

Rivers of The World

Engineering

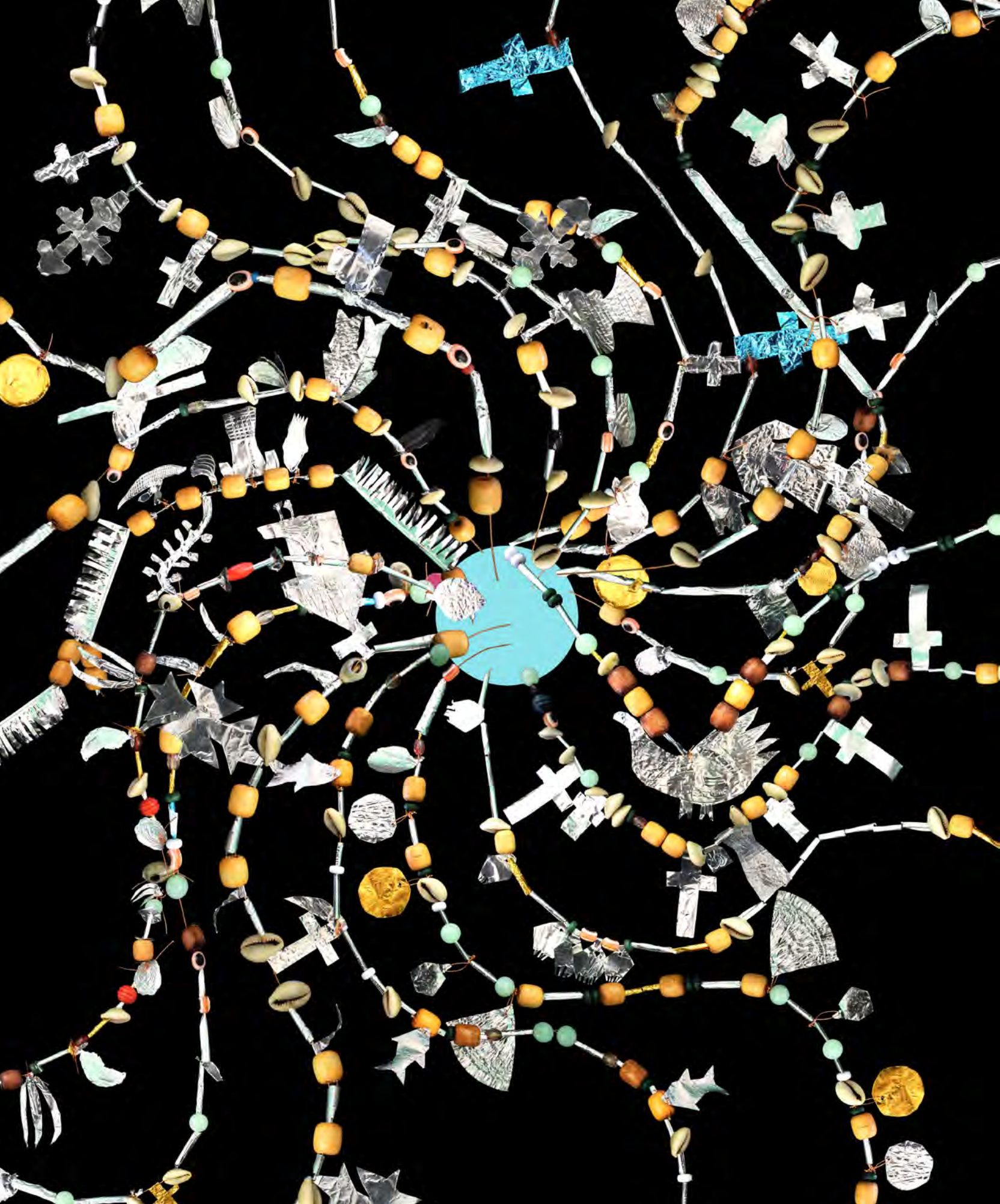
Glass production

mills

factory

Textiles

manufacturing



Rivers of the World

Welcome to Rivers of the World, the Thames Festival Trust's flagship art and education project delivered in partnership with the British Council.

The project produces huge artworks that are inspired by river themes. These artworks are created through an extended workshop process which is contextualised by trips to the local river and other environmental studies. Under guidance from professional artist, the students then work collegiately, often using media and techniques that will be new to them. The end result is a single work of art made with contributions from the whole student group.

Rivers of the World links participating secondary schools in the UK with partner schools in developing countries around the world. All pupils go through the same creative process and by doing so, they are encouraged to empathise with their partner students. The 2019 partnerships are:

- Newham + Khartoum (Sudan)
- Peterborough + Rabat (Morocco)
- Warrington & Halton + Addis Ababa & Bahir Dar (Ethiopia)
- Barking & Dagenham + Jericho (Palestine)
- Exeter + Liwonde (Malawi)
- Worcestershire + Nairobi (Kenya)

This year, over two thousand 12 to 14 year olds students were involved with Rivers of the World. The art workshop programme helps them understand the importance of their local waterfront and the environmental challenges it faces. The creative process they go through with visiting artists provides opportunities for them to imagine the potential for art in their lives. Their ideas are given agency through the design, creation and public display of their magnificent artworks. Exhibitions are organised in each of the participating cities.



