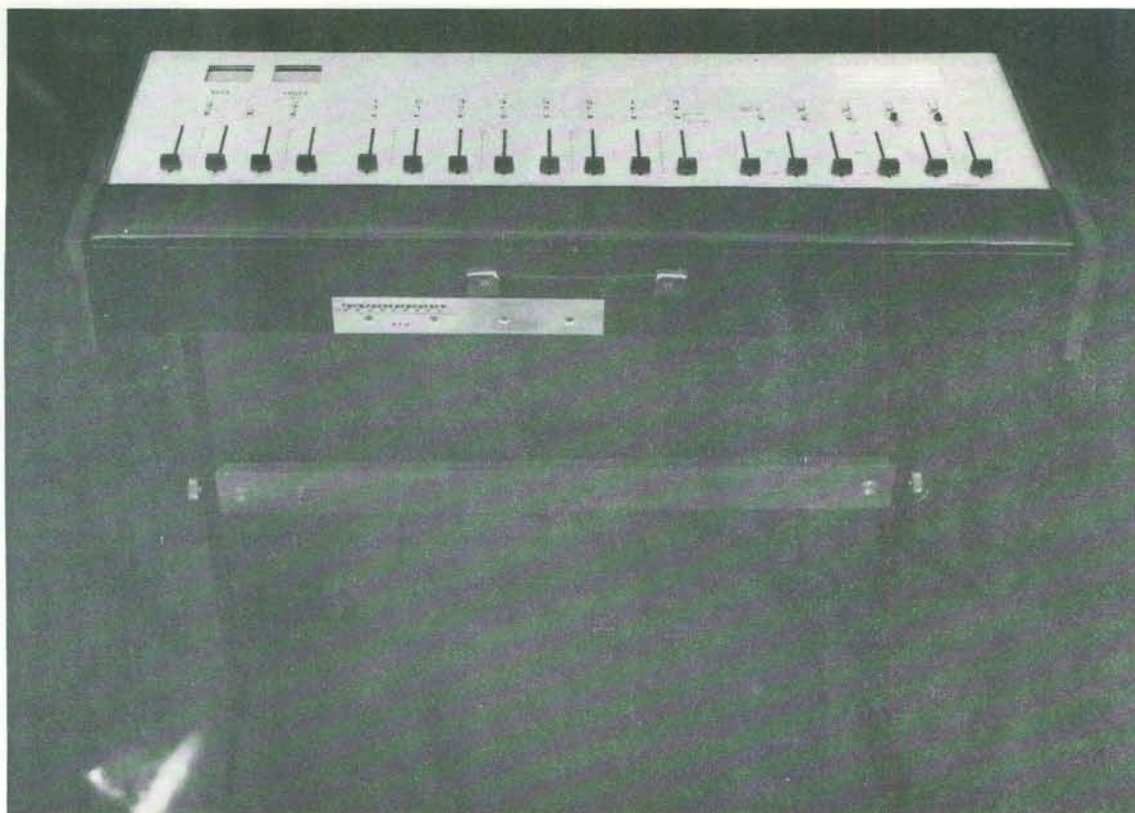
- (1) *Space Age Wear*. The brief here was in the form of a 'press handout' concerning a lunar flight, and a similar technique was employed for the
- (2) *Motor Car Insignia*, which required the use of initial letters in the Design of a motif for a new car.
- (3) *Table Place Setting*. Boys as well as girls attempted this project involving the design and manufacture of personalised table mats, napkins and drinks holders.
- (4) *Board Game*. A very popular item. Pupils were given a brief to design, make and package a new board game. They were each given 1 marble and 5 short dowels to be incorporated into the game. Again the standard was high and lettering and packaging well done.

Our primary objective is to introduce pupils to a problem of a design nature and by careful analysis for them to produce solutions in varied ways. Solutions need not be three dimensional although it must be recognised that the majority of students will want to make the artefact they have designed. The role of the teacher is that of catalyst between pupil and problem and a link between problem and material. In order to keep everyone informed each pupil compiles a Design Folio of linear planning with headings as under:—

