

Rivers of the World





Rivers of the World

Rivers of the World is the Thames Festival Trust's flagship education project delivered in partnership with the British Council.

Rivers of the World inspires young people to see the potential for art in their lives. It champions their creativity and develops young audiences for galleries. The project gives teachers skills to deliver arts-based learning; develops awareness about rivers; and provides the framework for international partnerships to flourish with both artists and schools.

Now in its 14th year, Rivers of the World has been delivered in over 30 countries around the world. Each year we work with one new London borough and two new UK cities on a 2-year cycle. We link each school with a school in a partner city overseas.

Magnificent artworks are created through the project by pupils under the guidance of professional artists and exhibited in London and across the participating cities. The pupils' artworks are inspired by their local waterfront.

This year we have worked with young people from Barking & Dagenham, Exeter, Worcestershire, Kenya, Malawi and Palestine who are in year one of the project alongside Bromley & Bexley, Hull, Reading, Nepal, Nigeria and Sierra Leone who are in year two.

riversoftheworld.org



Opposite:
Artwork detail:
All Saints Catholic School
with Shona Watt

This page:
Pupils from Celebration
Co-Ed School by
Kailash K Shrestha

Where we work
2006-2018

Rivers of the World has partnered children and young people in the UK with their counterparts from over 30 countries around the world enabling international collaboration and dialogue through the study of rivers and culture.



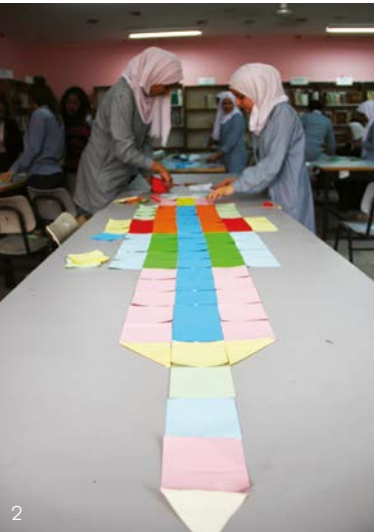
Lead Artist
Shona Watt

London based artist Shona Watt has been the lead artist for Rivers of the World since its inception.

Shona is known for creating spectacular flags that have been seen worldwide, from the opening of the Millennium Footbridge in London to the opening of the Melbourne Museum in Australia. After attending Ravensbourne College of Art she received a Northern Arts Award (1996) and a Craft Council Award (1997). Major art commissions include The Millennium Footbridge, Hungerford Footbridge, The London Eye and Melbourne Museum, Australia.

“ Rivers of the World provides students with vital opportunities to experiment and surprise themselves in an immersive experience of different art forms and cultures, which would not be available through the standard curriculum. The project is a wonderful way of demystifying some creative industries, while providing a glimpse into career opportunities that might otherwise be overlooked.”

Palestine &
Barking & Dagenham



1 & 3 Pupils from Eastbury Community School by Ed Stone
2 Pupils from Fatima Alzahra Secondary School for Girls by Amer Shomali
4 Pupils from Masqat Secondary School for Girls by Amer Shomali
5 Pupil from Auja Basic Co-Ed School by Amer Shomali

Photo by Ed Stone

Artist, Palestine Amer Shomali

Amer Shomali is a Palestinian multidisciplinary artist. He uses painting, films, digital media, installations and comics as tools to explore and interact with the sociopolitical scene in Palestine. Much of Shomali's work examines the creation and the use of the Palestinian revolution's iconography. His artworks are part of several collections including: The British Museum, the Museum of Manufactured Response to Absence (MoMRtA), Birzeit University Museum and Al-Qattan Foundation. Shomali co-directed an award winning animated documentary, The Wanted 18, which premiered at the Toronto International Film Festival in 2014. The film was awarded the best documentary award in Abu Dhabi, Carthage, Traverse City, and Al-Jazeera Film Festivals. The Wanted 18 was in the official submission lists for the foreign language and documentary categories of the 88th Academy Awards.

Born in Kuwait in 1981, Shomali holds a BSc in Architecture from Birzeit University in Palestine, and a Master's degree in Animation from Bournemouth University in the United Kingdom. He is currently based in Ramallah, Palestine.

Photo by Hamza Shomali

"The workshop was great and our work was beautiful, tackling our heritage. I would love it to be exhibited all over the world to show people our beautiful culture and what happened to us when the occupation took our land and we had to cross the river."

Al Razim, pupil from
Ein Sultan Co-Ed School

Pupil from Ein Sultan Co-Ed
School by Amer Shomali

Jericho
Palestine

The workshops in Jericho focused on the ‘lost river’ as Palestinians no longer have access to the River Jordan. Pupils researched plants that once grew along the river; stones that used to be dug up from the riverbed and the problems that they face daily due to the lack of water supplied to their territories.



“ We enjoyed the workshop because it tackled contemporary issues that we live with everyday in the camp; lack of water and drought. These are issues which the world should pay attention to. I think that we managed to take our ideas and translate them into a beautiful meaningful artwork.”

Ziad Mansou, teacher from
Auja Basic Co-Ed School



1 Scene from Jericho by Kate Forde
2 Pupil from Aqabet Jaber Basic Boys School by Amer Shomali
3 Pupil from Fatima Alzahra Secondary School for Girls by Amer Shomali
4 Pupil from Jericho Secondary School for Girls by Amer Shomali

5 Artwork from Fatima Alzahra Secondary School for Girls with Amer Shomali
6 Pupils from Fatima Alzahra Secondary School for Girls by Amer Shomali



Artwork detail: Dagenham Park Church of England School with Shona Watt

Barking & Dagenham UK

Using historical illustrations, festivals and riverside development as inspiration, the students made fantastical artworks from gloves, skulls and sequins.



"I really enjoyed how everyone could put all types of ideas into their work and how it then all came together to form one amazing piece"

Maria, pupil from Barking Abbey School



- 1 Pupils from All Saints Catholic School by Shona Watt
- 2 Detail from Eastbury Community School by Shona Watt
- 3 Detail from Barking Abbey School by Shona Watt

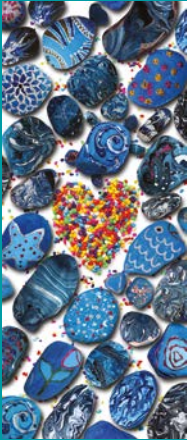
Palestine



Fatima Alzahra Secondary School for Girls
The Indigo plant grew on the banks of the River Jordan and was used by Palestinian women to dye their traditional dresses. These were then embroidered with vibrant silk threads, using geometrical shapes which represented the nature surrounding them.



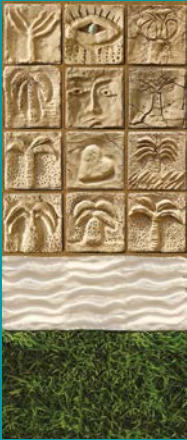
Jericho Secondary School for Girls
Palestinians used to dig out black stones from the riverbed which they called the Dead Sea Stones. They would carve the stones into plates, vases and little souvenirs and decorate them with patterns. The pupils decorated a minefield imitating the stone craft and highlighting the end of a tradition.



Masqat Secondary School for Girls
The water from the Awja River is being pumped away before it can surface, leaving the river dry and the canal filled with plastic water bottles, destroying the ecosystem and disturbing the wildlife around it. The coloured stones represent the river as it once was: full of colour and life.



Auja Basic Co-Ed School
The students highlighted the fact that drought and pollution are destroying our planet. They questioned: what can be done to help? Should they search for another planet? How far could bicycles take them?



Aqabet Jaber Basic Boys School
The distribution of water to the Israeli settlements is five times greater than the water supplied to the Palestinians. The artwork represents their dry valley and empty river juxtaposed with the flourishing trees on the other side.



Ein Sultan Co-Ed School
The pupils re-enacted images and stories from the 1948 war when many Palestinian families fled across the River Jordan and are still displaced in their own country today.

Barking & Dagenham



Robert Clack School
Taking inspiration from the painted 'map gloves' designed by George Shrove for the Great Exhibition in Hyde Park in 1851, the students explored the theme *Working River*. Each pupil created an embroidered glove to illustrate the history of the Thames.



All Saints Catholic School
October Plenty is a harvest festival that takes place on the South Bank of the River Thames. It is a parade that culminates at the world famous Borough Market where the Harvest Queen is displayed. Students made fruits and vegetables from sequins to create a Pearly Harvest Queen.



Dagenham Park Church of England School
Students explored the theme *River Culture*. Using historical illustrations, they collaged pop-up books based on various famous events connected to the Thames; Frost Fairs, The Plague, Guy Fawkes' attempt to blow up the Houses of Parliament and the Great Fire of London. They then wrote poems about the river.