Adrian Evans

Adrian Evans
Director, Thames Festival Trust

www.riversoftheworld.org

Front Cover: Artwork detail:
Barking Abbey School and
Wade Deacon High School

Opposite: Artwork detail:
Fasilo Secondary School
with Martha Hardy

This page:
Pupils from St Angela's
Ursuline School
by Shona Watt

Where we work
2006-2019



Every year Rivers of the World partners children and young people in the UK with their counterparts around the world. The project has so far been applied in 34 countries enabling international collaboration and dialogue through environmental messages 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 Crafts Council Award (1997). Major art commissions include The Millennium Footbridge, Hungerford Footbridge, The London Eye and Melbourne Museum, Australia.

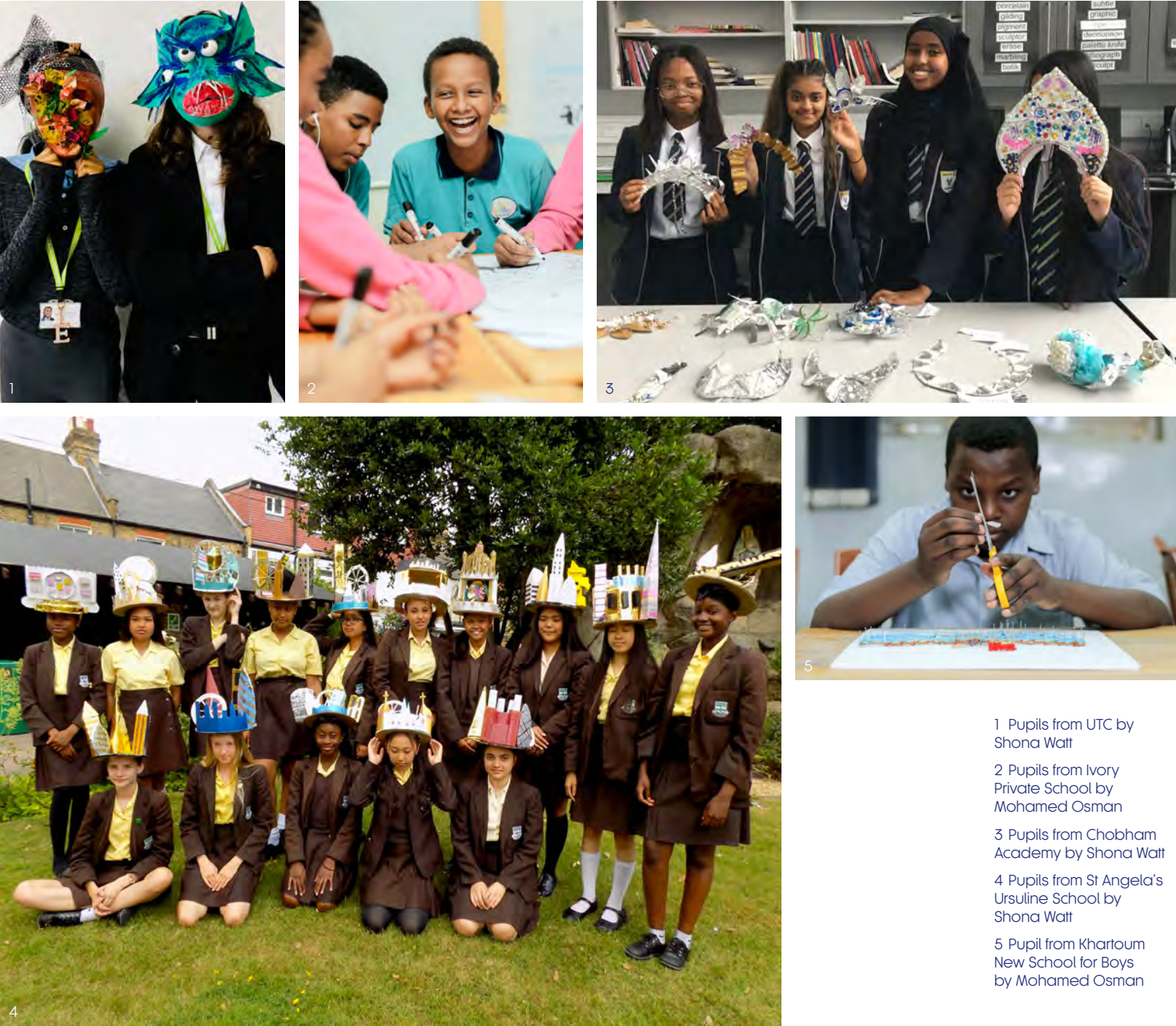
“ The artist led workshops provide a unique experience for students to experiment without curricular constriction. It’s a chance to explore unconventional ideas, using unusual materials and to work collaboratively in a playful, supportive atmosphere.