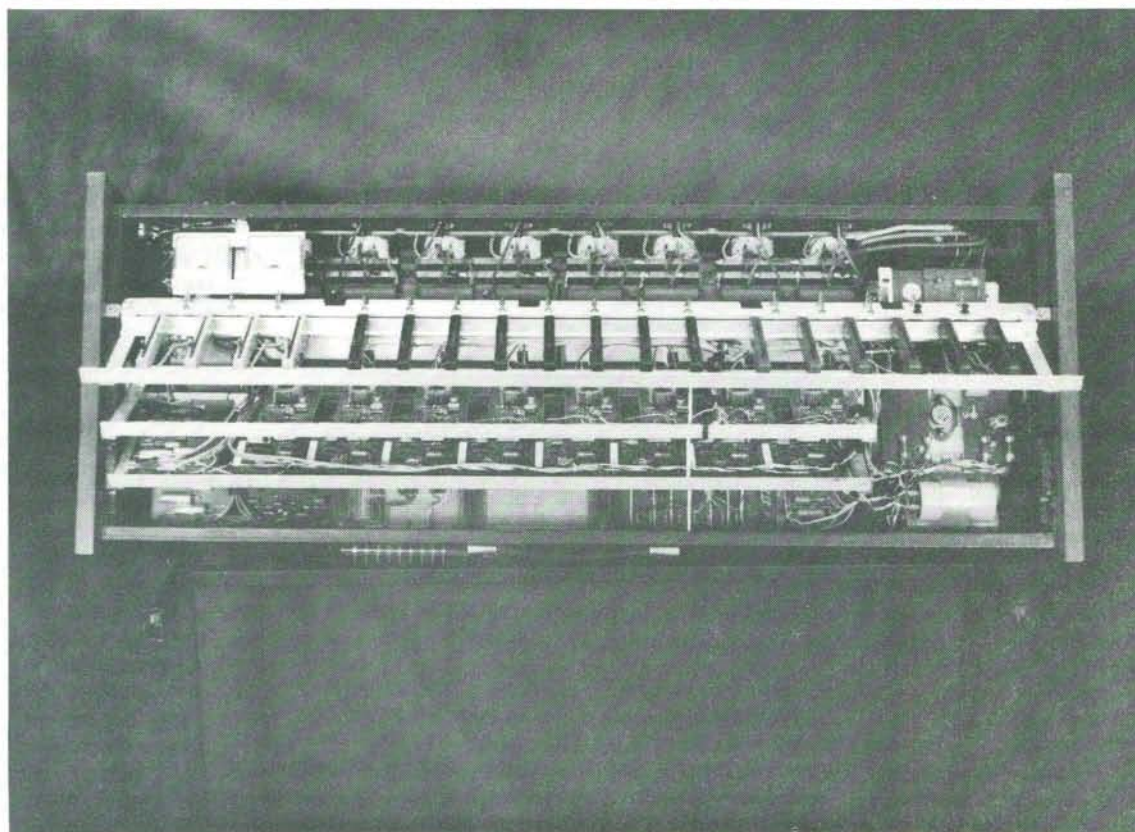
- a. Identification of the Problem (Concept)
- b. Collection of Data
- c. Recognition of Restraints
- d. Preparation of a Brief
- e. Production of possible solutions
- f. Selection of the most suitable solution
- g. Development of the selected solution (Realisation) — a programme of work
- h. Testing and Evaluation of the final product.

It is anticipated that 2 or 3 projects are possible within this one year course, and it involves staff drawn from the departments of Art, Home Economics and Craft & Design. It is essential to push these able pupils on quickly and to maintain and promote their interest. Communication is vital for the success of this course and good

The lighting system designed by Vincent Foster (aged 18).



The Console with the top removed.



presentation may be deemed part of communication. Pupils are encouraged to develop high standards of craftsmanship.

Exhibitions and Display

We endeavour to keep a constantly changing display of both completed work and work in progress, on view within the department. On occasions this display is supplemented by an exhibition from Local Industry.

We also hold an Annual Exhibition of Work from the entire faculty with open evenings for the general public. These full displays do help both staff and students to appreciate both the quality and quantity of a year's work.

15. Looking Forward

We have high hopes for the developing future of Design Education at Lincoln Christ's Hospital School, but have no illusions about the difficulties in achieving our aims. A cut back in staff, and the rate of inflation make the continued progress within the department uncertain.

Consolidation is now our primary objective.

There are new avenues that we would wish to explore, and new courses to develop, but we feel that there is a danger in developing too far, too quickly. Teachers can easily be overwhelmed by the complexity of the situation in which they find themselves. Work is now a far cry from the single

CREATIVE STUDIES FACULTY SUMMARY OF COURSES

Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year(s)
2 sessions weekly on 9 week rotation	2 sessions weekly Permanent sets	Art O Level CSE Level	A	3 – 4 sessions
Art Mixed	Boys	Woodwork CSE Level	WK	Art A Level O Level
Music Mixed	Craft	Metalwork O Level CSE Level	MK	Music A Level
Home Economics Mixed	Art	Design O Level	DES	Music Appreciation AO Level
Needlework Girls	Music	Technical Drawing O Level CSE Level	TD	Design A Level
Plastics Boys	Technical Drawing	Music O Level	MU	Technical Drawing A Level
Woodwork Mixed	Girls	Food & Nutrition O Level	HE	Home Economics A Level
Metalwork Mixed	Home Economics	Homecraft CSE Level	HE	Home Affairs AO Level
Technical Drawing Mixed	Art	Needlework & Dressmaking O Level CSE Level	NK	Needlework A Level
Technology Mixed	Needlework			Dress Making O Level AO Level
	Music			

Options
Chosen
Mid Year

Open to
Both
Sexes

NON EXAMINATION COURSES AND GENERAL STUDIES
ARE ADDED TO THESE

workshop, single material situation that existed for teachers in Lincoln just a few years ago.

As individual members of a multi-material department we were quick to recognise our limitations in respect of all areas of knowledge. Children come to recognise, and easily accept, who to approach for specialist advice. We find that this freedom takes a considerable pressure off the individual teachers, and leads to a greater degree of co-operation. We even learn ourselves!

We would not wish to turn the clock back.