Eastbury Community School
Students investigated the nearby Walthamstow Wetlands Centre; an important bird and wildlife sanctuary in East London and the largest in Europe. The group learned about the migration routes of birds through London and the importance of wetlands for the birds' long journeys.



Barking Abbey School
Students explored the threat to the Thames from fast food outlets in central London and the consequence of fats collecting in the sewers. They took inspiration from memento mori and from Ariel's song from Shakespeare's *The Tempest* to turn fast food into, "something rich and strange".



Riverside School
Riverside School's campus is located directly beside the Thames. Millions are being invested into the development of the area and it has been quoted that it will become, "the new Barcelona". Students were encouraged to design their ideal fantasy living space using cardboard and decorative tapes.

Kenya & Worcestershire



1 Detail from Blackminster Middle School by Sarah Brown

2 Pupil from City Primary School by James Njoroge

3 Pupils from Langata Junior School by James Njoroge

4 Pupils from Nunnery Wood High School by Sarah Brown

5 Pupils from St Egwin's Middle School by Pete Ashton



Artist, Kenya
James Njoroge

James Njoroge is a collage and caricature artist based in Limuru, Kenya. He learnt most of his skills at Kenyatta University where he pursued a Fine Art Degree and graduated in 2012.

He had a successful solo exhibition at the National Museums of Kenya in 2013 and various joint exhibitions including the Circle Agency Paper and Paper II show. He has received awards in various competitions including the Experiencing Kenyan Heritage through Art competition by the National Museums of Kenya.

“It was such a great journey for me and the participating schools to learn about the little known river which passes through the city and yet is so significant to our history and heritage, the Nairobi River. Through this project we got to learn that Nairobi city got its name from the river, that the Maasai culture is central to the river and how privileged we are as a city to have a river running through the middle. Sharing my work with students and inspiring them to produce artworks based on our river was a great privilege. This project definitely gave all of us new eyes for our river. Thank you!”



Photos by Ed Stone

Artists, Worcestershire
Pete Ashton & Sarah Brown

Pete Ashton is a multidisciplinary multimedia artist creating transformative site-specific work, online and offline. His work uses media technologies to explore how we perceive and understand the world around us, from camera obscura lens art to algorithmic image manipulation.

Sarah studied Applied Arts at The University of Hertfordshire graduating with a First Class Honours degree in 2010, where she specialised in glass and used illustration in her work. She has recently pursued her interest in larger scale architectural applications for her practice working on private and public projects that create more of an impact. She had the opportunity to learn a large number of processes across many disciplines whilst at university and now enjoys adapting techniques to apply to different materials, most specifically Sarah has a keen interest in working with glass and vinyl.

“For me the project has really opened my eyes whilst doing my research, and now the eyes of the students, to how important the river is to our environment. I also felt that students who were involved with the project and less confident with art and expressing themselves found new ways to do so.”

Sarah Brown, artist from Worcestershire



Pupils from
Blackminster Middle
School by Ed Stone

“I never realised how lucky we were with the river we have and the things we can enjoy by the river compared to other countries, I will enjoy it more now I know this.”

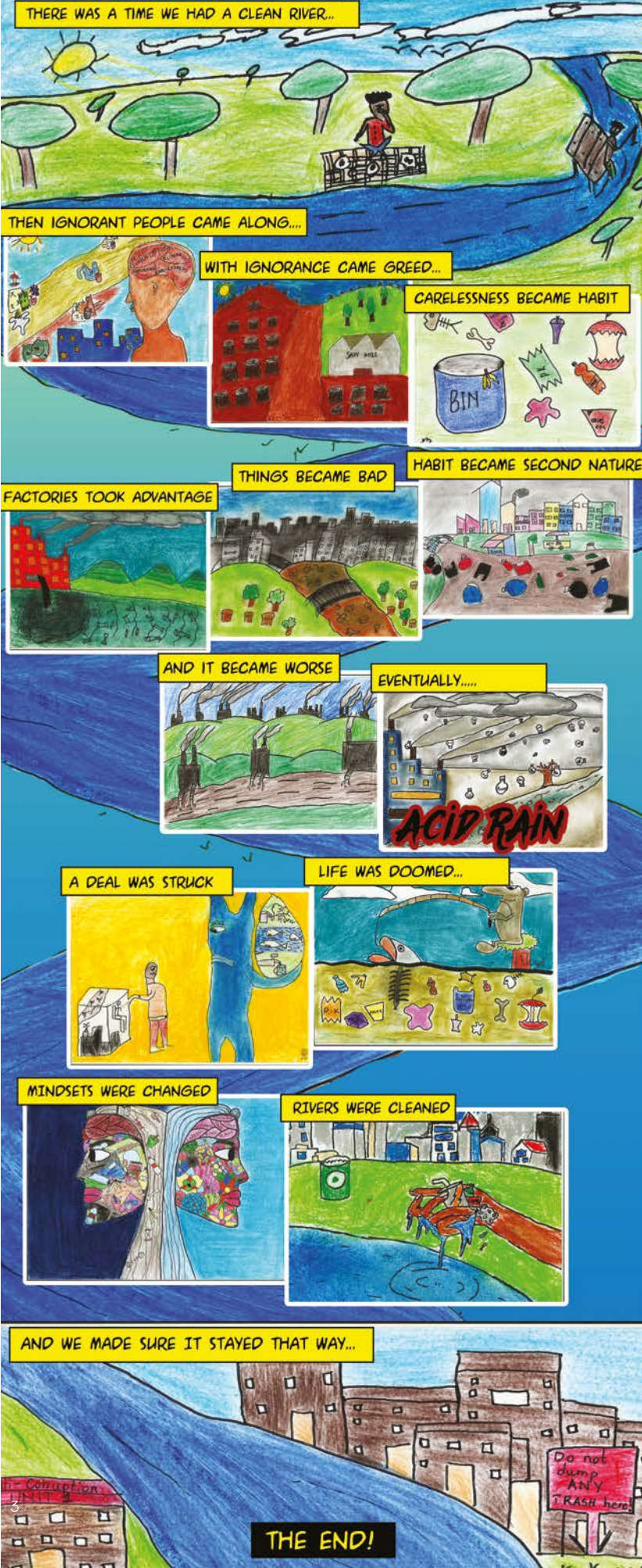
Pupil from Blackminster Middle School

Nairobi
Kenya

The students used a combination of collage and cartoon strips to tell the story of the Nairobi River and the wildlife and architecture surrounding it.



1 Pupils from Langata Junior School by James Njoroge
2 City Primary School by James Njoroge
3 Artwork from Langata Junior School with James Njoroge



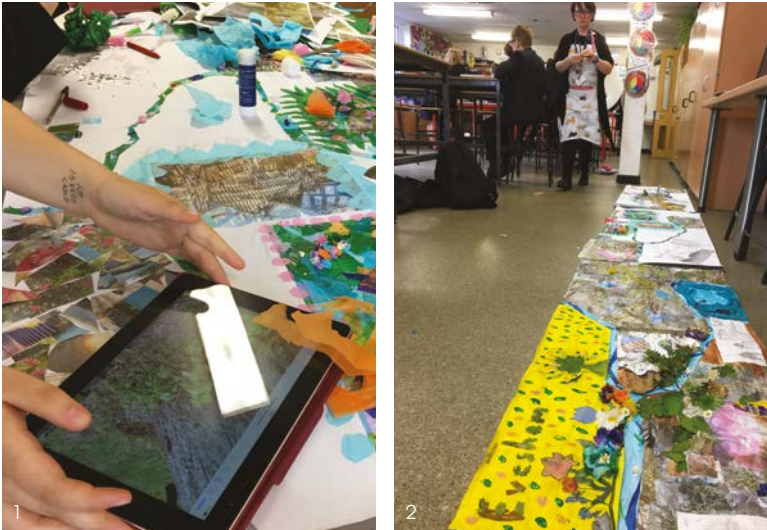
"This was an exciting project and through it I learnt about the importance of conserving our river as it is a great source of water and also a brilliant tourist attraction. We must campaign to stop rubbish being thrown into the river and minimise the use of plastic bags."

Ayie, pupil from Brookhouse School



4 Artwork detail from Brookhouse School
5 Pupil from Brookhouse School by James Njoroge
6 Pupils from City Primary School by James Njoroge

The workshops took place all over Worcestershire with schools basing their research on the River Avon or the River Severn. The artists took in very different techniques for the students to try, with some schools having glass workshops and others photography based sessions.