To paraphrase Samuel Beckett ,
‘Try again. Fail. Fail better.’ ”



Photo by Ed Stone

Sudan & Newham



1 Pupils from UTC by Shona Watt
2 Pupils from Ivory Private School by Mohamed Osman
3 Pupils from Chobham Academy by Shona Watt
4 Pupils from St Angela’s Ursuline School by Shona Watt
5 Pupil from Khartoum New School for Boys by Mohamed Osman

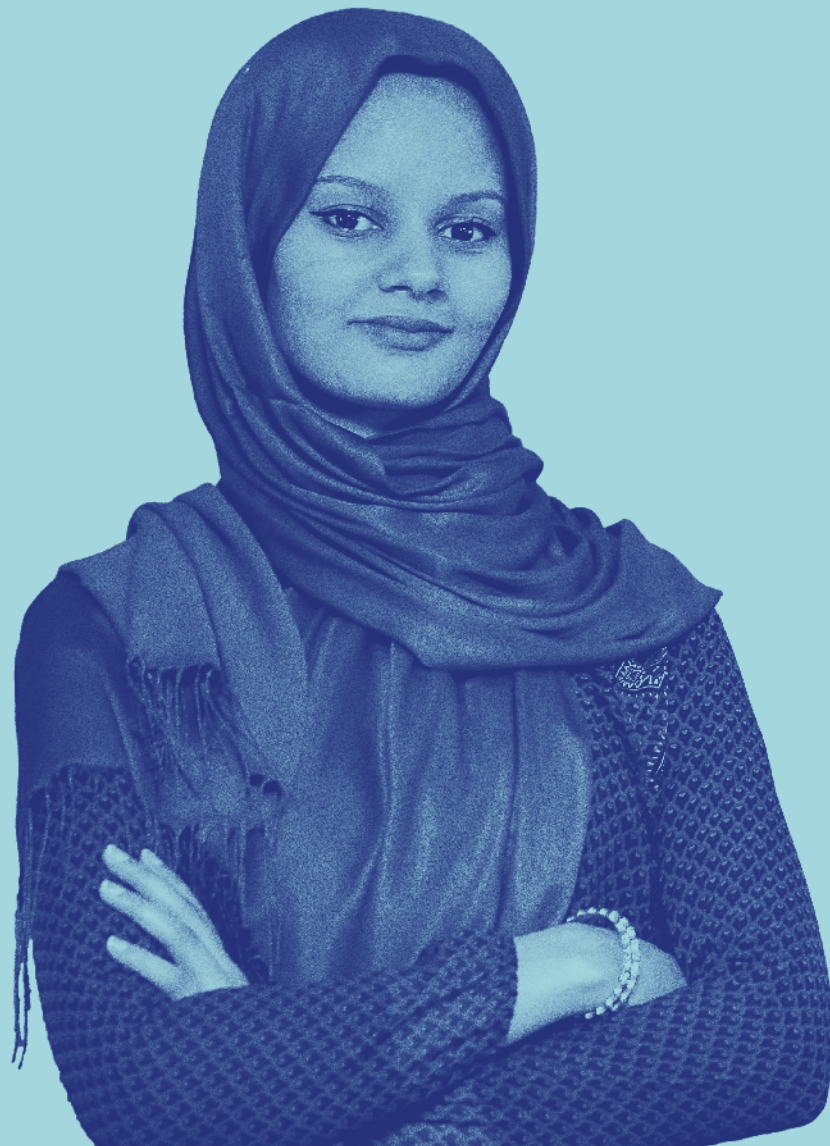
Artist, Sudan

Rawan Elbadwi

Rawan is a professional artist who is focused on digital art and oil paintings. As a fine and applied arts graduate from Sudan University of Science and Technology, she has worked with various materials such as ceramic mosaics, stained glass and clay sculptures creating a wide collection of artwork.

She has also been working as an illustrator, facilitating – through art – the learning of languages for children in both Sudan and Saudi Arabia.

She is currently working on a Sudanese comic book that raises awareness of human rights in Sudan and is hoping to expand this internationally in the coming years.



"I feel like this project has helped me in my creative skills and pushed me to go further."

Safia, pupil from Chobham Academy



Khartoum
Sudan

The workshops in Khartoum were based around the history, traditions and environment of the River Nile. Students worked with henna, plastic bags and pottery to create their work.



1 Pupils from Khartoum New School for Boys
2 Pupil from El-Barrary Model School for Girls
3 Pupils from Kibeida International School
4 Pupils from El-Shaikh Mustafa El-Amin Boys School



“ The workshop was very different from what we usually do in art classes and the students were very happy and excited. They started telling all of their colleagues and friends, and all the students are asking if there will be another workshop they can participate in. We will try to use the concept of Rivers of the World in our classes from now on.”
Mrs. Ikhlas, teacher from Khartoum New School for Girls



5 Artwork from El-Shaikh Mustafa El-Amin Boys School with Rawan Elbadwi
6 Detail from Kibeida International School
7 Pupils from El-Barrary Model School for Girls
All photos by Mohamed Osman, Darkroom Productions

"I enjoyed it because it was fun finding out how we can use our recycling and turn items into a piece of art. Everyone got to contribute their own piece of work."

Dija, pupil from The Royal Docks Community School



1 Pupils from Little Ilford School by Shona Watt

2 Pupil from Kingsford
Community School
by Shona Watt

3 Detail from Kingsford Community School

Sudan



Khartoum New School for Boys
Students focused on the economic activity that contributes to domestic production, such as farming by the river banks and building tourist resorts. They also researched activities that contribute to individuals' income such as tea ladies and homemade crafts.



Ivory Private School
Ancestors considered the River Nile to be a transitioning point where they received the blessings for new beginnings as well as a place to wash the evil spirits and illnesses away. Students enjoyed learning about the stories and each used henna prints and palm leaves to tell a story.



El-Barrary Model School for Girls
Students unleashed their imagination by using a paper quilling technique with bright colours in order to portray all living creatures that can be found in, around or by the River Nile adding to its beauty and heritage.



Kibeida International School
Students used plastic bags and paper cups to make this artwork referencing the pollution both in the river and on its banks. They also learned about how factories near the Blue Nile throw their waste in the river causing chemical pollution.



Khartoum New School for Girls
Each student chose a city that is famous because the River Nile is flowing through it. They portrayed the most famous and distinguished buildings, old universities, facilities and historical monuments. The most prominent scenes were drawn from each city.



El-Shaikh Mustafa El-Amin Boys School
Using pottery and traditional plates made from dry palm leaves, the students portrayed real stories that have had an effect on Sudanese communities. Students shared, and made reference to, both ancient and recent stories.

Newham



Little Ilford School
Gunpowder, Dark Forest, Golden Monkey and Eyebrow & Rainflower are some of a vast range of names for teas from China. Students explored the vital role of the River Thames in the tea trade. They made collaged illustrations based on the exotic and fantastical names of teas imported into Great Britain during the 19th century.



Chobham Academy
Students were given the theme *River Culture*. Using recycled metal sheets they designed and made headdresses loosely based on historical portraits of English royalty. They fashioned symbolic elements into the pieces as seen in period Tudor paintings.



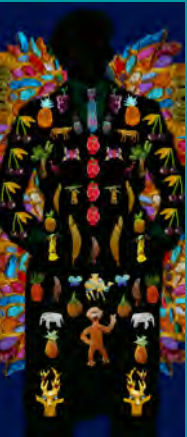
The Royal Docks Community School
The school is based in the redeveloped docklands of East London. Once the busiest port in the world, the area was marshlands and teeming with wildlife. Working with the theme *River of Life*, students made creatures and wildflowers that would have once inhabited the area.



London Design & Engineering UTC
Students were assigned the theme *Polluted River*. They made masks from recycled materials exploring the concept of metamorphosis.



St Angela's Ursuline School
Working from the theme *River City*, students made head pieces from recycled cardboard. They researched the famous London skyline and the rapid development of its iconic architecture during the past 20 years.



Kingsford Community School
Students were shown old films about The Royal Docks, Albert, Victoria & George V which were the world's largest and busiest docks in the 1880s bringing in an enormous variety of goods from animals for the Royal Zoo, to tea for the nation. The students modelled clay pieces based on the different imports.

Morocco & Peterborough



1 Pupil from Al Joulane School by Chahrazad Zahi

2 Pupil from Abi Houraira School by Chahrazad Zahi

3 Pupils from Amira Aicha School by Chahrazad Zahi

4 Queen Katharine Academy by Jeni Cairns

5 Pupils from Imam AlBoukhai School by Chahrazad Zahi



Artist, Morocco
Aïcha El Beloui

Aïcha El Beloui is a Moroccan Casablanca-based illustrator, graphic designer and creative director. Trained as an architect, she started her artistic practice in response to a visceral need to express her obsession about citizenship, public spaces, belonging, freedom and the individual in the Moroccan context, a context she has always actively tried to understand and demystify.

She did this firstly through her architecture studies, which helped her sharpen her reading of the city and then through her direct involvement in architectural heritage and the cultural scene in Casablanca, which brought life and concreteness to her understanding. This quest took her through graphic design, photography and illustration: an intuitive juggle between representation, interpretation, and appropriation of the unseen, the unsaid but the still daily life undergone and endured.

“Rivers of the world is a fantastic opportunity to raise awareness about one’s own city and about Art as a powerful means of expression, all in a very amusing and constructive way.”

Artists, Peterborough
Jeni Cairns & Stuart Payn

Artist and garden designer Jeni Cairns has always been inspired by the natural landscape that has surrounded her for most of her life. A childhood spent exploring the farmland, lanes and areas reclaimed by nature have left a lasting impression.

She works in a diverse variety of mediums: sculpture, drawing, painting, gardens and natural spaces, focusing on metal and cutting intricate images into it with a hand held plasma cutter. Jeni often uses pre-used industrial materials such as oil drums and agricultural machinery as well as new steel and Corten steel to create her work.

Stuart’s work is rooted in graffiti, animation & skateboarding. Process blends his experience of these forms between subject, surface & medium; bringing carving marks, movement and colour into his work.

Interacting with a wide variety of materials and subject matter, his current work explores the medium of concrete to create visually compelling works that collide these lifelong passions, to create unique forms and imagery.