1 & 2 St Egwin's Middle School by Pete Ashton

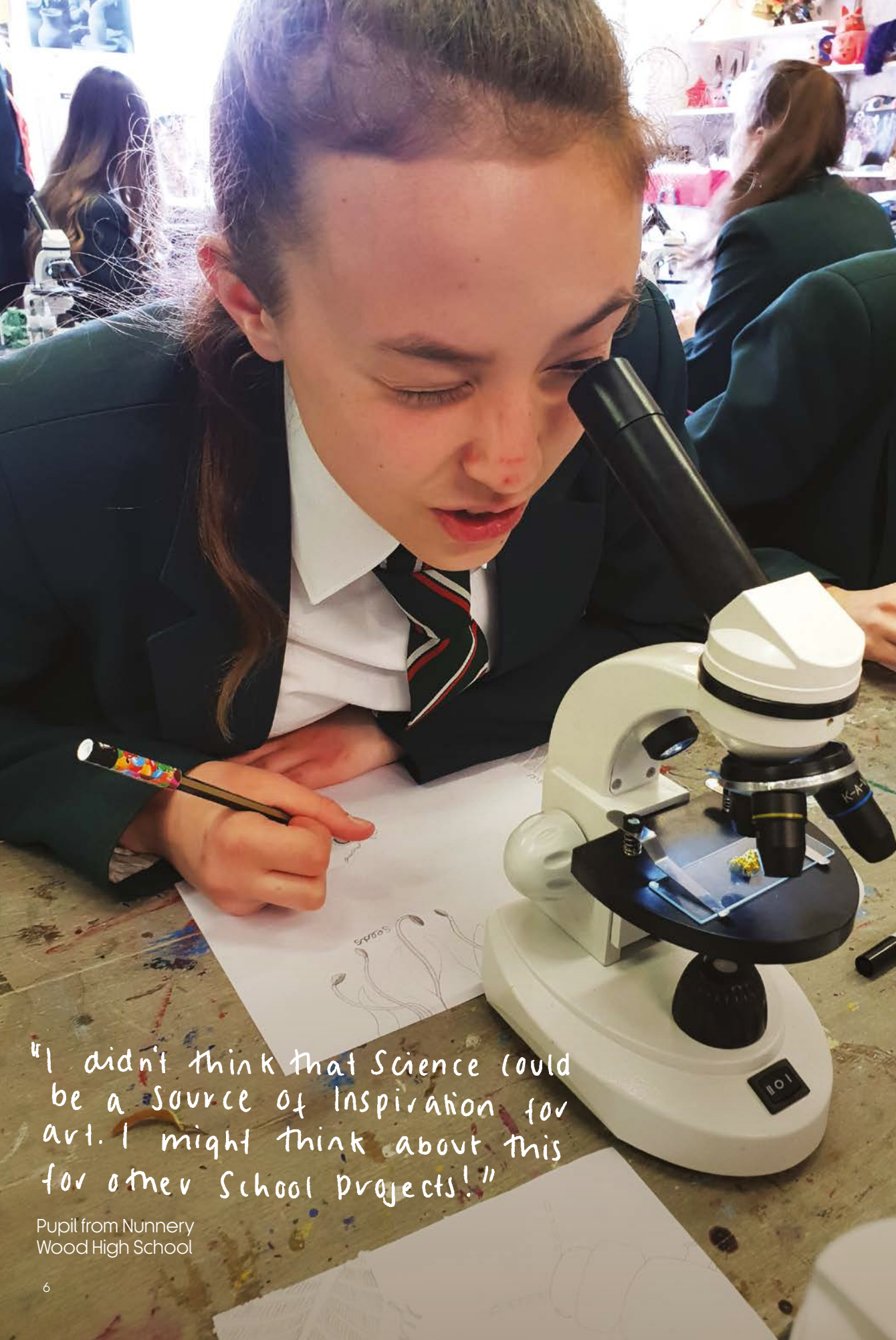
3 Pupil from Tudor Grange Academy by Sarah Brown

4 Artwork details from Pershore High School

5 Artwork from Nunnery Wood High School with Sarah Brown

"It's been an amazing experience, not only to try something new with the students at school and learn about rivers but because we are part of something bigger, connecting with different countries and knowing a specific school in Kenya is being inspired by the same project and we will be sharing our outcome and theirs with each other is really exciting."

Lisa Stevens, teacher from Nunnery Wood High School



"I didn't think that Science could be a source of inspiration for art. I might think about this for other school projects!"

Pupil from Nunnery Wood High School

6 Pupil from Nunnery Wood High School by Sarah Brown

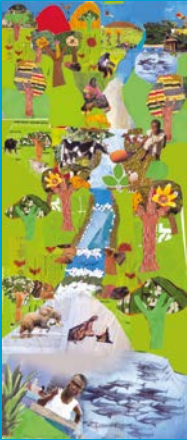
Kenya



City Primary School
The artwork is inspired by the Maasai who first settled around the Nairobi River and have greatly influenced the culture of the river and the city. Nairobi is derived from a Maasai name meaning, place of cool waters. The Maasai have managed to preserve their culture even in modern times.



Langata Junior School
The students identified that ignorance, greed and corruption are the root causes of pollution in their river. Based on all the interesting narratives the students had, they combined their ideas to form a comic book. The children created inked illustrations, each becoming a panel of the comic.



Juja Road Primary School
The students researched and made collages of the rivers around Nairobi and the different lives and livelihoods supported by them, for example, the Ngong River which supports the wildlife of the Nairobi National Park.



Brookhouse School
This artwork is a family-tree inspired river map showing how the river has been used in the past and how it could be used in the future. It is inspired by the diverse use and perceptions of the river in different areas. Students employed a variety of techniques in the execution of their work which include: linocut print, collages, batik, drawing and painting.



Talent Academy
Nairobi is one of the few cities in Africa to have a river passing straight through it. The Nairobi River was the basis on which the city was built in the 1940's. The students created paper collages of a cityscape re-imagining Nairobi with different architectural designs.



St. Teresa's Girls' Primary School
The pupils created magazine, paper and fabric collages inspired by the diverse ways water from the river is used, looking at the City Park and the Karura Forest for inspiration.

Worcestershire



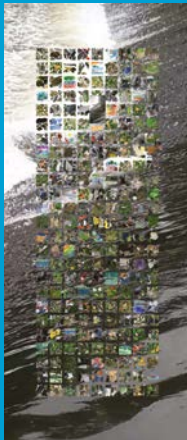
Blackminster Middle School
The students started with inspiration from the culture of the river. Using a number of techniques to apply powders and enamels to glass the students created their own mini scenes. Once fired in the kiln the pieces were photographed and these images were used to create a collage.



Tudor Grange Academy High School
Inspired by pollution, the students looked at the damage that chemicals have on the river and those who use it. The students felt that by creating flowers from discarded waste and an oil spill as their background this may get others to take more care with what is discarded down the sink in the future.



Nunnery Wood High School
With a collection of found plants, insects and water from the river the students set about looking at the microscopic life of the river. They were introduced to glass as their medium and they added a number of elements together to create a collection of glass cells which were fused in the kiln.



Pershore High School
To see the *Working River* from the past to the present the students visited a stretch of the Avon near Eckington. Students shot short videos of interesting objects which were then converted to 3D models. The piece uses texture maps generated for the models mixed with paintings inspired by them.



Tenbury High Ormiston Academy
The shops in Tenbury define it as the historic market town for the area. While by the river the students photographed shop fronts and collected objects that would normally be ignored. They printed out the shop pictures and used the images as the basis for collages, building a fantasy Tenbury.



St Egwin's C.E. Middle School
Usually a river flows through a town, but Evesham is defined by the physical shape of the river, so the artwork was built around that, creating five collages of the town from above. Each student took as many photos as they could which were randomly collected and digitally combined to produce collage materials.

Malawi & Exeter



1 Pupils from Malosa Secondary School by Macpherson Ndalama

2 Liwonde Community Day School by Macpherson Ndalama

3 Dawlish Community College by Ed Stone

4 Pupils from Dawlish Community College by Ed Stone



Artists, Exeter
Becci Eriksson
and Gaby Lovatt

Gaby and Becci created Participate Arts in 2013. The company's vision is to increase opportunities for participation and unlock creativity, building relationships with communities, particularly those least likely to engage in Contemporary Arts and Culture. They have worked extensively with people who have complex needs, with bereaved families and a range of organisations. They have been involved with Cultural commissioning for Torbay, looking at Art and Culture's contribution to health and wellbeing and assisting in the scoping for their Arts on Referral programme. They recently delivered Early Intervention Arts Mental Health and Wellbeing projects for children and young people in schools.

They are currently developing work with a small local town which has high levels of deprivation, to increase participation and run regular creative events, looking at ways for young and older people to come together.