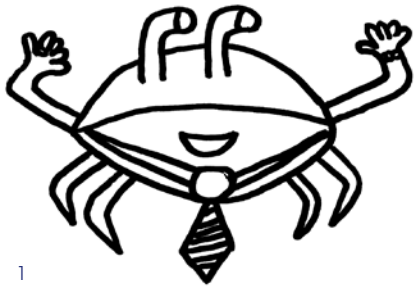
Pupils from City of Peterborough Academy by Rebecca Tanner

“It was really fun and we were able to create what we wanted”

James, pupil from Ken Stimpson Community School

Rabat
Morocco

These six artworks form part of a series with each one representing the city of Rabat in the bottom and Salé on the top, the middle sections illustrate the river and its banks according to one or more of the suggested themes.



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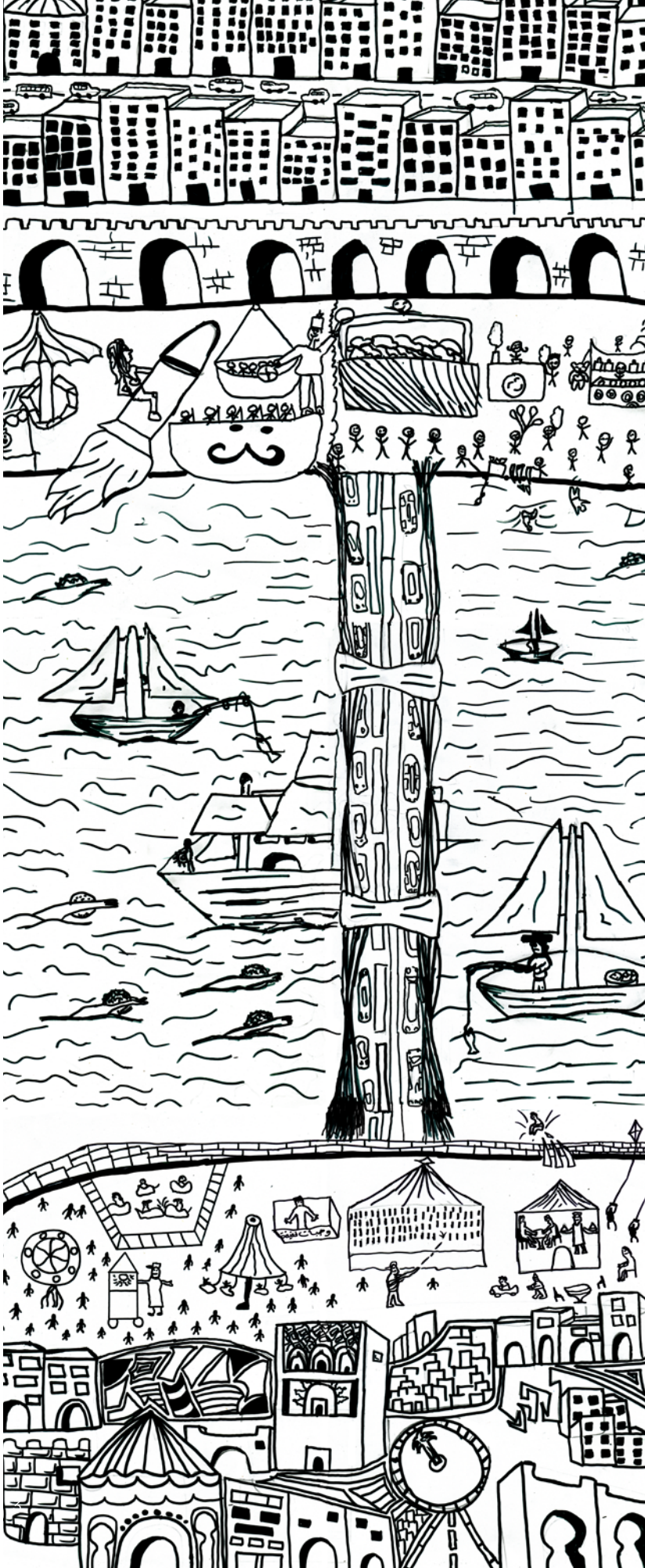
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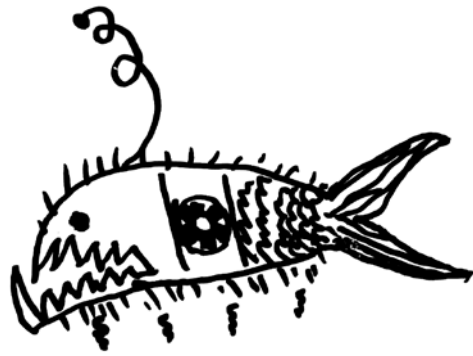
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"Can we do this
every Wednesday?"

Ali, pupil from Abi Houraira School



8



9

- 1 Detail from Amira Aicha School
- 2 Pupils from Abi Houraira School by Chahrazad Zahi
- 3 Pupils from Imam AlBoukhai School by Chahrazad Zahi
- 4 Detail from Al Joulane School
- 5 Artwork from Abi Houraira School with Aicha El Beloui

- 6 Detail from Zerkouni Secondary School
- 7 Detail from Al Joulane School
- 8 Pupils from Al Joulane School by Chahrazad Zahi
- 9 Pupils from Amira Aicha School by Chahrazad Zahi

Peterborough
UK

The students in Peterborough based their beautiful artwork on the River Nene, focussing on the wildlife, pollution and importance of the river in the history of the city. They used a range of new art techniques including spray-painting, printmaking and sculpture to create their designs.