“The project has stretched me artistically as we have had to adapt and be flexible according to the very diverse settings we have delivered the workshops in. We have worked with lots of different media in differing ways to suit the needs and abilities of each group of students. It has been great to re-discover techniques and media I hadn't used for a while and it's been lovely to share well used old favourites!”

Becci Eriksson, artist from Exeter

Artists, Malawi
Akulu Lipenga and
Macpherson Ndalama

Akulu Lipenga is a talented visual artist based in Malawi. He graduated from the University of Malawi's Chancellor College in 2017 with a Fine Art Major. He has since been creating and experimenting with art and making a living from his work. He works with illustrations and writing. His last project, Unkhankhu, explored the aesthetics of beauty and language. Akulu is also co-founder of a Malawian art collective known as Zaluso Arts where he manages their social media platforms, helps in event management, curating and as a visual artist.

Macpherson Ndalama, 24, is one of the most diverse Malawian visual artists. From a young age, his passion has been to make a positive impact through his skills in arts and his desire for shared values. Upon completing his Fine Arts degree at the University of Malawi, he set out to make a living solely from his art. Through the art collective, Zaluso Arts, which he helped start up as a student, he has worked with countless local and international organisations and individuals. His dedication to experimentation has allowed him to wear a variety of artists' hats ranging from traditional drawing and painting, to street and digital art.



“ I was aware of the importance of caring for our river but didn't know quite how bad things were. I will now always try and stop pollution. It has been an amazing experience. I hope I can have more experiences as great as this one.”

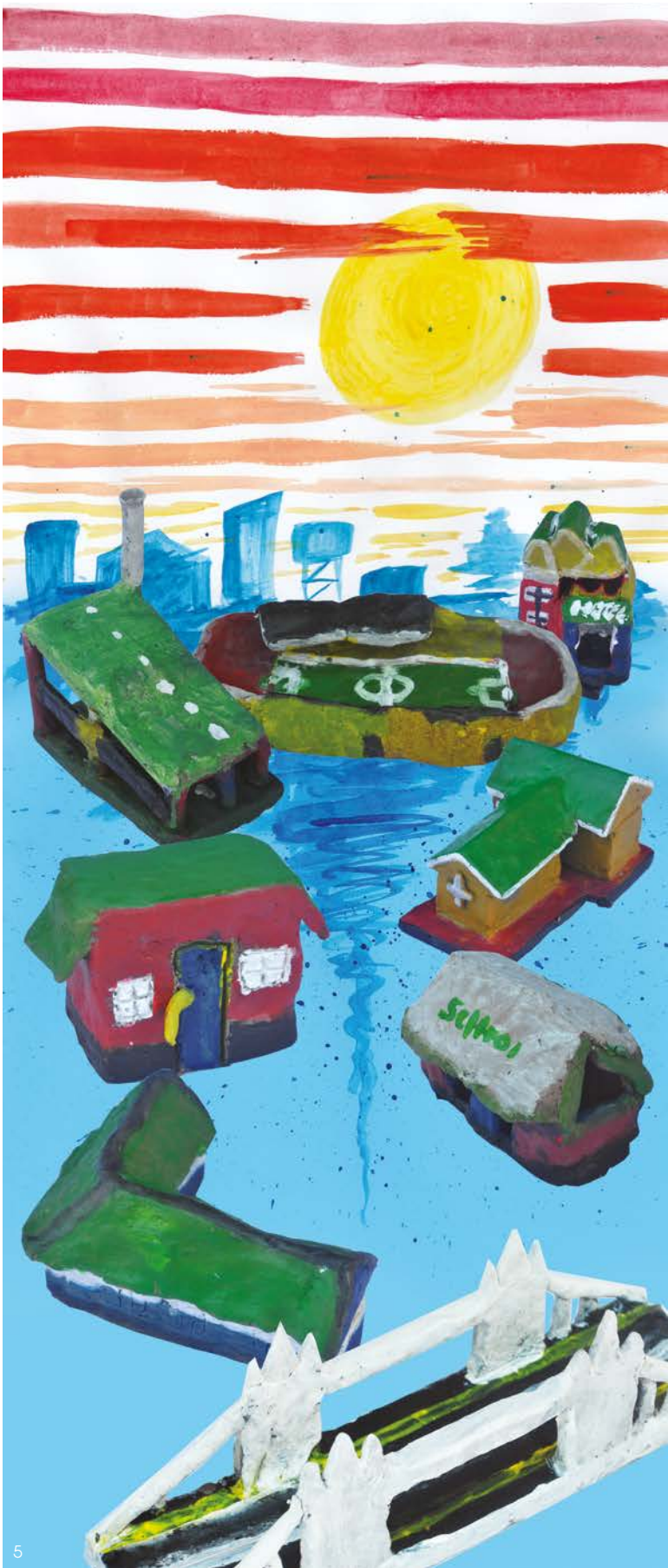
Amy Chandler, pupil from
Dawlish Community College



Photos by Ed Stone

Liwonde
Malawi

Students researched tales from the river as well as the different uses of the rivers in Malawi and used their findings as a basis for their artworks.



'This project has taught me that there is more to the river than just water and fish. We learnt that our town is here because of the river.'

Vanier Tanganyika, pupil from Balaka Secondary School



1 Pupils from Malosa Secondary School by Macpherson Ndalama
2 Artworks from Liwonde Community Day School by Macpherson Ndalama
3 Pupils from Balaka Secondary School by Macpherson Ndalama
4 Pupils from Ferry LEA School by Macpherson Ndalama

5 Artwork from Balaka Secondary School with Macpherson Ndalama
6 Akulu Lipenga
6 Artwork detail by Liwonde Secondary School
7 Pupil from Balaka Secondary School by Macpherson Ndalama



Artwork detail: St Peter's Church of England Aided School with Participate Arts

Exeter UK

The workshops in Exeter focused on the pollution, flooding and wildlife of the River Exe and the artists used mixed and tactile media to create artworks with the students.



“The project provided a great opportunity for our students to have an immersive art experience. Gaby and Becci brought a wide range of stimulus and varied resources which helped them to feel motivated to experiment. We are really excited to see the final outcomes in the exhibition.”

Vanessa Crocker, teacher from St Peter's Church of England Aided School

1 Artwork detail from Dawlish Community School

2 Pupils from Dawlish Community School by Ed Stone

3 Steiner Academy Exeter by Participate Arts

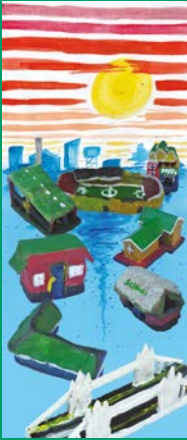
4 Pupils from Exeter Royal Academy for Deaf Education by Participate Arts

5 Artwork detail from Dawlish Community School

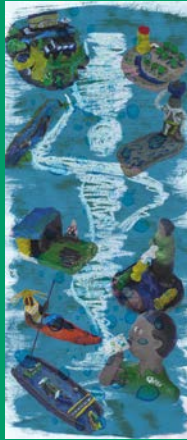
Malawi



Ferry LEA School
Students were told the story of Bimbi; a tale of a boy who God placed in the River Shire to protect it and its animals from man. During the change in seasons, Bimbi would turn into a giant snake and travel along the river causing shifts in nature such as rainfall and drought.



Balaka Secondary School Part I
The students were asked to research the types of buildings found in Liwonde, a river city. Each student made a clay building in the city so that they could collectively create their own *Liwonde River City*.



Balaka Secondary School Part II
Students discussed the type of work or jobs the river in Liwonde enables. They created representations of these jobs. The collage of their artworks in the final painting contains a drawing of a woman carrying a pot which is symbolic of the hard working women of Malawi.



Liwonde Community Day School
Students discussed the ways the river is polluted and then proceeded to create the animals that are affected by the pollution. They placed their handprints on paper to create the background which symbolises humans' role in the pollution of the rivers.



Liwonde Secondary School
The students created representations of the lives that exist thanks to the river. The background is made up of photographs taken during the children's trip to the river.



Malosa Secondary School
Students discussed the ways the river is resourceful to them and the animals that use it. They then created representations of the different ways the river is used as a resource.

Exeter



St Luke's Science and Sports College
Students discussed what factors might pollute the Exe today. They discussed how this has a major impact on river creatures and bird life, down to the smallest living creatures on the river. They focused on Ernst Haeckel's 19th century illustrations and photography of microscopic creatures to inspire line drawings.



Dawlish Community College
Students discussed the importance of protecting fragile ecosystems like their local nature reserve and the abundance of wildlife in their estuary. After sketching some of their collected plants and objects they chose a bird to draw, re-creating them as wire drawings. They made monoprints and painted onto natural slate.