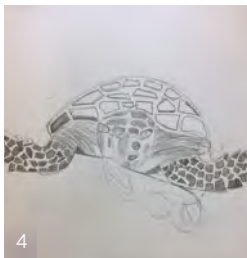


1 Ken Stimpson Community School by Jeni Cairns

2 & 3 Pupils from City of Peterborough Academy by Rebecca Tanner

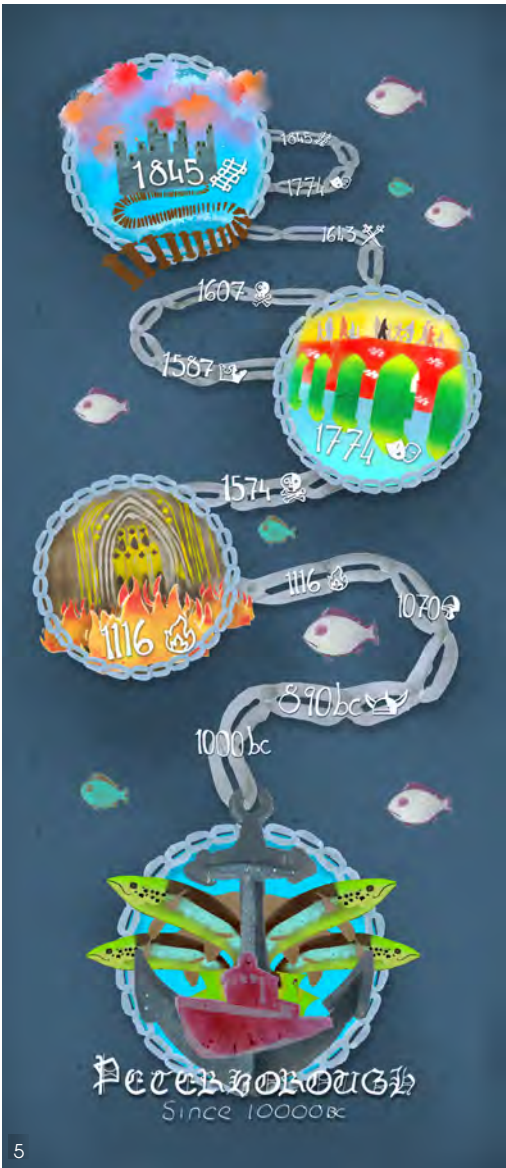
4 Artwork details from Ken Stimpson Community School

5 Artwork from Ormiston Bushfield Academy with Stuart Payn



4

“Students were introduced to willow which grows on the banks of the River Nene, they bent the willow to make the structure of a boat and then covered the boats in tissue paper to make them transparent. They also got the opportunity to create cyanotype prints.”
Sara Erwin, teacher from Queen Katharine Academy



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6 Detail from St John Fisher Catholic High School



'We had a lot of fun. Thank you!'

Olivia, pupil from Queen Katharine Academy

Artworks

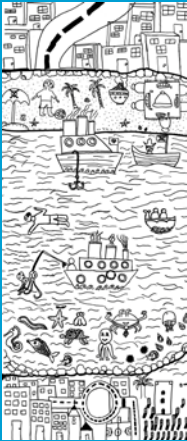
Morocco



Zerktouni Secondary School
This artwork represents the river's connection with the Atlantic Ocean. The students focused on the presence of pirates and on the importance of the river port as a source of importing and exporting different goods in the olden days.



Abi Dar Al Ghoufari School
The students focused on living creatures. They were informed about a species known as Bou Regreg and were asked to imagine what other kinds of creatures could live in the river.



Amira Aicha School
In addition to representing Rabat at the bottom and Salé at the top of their drawing, the students at this school were asked to imagine the different living species found in the river and to represent them through drawing.



Abi Houraira School
The students represented the activities, both domestic and economic, happening in and around the river. They also emphasized the bridge to highlight the fact that only a few years ago it did not exist.



Imam Alboukhai School
The students represented pollution and its effects on the creatures of the river. The tramway is also present as a new element that has radically changed the relationship between the two cities of Rabat and Salé.



Al Joulane School
This artwork represents the future of the river. The pupils had to imagine how the two banks of the river would develop through the decades and also how the pollution would affect the river and its creatures.

Peterborough



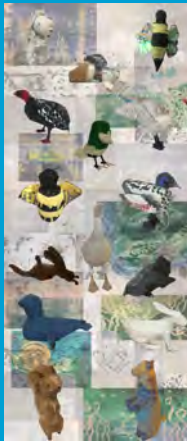
City of Peterborough Academy
Students examined the economies of rivers, in particular, the emerging river economies of Peterborough's radically modernised South Bank. They focussed on the new South Bank art centre which regenerates one of the city's largest riverside industrial mills.



Ormiston Bushfield Academy
The students explored the ancient roots of Peterborough's existence and relationship with the River Nene. They researched many of the city's major milestones and using a variety of spray-paint and stenciling techniques, the students used this research to inspire the chain link design.



Thomas Deacon Academy
Cathedral historians believe that part of the placing of the church in the location it is in, is due to the easy ability to transfer quarried stones by river. Students looked at life on the river and created landscapes celebrating both the cultural impact the Cathedral has on the city, as well as the traditional artwork of narrow boats.



St John Fisher Catholic High School
Students investigated the different forms of life in and around the river and talked about the importance of looking after our waterways. They did lumen printing by laying out leaves, grass and coral on photographic paper and exposing it to the sunlight.



Ken Stimpson Community School
The students talked about pollution and discussed the wildlife and habitats of the River Nene. They experimented with inks to create watery abstract images, some were inspired by clean healthy water and others by turbulent toxic water. Students then created wire sculptures of water creatures.



Queen Katharine Academy
Students discussed how people use rivers. They made cyanotype prints from stencils they had made with paper using the sunlight, basing their designs on the wildlife that uses the river such as kingfishers, otters and swans. The students designed boats and then built them three-dimensionally using willow and paper.

Ethiopia & Warrington and Halton



1 Pupils from Cardinal Newman High School by Kirsty Rae

2 Pupil from Abune Gorgorios School by Martha Hardy

3 Pupils from Bridgewater High School by Kirsty Rae

4 Pupils from Nazareth Secondary School by Martha Hardy



Artist, Warrington & Halton
Kirsty Rae

Having spent a decade teaching in further education, artist educator Kirsty Rae is now freelance and working with schools, colleges and universities in the north west of England. She holds a degree in Fine Art from Newcastle University and has a wealth of experience delivering a wide range of artistic techniques to students of all ages. Kirsty is particularly interested in drawing, painting and printmaking and uses these processes in her own practice. She has a keen interest in educational projects and community arts.

Artist, Ethiopia
Martha Hardy

Martha grew up in London where she studied fine art then illustration before working as a book illustrator and artist in schools. About 12 years ago she was invited to train fine artists in Addis Ababa on textbook illustration and she never left.

She continues to do similar work there, teaching art, training teachers to be more creative, making artwork with students, taking photos, and drawing pictures. Her work is varied, but arts and education are always at its core.

“When the students create their RotW artwork the classroom constantly changes. One moment it’s silent, and then the adults must be silent too so that the students can deeply concentrate. The next moment it’s over excited, the next full of challenges, then achievements and celebration. It is always dynamic. One student said, ‘It helped us use our brains!’ another explained, ‘I started to realise what I am capable of doing’, and ‘I am very, very happy’. I think this is how a classroom should always be.”



“ I love it, it is very participatory,
we are learning about other countries
too and I learnt new skills.”

Fikir Sisay Belay, pupil from
Africa Andinet No.1 School

Pupil from Fasilo
Secondary School by
Martha Hardy

Addis Ababa & Bahir Dar Ethiopia

Students researched hydroelectricity, pollution and songs associated with their river and made lovely artwork using recycled materials, shoelaces, shells and beads.



1 Pupil from Africa Andinet School by Martha Hardy

2 Pupil from Ghion Secondary School by Martha Hardy

3 Pupils from Abune Gorgorios School by Martha Hardy

4 Pupils from Nazereth Secondary School by Martha Hardy

“Please continue the project as it is inspiring. I want Rivers of the World to be embedded in the curriculum.”

Ayenew Terefe, teacher from Fasilo Secondary School



" Art has no boundaries, no limits, you can use anything, anywhere to make art. "

Pupil from Ghion Secondary School



5 Artwork from Abune Gorgorios School with Martha Hardy

6 Detail from Ghion Secondary School

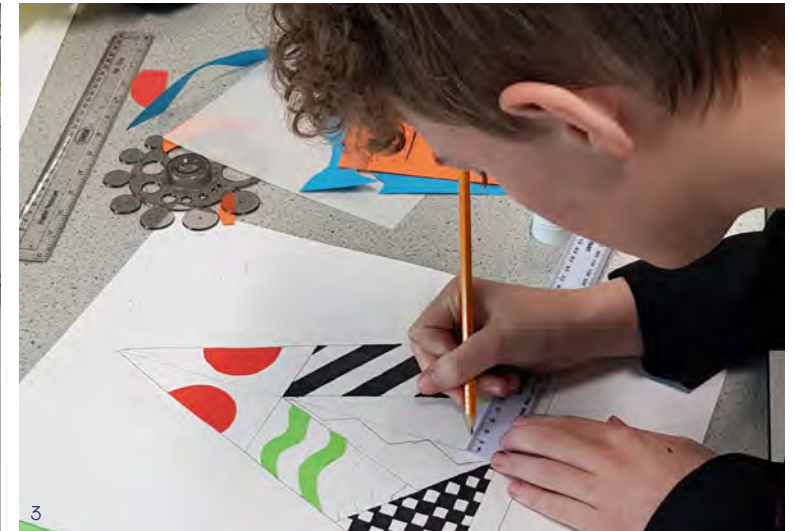
7 Pupils from Ghion Secondary School by Martha Hardy



Artwork detail:
Culcheth High School
with Kirsty Rae

Warrington & Halton UK

The workshops in Warrington and Halton focused on the industrial history, boats and pollution of the River Mersey. Students used bunting, inks and printmaking to create their artwork.