Exeter Royal Academy for Deaf Education
Students focused on the circular nature of rivers as part of water cycles and how they need to look after rivers as they are a precious resource. They decided to focus on the beauty of water patterns and work with different sensory techniques such as marbling and clay to make their collaged image.



Steiner Academy Exeter
Referencing the medieval merchants and Countess Isabella de Fortibus, who built a weir at the edge of the city in the 13th century, the students used photography and mono-printing techniques to create medieval headshot portraits of themselves, re-working the 'selfie' idea.

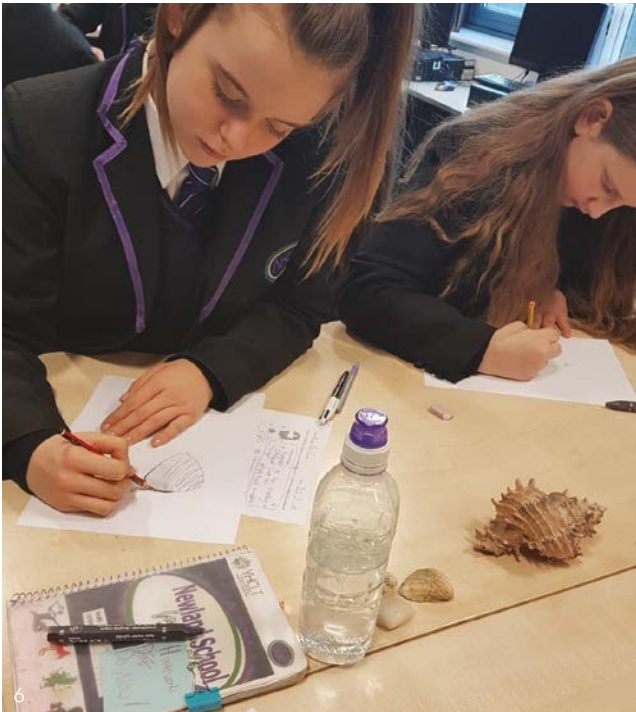
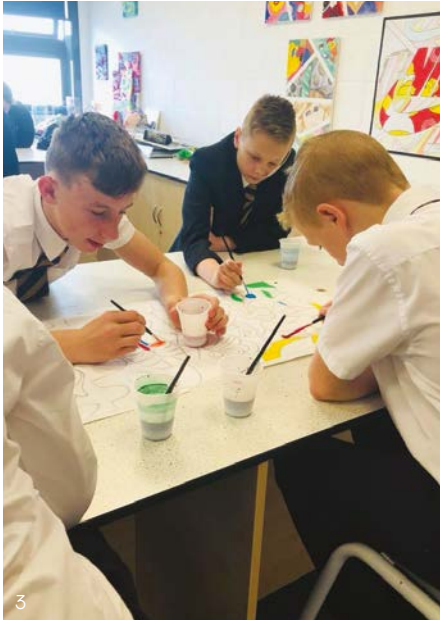
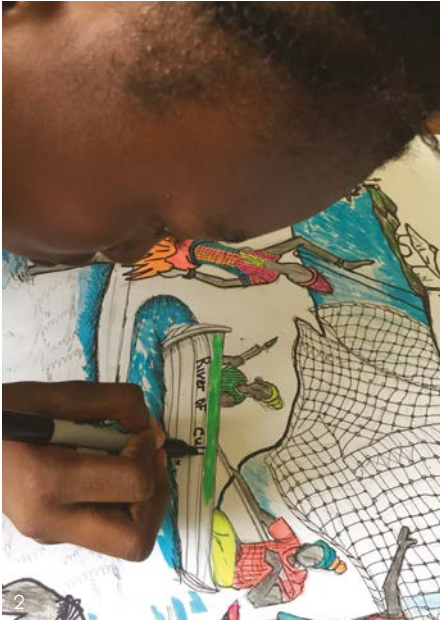


Atkinson School
The students were introduced to various people through history who had working connections to the River Exe and the city. The students drew onto acetates and made abstract paper collages. Some of the images combined portraits and the bridges, having a surrealist quality.



St Peter's Church of England Aided School
Students looked at Romantic paintings of the early 19th century, scenes depicting rural aspects of the River Exe and contrasted this by looking at contemporary artists who have worked in response to river flooding on the Exe such as Tania Kovats. They used a variety of media and used gold frames to display their work.

Sierra Leone & Hull



- 1 Pupils from Family Foundation Secondary School by Barmmy Boy
- 2 Pupil from Freetown Secondary School for Girls by Barmmy Boy
- 3 Pupils from Aspire Academy by Kayleigh Jackson
- 4 The Kingswood Academy by Stella Howard
- 5 Pupils from Albert Academy Secondary School by Barmmy Boy
- 6 Pupils from Newland School for Girls by Charlotte Bogatinova

Artist, Sierra Leone

Barmmy Boy

Lansana Mansaray aka Barmmy Boy is a multi-talented digital media practitioner, director of photography and filmmaker who lives in Freetown Sierra Leone and has over ten years of professional working experience. Barmmy is a founding member and the current production manager at WeOwnTV.

He has successfully produced content for many organisations including: Defence for Children International, NOVA Studios (UK), British Council Sierra Leone, UNICEF Sierra Leone, Save the Children Sierra Leone, Well Woman Clinic and Hull 2017.

He has been honoured by the EU and British Council on numerous occasions and has been selected to travel abroad representing the creative youth of Sierra Leone in London, Hull, Copenhagen, Abijan and Accra.

“Rivers of the World provides a fantastic opportunity for schools to work together on a joint activity. In Hull and Freetown art teachers formed links within their own cities as well as across the water. The impact on the schools and teachers in both cities cannot be underestimated. Reciprocal visits have helped to embed the partnerships throughout the schools and have enabled teachers and pupils to learn about culture and diversity, increasing knowledge and ideas which will help tackle local and global issues for a sustainable future.”



“My trip to Sierra Leone was amazing. You don’t get many opportunities to get involved with something this big and this global. I actually taught the same lesson to the school there, I showed them my students’ work in comparison to theirs and they were so excited and engaged, and they just couldn’t believe that I was from England – on the other side of the world, and they were doing the same lessons as the children in England. Since returning I have partnered with four of the teachers that travelled with me and we have planned schemes of work based on the work we did in Sierra Leone.”

Joey O’Mara, teacher from
Winifred Holtby Academy

Albert Academy
Secondary School by
Joey O’Mara



Freetown Sierra Leone

The schools in Sierra Leone researched the River Humber this year choosing to make artworks which compare and contrast culture, pollution and natural disasters with their local rivers and city.

"My life will never be the same again because I have learnt to be creative and being creative will help me have a job in the future".

Mary Koroma, pupil from
Philomath Academy Secondary School



Opposite:
Artwork detail:
Philomath Academy
Secondary School
with Barmmy Boy

1 Pupils from Albert
Academy Secondary
School by Joey O'Mara

2 Vine Memorial
Secondary School by
Barmmy Boy

3 Pupils from Albert
Academy Secondary
School by Joey O'Mara

4 Pupils from Freetown
Secondary School for Girls
by Barmmy Boy

The teachers from Hull travelled together to Sierra Leone to visit their partner schools. They brought back photos, stories and artefacts which helped inspire the artwork created by their students.

As the palm trees swayed in the very slight breeze, the burning sand carefully buried the red creatures with the monstrous claws. I enter my tiny hut, but at least it is home, home sweet home.

Creative writing piece by Shahad Musa inspired by stories from Freetown



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2



3



4



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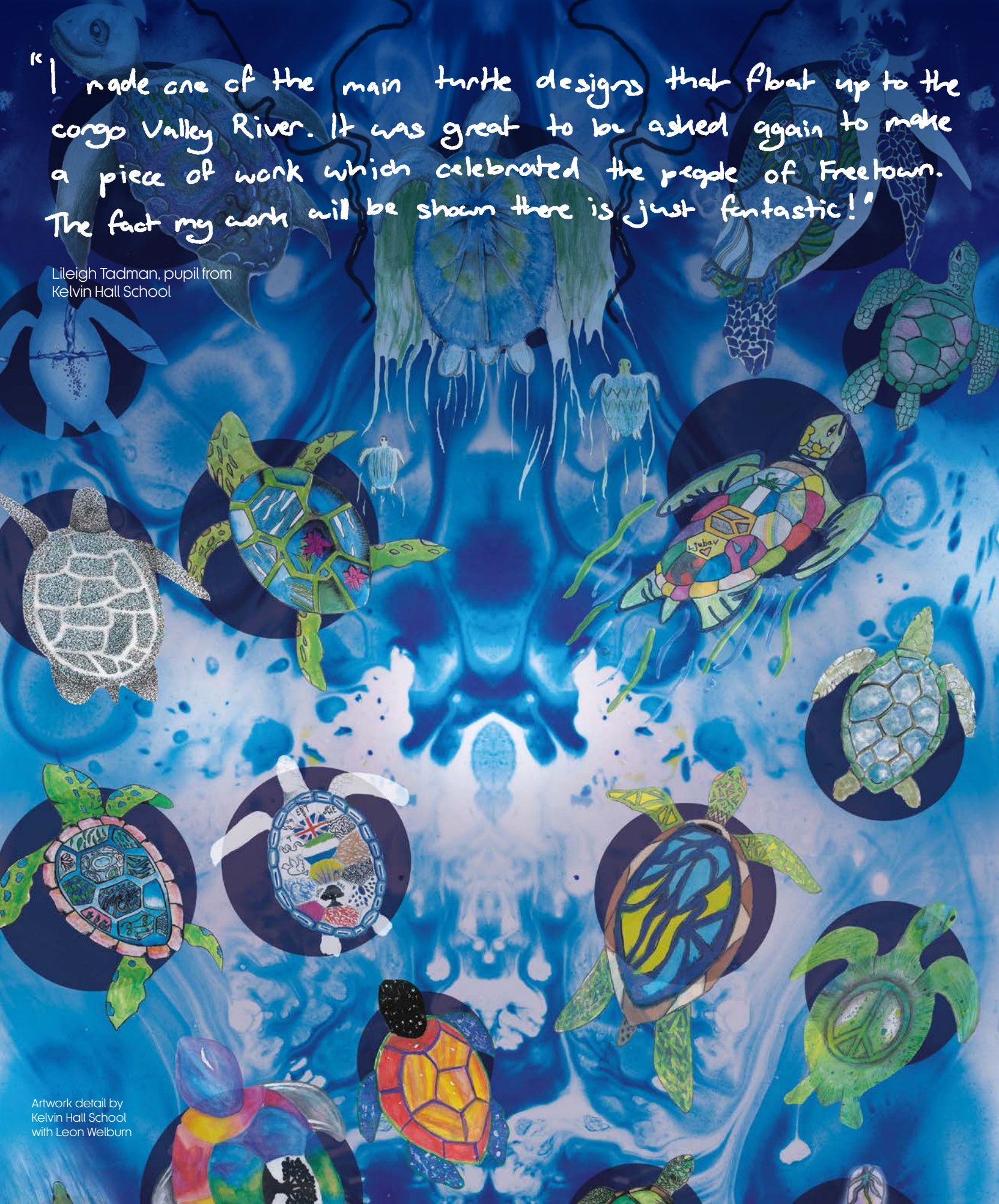
1 Artwork detail by Sirius Academy West

2 Pupils from The Kingswood Academy by Stella Howard

3 Pupils from Kelvin Hall School by Leon Welburn

4 Artwork detail by Kelvin Hall School

5 Pupils from Sirius Academy West by Rachel Fussey



"I made one of the main turtle designs that float up to the Congo Valley River. It was great to be asked again to make a piece of work which celebrated the people of Freetown. The fact my work will be shown there is just fantastic!"

Lileigh Tadman, pupil from Kelvin Hall School

Artwork detail by Kelvin Hall School with Leon Welburn

Sierra Leone



Philomath Academy Secondary School
The students learnt about the River Humber and the floods that happened in 2007. They made comparisons with the devastating mudslide experienced in Sierra Leone in 2017. They created a tree to symbolise a Resourceful River that gives life.



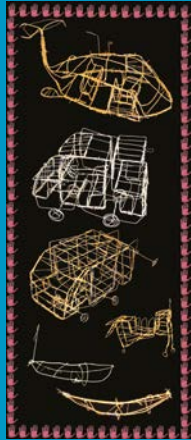
Albert Academy Secondary School
The artwork shows the River Humber from different sides, bringing the Humber Bridge into view and looking at the development along the river. It also shows how the river creates employment and recreation for people from different walks of life.



Freetown Secondary School for Girls
The students wanted to show the cultural importance of their rivers. The artwork shows the River Humber along with drawings of cultural and economic activities from Sierra Leone.



National Academy Secondary School
The artwork shows how rivers looked in the past and how they have changed over time. It represents the fact that cities have grown around their rivers over the years.



Family Foundation Secondary School
Boat transportation has always been essential in the movement of people, goods and services dating back to ancient times. The students made wire sculptures of cars, and helicopters which can all be transported via boats on the river.



Vine Memorial Secondary School
The artwork illustrates riverside communities in both Hull and Freetown. The students researched pollution and wanted their work to send out a message about the environmental dangers of plastic bags and bottles that are thrown into rivers.

Hull



Kingswood Academy
The Rokol River is the longest river in Sierra Leone. The students were fascinated by, and wanted to represent, the way the river helps to feed people through an abundance of fish and the way in which the women use the river to clean their clothes – connecting people and encouraging a rich community spirit.



Winifred Holtby Academy
The students' artwork was inspired by the artefacts, textiles and masks brought back by their teacher following his visit to Freetown.



Aspire Academy
The students wanted to show how the ebb and flow of the river enhances the ever changing cultural diversity in Sierra Leone. They created a fan using the Batik printing technique, to represent the melding of culture, and the cotton, identifying with the historically important roots of the country.



Newland School for Girls
Following their teacher's visit to Sierra Leone, the students made observational drawing, printing and mixed media based on the shells that were brought back. The collaged work of shells and found objects along with Krio text represent the story of Sierra Leone's past and present.



Sirius Academy West
Students researched the use of the rivers in Hull and Freetown. They found out that divers in Freetown dive into the river and retrieve coins thrown in by visitors as a form of entertainment; from this students began to look at currency and designed their own currency for Freetown.



Kelvin Hall School
The students wanted to create a piece of work that celebrates Freetown's efforts to make water wells which purify water. Their work focuses on ways the city is addressing river pollution and it celebrates the positive aspects of Freetown.

Nepal & Reading



- 1 Creative Academy by Kailash K Shrestha
- 2 Pupils from Spiral Galaxy Higher Secondary School by Kailash K Shrestha
- 3 Pupils from Celebration Co-Ed School by Kailash K Shrestha
- 4 Pupil from Maiden Erlegh School by Katy Wragg
- 5 Pupils from Highdown School and Sixth Form Centre by Ellen Garner

Artist, Nepal Kailash K Shrestha

Kailash K Shrestha is a multifaceted contemporary artist based in Kathmandu, born in the village of Gairimudi, Dolakha. He received his BFA from Kathmandu University and MFA from Tribhuvan University. He is the founder of Artudio, a centre for visual arts in Kathmandu.

He is the first recipient of the prestigious Young Artist Award from the Australian Himalayan Foundation in 2009. He has participated in several national and international workshops, residencies and exhibitions.

“As an artist I am honoured to have led the Rivers of the World project in Nepal. I really admired the ability of the project to engage pupils on environmental issues both locally and globally. There were limitless experiences working with the young generation of Nepal. As a mentor, bringing value to their concepts of history, culture, stories, relationships and education together through the arts was an exchange unlike any other. It is always exciting to also learn from the kids, who are unfiltered in their expressions.

I am happy that the philosophy and processes from the project have already been replicated by some participating schools as part of their regular curriculum activities. This is definite proof of the change art, when strategically linked to important social discussions, can bring – giving great strength and encouragement to young minds and enhancing our education system in Nepal.

Not only has the project opened the eyes of every participating child and school to the importance of their local and global water bodies but it has also changed their perspective on art in general.”

“I am very proud to be part of the RoTW project. I now realize that art is not just about drawing or sketching, it is also about the creativity that we have got within us. During this project I got to know many things about rivers and I am inspired to save them from pollution because saving rivers means indirectly saving ourselves.”

Sital Maharjan, pupil from
Annal Jyoti School

Pupil from
Annal Jyoti School by
Kailash K Shrestha

Kathmandu and Pokhara Nepal

The students in Nepal communicated with their partner schools in Reading to gather facts and information which informed their artworks, based on the River Kennet and the River Thames.



“The project provided a new experience for our school. It has helped our students to think critically and creatively. They really enjoyed being part of this project over the two years.”

Irina Giri, teacher from Celebration Co-Ed School



- 1 Pupils from Celebration Co-Ed School by Kailash K Shrestha
- 2 Motherland Higher Secondary School by Kailash K Shrestha
- 3 Pupils from Srijana Community School by Kailash K Shrestha
- 4 Spiral Galaxy Higher Secondary School by Kailash K Shrestha

The students in Reading communicated with their counterparts in Nepal to help gain an insight into their culture and environmental issues. They took inspiration from their own local rivers as well as the rivers in Nepal when choosing the themes and ideas for their artworks.



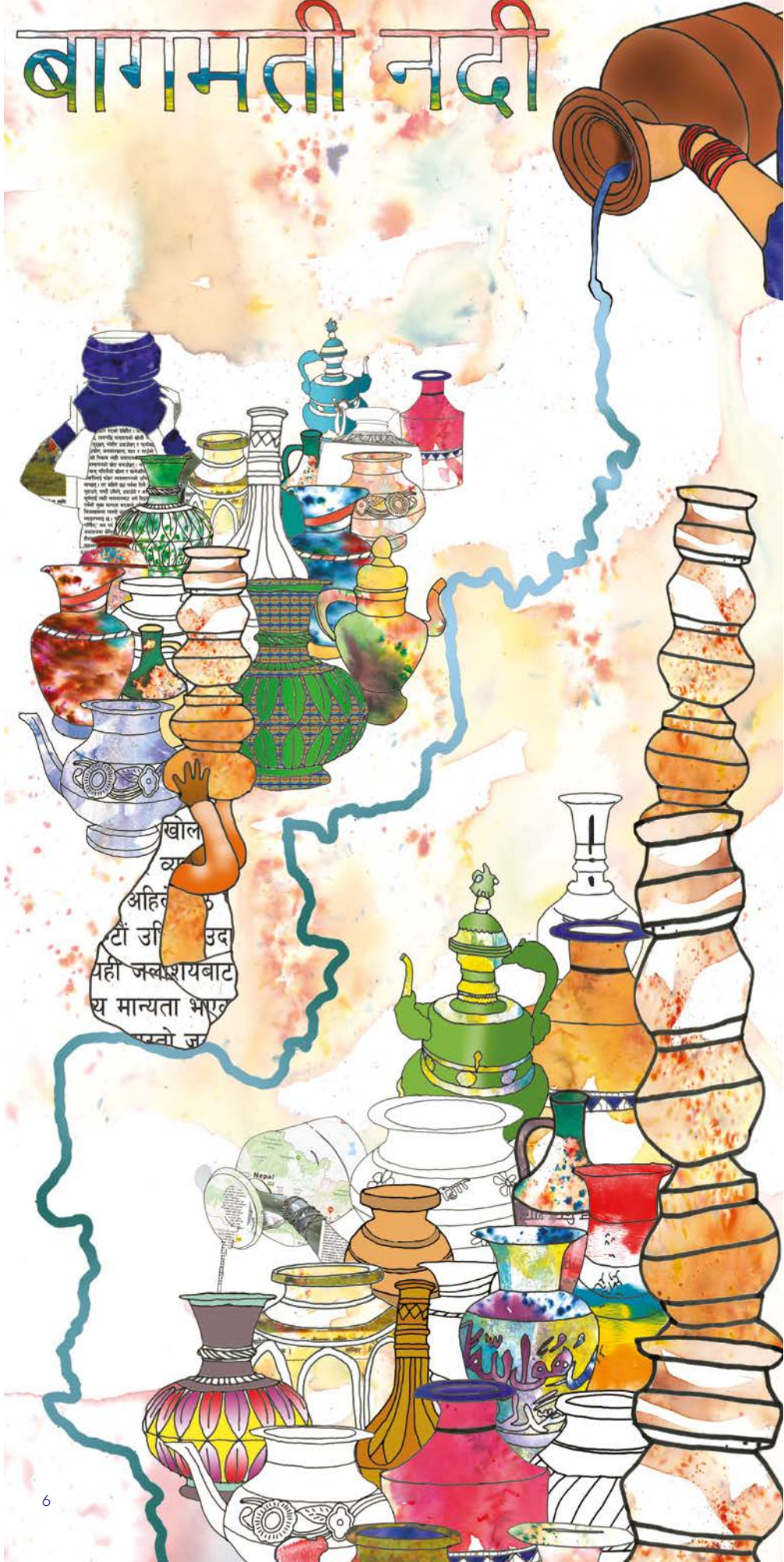
1 Artwork details by The Wren School

2 Pupils from The Bulmershe School by Steve Davis

3 Maiden Erlegh School by Katy Wragg

4 Pupils from Highdown School and Sixth Form Centre by Ellen Garner

5 Artwork details by The Wren School



"I have learnt a lot from this experience about different cultures and about Nepal. I have enjoyed partnering up with the Spiral Galaxy School and I hope they enjoyed partnering with us!"

Sofia Drumond, pupil from Highdown School



6 Artwork by Maiden Erlegh School with Katy Wragg and Sue Rees

7 Pupils from Maiden Erlegh School by Katy Wragg

Artworks

Nepal



Annal Jyoti School
During their research and from exchanges with their partner school, the students became infatuated with the marvellous bridges and adorned architecture built along the River Thames. In their work, they used some of the famous buildings and bridges along the Thames to show the connection between the river and the city.



Spiral Galaxy Higher Secondary School
The students worked with information they collected from the internet and from their partner school and developed an idea to trace the outline of their own hands to represent how people interact with rivers for various activities and to support their livelihoods.



Creative Academy
One of the students chose the Queen to be the central figure and symbol of the UK. From her hair flow the many British rivers and behind her profile are iconic landmarks such as the London Eye.



Srijana Community School
The students decided to visit a nearby jungle and collect natural materials that they could use in their artwork. Having researched the clean water of the River Kennet, their focus was on life and how the river supports a host of flora and fauna.



Motherland Higher Secondary School
Through exchange with their partner school and talking to relatives who live in the UK, the students created this artwork. The London Eye in the centre represents the cultural contributions of the river. The hands serve to reiterate the importance of the river and our need to protect and conserve it.



Celebration Co-Ed School
The students collected plastic bottles from their own surroundings and painted them with the colour blue to reference the River Kennet. The artwork shows a juxtaposed image of a polluted river from Kathmandu and the clean River Kennet in the UK.

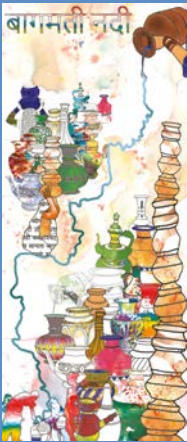
Reading



Waingels College
The students researched the River Thames and the Bagmati River in Kathmandu so that they could compare their similarities and differences. They found that the Bagmati River has spiritual significance to the people that live around it, however, this can also contribute to the pollution of the river as offerings are often thrown into it.



Highdown School
The students explored their theme by researching the River Seta and Nepalese culture. The final piece is a collaboration of all of their interpretations of the theme *River of Life*. It incorporates ideas of beautiful abstract colour formed on faces during Holi, the festival of colour, and research they made about the river being Holy and its associations with Vishnu.



Maiden Erlegh School
Students researched images of the wonderful brass and ceramic pots that are widely used in Nepal for water collection. They drew pot shapes and women collecting water and made vibrant ink and paint backgrounds with reference to the bright colours that the women wear.



The Wren School
Students learnt about the uses of their partner river. They found out that both trout fishing and mining occur along the river. As a response they used permanent markers on aluminium foil to create individual shiny fish and they created their own Mani stone bearing an image or inscription based on the river or Nepal.



The Bulmershe School
Students collected images from the many wildlife reserves near their local rivers and looked at the strong fishing culture that surrounds them. They chose to use bright and vibrant colours, linking to the dynamic diversity of the river's wildlife. The fish featured in the centre of the piece is a Pike, the largest and most famous fish found in their local river.



Trinity School
The students were inspired by the mountain ranges of Nepal and the architecture that sits within them. They used cherry blossom to portray the hidden beauty of the country. They also wanted to convey the negative human activity that leads to water pollution and its consequences.

Nigeria & Bromley & Bexley



1 Photo by Polly Alakija

2 Pupils from Lagos State Junior Model College by Polly Alakija

3 Pupils from Coombe Girls' School by Shona Watt

4 Pupil from St Olave's Grammar School by Shona Watt

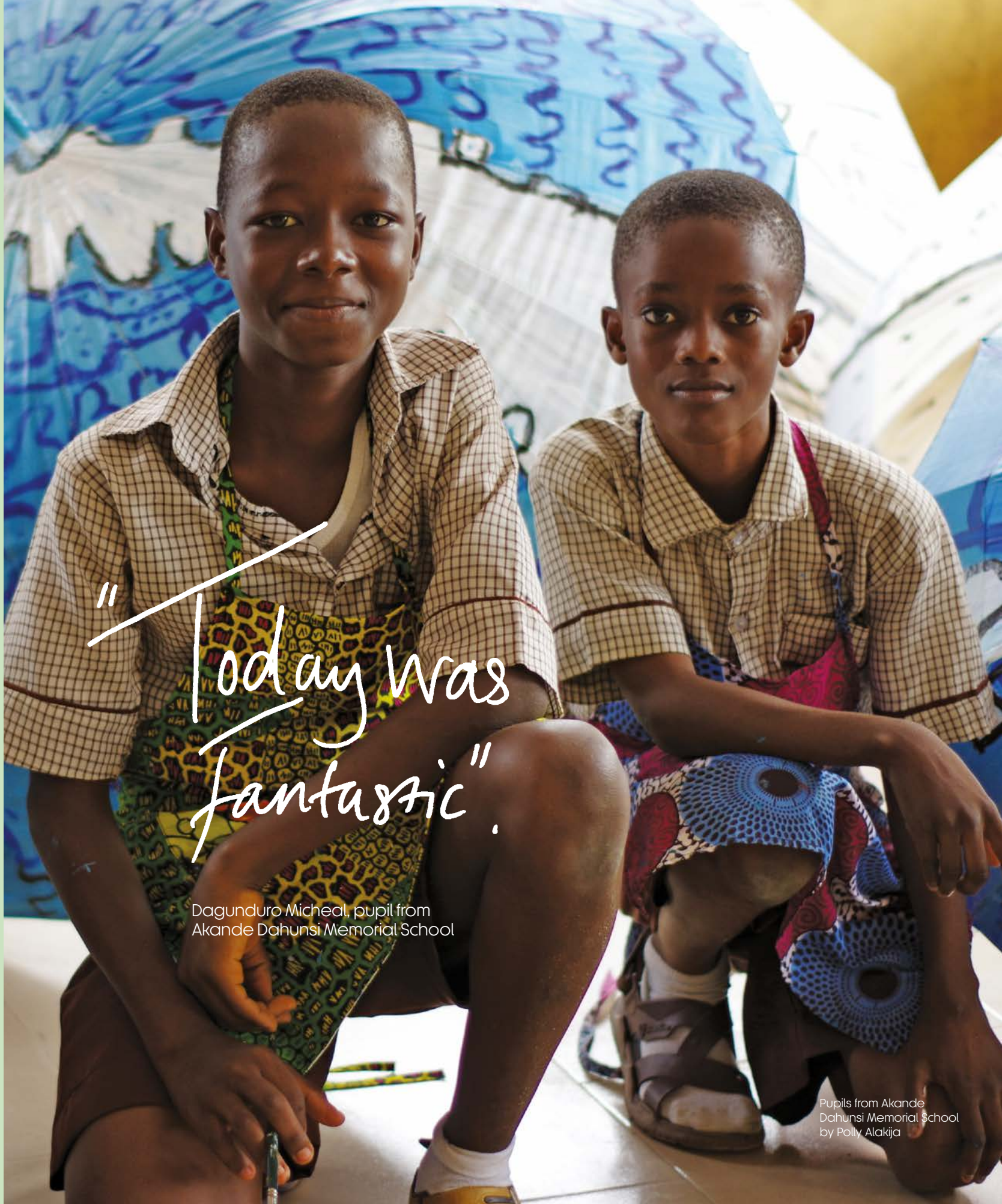
Artist, Nigeria
Polly Alakija

Polly Alakija moved to Nigeria from the UK in 1989. Between 2005 and 2011 she was based in South Africa. Polly has exhibited in solo and group exhibitions in the UK, France, Nigeria and South Africa, where her work can be found in numerous private and corporate collections.

Many of Polly's community projects have a strong educational element. From working with schools and educators, youth empowerment programmes and university graduates, a commitment to reaching a broad audience and transferring skills is key to project based work.

Polly is currently Chairperson of the Lagos State Council of Arts and Culture.

“Rivers of the World has been an excellent way to discuss key issues around environmental protection, history and urban planning.”



“Today was fantastic.”

Dagunduro Micheal, pupil from Akande Dahunsi Memorial School

Pupils from Akande Dahunsi Memorial School by Polly Alakija

Lagos
Nigeria

All the students painted onto umbrellas, which were used to represent the UK. Their work is inspired by the culture of both Lagos and London using nursery rhymes and historical facts to tell their stories.

"The class was fun and imaginative. I hope Queen Elizabeth will see the swans we painted."

Udekwe Ebube Isaac,
pupil from Doregos Academy



1



1 Artwork detail from
Akande Dahunsi
Memorial School



2 Pupil from Doregos
Academy by Polly Alakija

3 Pupil from Lagos Island
Junior Boys School by
Polly Alakija



4 Pupils from Akande
Dahunsi Memorial School
by Polly Alakija

Artwork detail:
New Hall International
School with Polly Alakija

Bromley & Bexley
UK

These London schools are in their second year of the programme and have based their artworks around their partner city, Lagos. Some of the teachers were able to travel to Nigeria this year and taught the pupils there the techniques and ideas they had learned during their first year of involvement with Rivers of the World – sharing skills and ideas!



1 Detail from Langley Park School for Girls
2 Pupils from Charles Darwin School by Shona Watt
3 Pupil from Hurstmere School by Shona Watt
4 Pupil from Hurstmere School by Shona Watt



“We’ve already noticed the impact of the project on these students. I started the project with Year 8 students and now they are in Year 9 and they’ve just made their options for GCSE. We’ve got an awful lot of the 22 students from the group I was working with that have elected to do arts/creative based courses: fine art, textiles, photography and media so it’s had a huge impact.”

Ted Fox-Joyce, teacher from Langley Park School for Girls

Artwork detail: Coombe Girls’ School with Shona Watt

Nigeria



Doregos Academy
Students looked at the issue of pollution, especially plastic pollution, in our rivers. They loved the fact that all swans in the UK belong to the Queen. They discussed how swans used to be cooked for special dinners and they discovered that birds on the river are now being found to have plastics in their stomachs.



Akande Dahunsi Memorial School
All children know the nursery rhyme *London Bridge is Falling Down*. Students discussed the origins of this song, and the role bridges have played in the history of both Lagos and London. They all designed their own bridges, and created city layouts for the banks of the river.



Grace High School
Students looked at the work of Yinka Shonibare, a British/Nigerian artist who uses images from both cultures to tell stories. He is known for his use of fabrics popular in West Africa. Students made images of floating rubbish and dead fish and they used the fabric patterns to represent the rivers surface.



New Hall International School
Students researched the history of *Ring a Ring o' Roses*. They discussed how people in the 21st century respond to health epidemics. They remembered the Ebola threat and the students painted pockets of posies, the big sneeze and unhealthy looking people covered in rings of roses.



Lagos Island Junior Boys School
When talking about the history of London all the students loved to hear about the Tower of London, Traitors' Gate, and the fact that traitor's heads were displayed as a warning to others. The students imagined what a traitor would look like and had great fun painting their expressions!



Lagos State Junior Model College Badore
The students researched trade on our rivers, both in London and in Lagos, over the years. They looked at the route of the slave trade and how it was linked to banking. Working in teams they wanted to show how slave merchants would fit in the greatest numbers of slaves, for the greatest profit.

Bromley & Bexley



Charles Darwin School
Students researched the Murtala Muhammed Memorial Garden in Lagos. It is managed by the Nigerian Conservation Foundation which specialises in the preservation of rare palm trees. Students used watercolour and egg tempera paint to imagine a fantasy fern/palm garden.



Coombe Girls' School
Plastic is as big a threat to the Lagos Canal, as are industrial and pharmaceutical pollutants. Students created incredible indigenous flora using collaged plastic. The central figure is based on Oshun, the Yoruba goddess of sweet water.



St Olave's Grammar School
Students explored the multiple pollutants affecting the water sources in Lagos and the huge threat they pose to the local fishing industry. Plastic, pharmaceutical waste and industrial pollution are destroying water quality and having an ecotoxicological effect.



Hurstmere School
The boys were introduced to the work of photographer George Osodi and his images of the many Nigerian Monarchs. They designed and made headdresses and crowns using recycled materials. They then embellished their crowns in a technique that played homage to Yoruba beadwork sculpture.



Langley Park School for Girls
The students were shown images of the thriving fishing industry in Lagos and the huge, annual fish festival. They made three-dimensional soft sculpture fish and crustacea and painted their arms to appear as fish scales.



King Henry School
Students researched Mokoko, the world's largest floating city in Lagos, Nigeria. Buildings are ingeniously designed to stand above water on stilts, but, due to rising sea levels, are at risk of flooding. The group learned about indigenous species living in and around the Five Cowrie Creek.



Lagos State Junior Model College Badore by Polly Alakija

Rivers are the arteries of our planet. The steady flow of clean, fresh water is an essential element for vast ecosystems and the health and survival of billions of people.



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