'I learnt lots of new techniques and had fun. I didn't really know much about the river but now I do.'

Dylan, pupil from Wade Deacon High School



1 Detail from Sir Thomas Boteler Church of England High School

2 Pupils from Wade Deacon High School by Kirsty Rae

3 Pupil from Beamont Collegiate Academy by Kirsty Rae

4 Artwork from Cardinal Newman High School

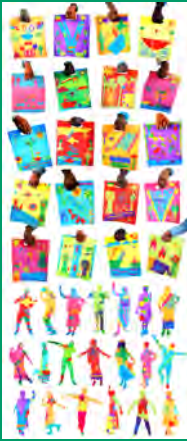
5 Pupils from Culcheth High School by Kirsty Rae

6 Detail from Wade Deacon High School

Ethiopia



Menelik II School
The Tekeze River is a main tributary of the Albarah River, which flows into the Nile. A backlog of manmade and natural waste builds up in the Tekeze. Students depicted this by creating standing sculptures of things which should be in the river, like birds and boats, but making them from the debris of human life such as old boxes and sweet wrappers.



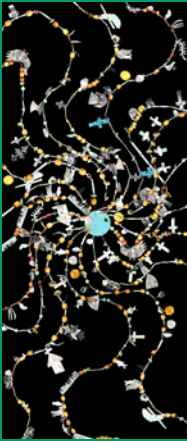
Africa Andinet No.1 School
The school is in the heart of Piazza, a central shopping area of Addis. Busting markets full of colourful fruit, vegetables and shopping bags, make up the surrounding culture. After discussing the Blue Nile students created their own songs about the river set to famous Ethiopian songs which they then represented through dance, striking poses for photographs.



Abune Gorgorios School
This artwork brings together different elements of the life of the school through the song Abay, Abay, Abay (Abay is the local name for the Blue Nile). Students learnt the song then painted small food tins to be used as drums to add rhythm. These tins were then combined to create the embroidery pattern on a traditional Ethiopian dress.



Nazereth Secondary School
The Blue Nile drives hydroelectric power stations providing electricity for Ethiopia. Students explored how power is created from the movement of water and considered how this could be expressed visually. They created circular artworks using shoelaces, which are sold on the street in central Addis Ababa where their school is.



Fasilo Secondary and Preparatory School
Students considered how their city had grown through networks of trade due to its river and lakeside location. They created silver, shell and bead necklaces in the local style, decorating them with pendants representing traded goods such as bananas, mangos and fish, and cultural ideas, which were also shared along the trade routes.



Ghion Secondary and Preparatory School
The Blue Nile creates a resource for communication between students in Ethiopia and students in Sudan. Students considered what messages they would like to send to fellow students in Sudan and how to get them there. They refined their messages to one word such as unity and friendship, and invented patterns to represent them.

Warrington & Halton



Wade Deacon High School
Students looked at the River Mersey's history of severe pollution. They learned about the devastating effects on the ecosystem of the river due to the rapid growth of industry during the industrial revolution. Students came up with the idea of a timeline showing how the river has improved.



Beamont Collegiate Academy
Since the 1980s the River Mersey has been used for leisure by Warrington Rowing Club. Students made bunting to represent the rowing regattas and explored making boats to be viewed from above. The inspiration came from Peter Blake's design for a Liverpool passenger ferry Everybody Razzle Dazzle.



Bridgewater High School
Students studied the story of the return of the Atlantic Salmon to the River Mersey and the rich ecosystem that now exists. They made some plaster casts of flora and fauna found on the banks of the river and then created some mixed media ink drawings of the different species of birds and fish that inhabit the river.



Sir Thomas Boteler High School
Students looked at the controversial plans to harness tidal power as a renewable source of energy in the Mersey basin. They explored the need for renewable energy versus the environmental impact. They made turbine rotors printed with symbols for power to represent the opposing sides of the debate.



Culcheth High School
From the school you can see a restored mill and the area is famous for its industrial history. Students represented their river's rich history of trade by drawing the intense network of roads and towns that are situated along it. The area was once named the *workshop of the world*, students used patterned cotton boats to illustrate this.



Cardinal Newman High School
Students studied how the river is used for trade in modern times and did charcoal drawings of the huge shipping cranes at Liverpool 2 container terminal. They took inspiration from these and made folding box drawings using vintage maps and looking at artists who are inspired by aerial views.

Malawi & Exeter



1 Pupils from Balaka Secondary School by Akulu Lipenga
2 Artwork from Dawlish College
3 Pupils from Liwonde Secondary School by Akulu Lipenga
4 Pupils from Dawlish College by Liz Lithgow
5 Pupils from Ferry LEA School by Akulu Lipenga

Artists, Malawi
Macpherson Ndalama and
Akulu Lipenga

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. 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.

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, working with illustrations and writing. Akulu is co-founder of a Malawian art collective known as Zaluso Arts where he manages their social media platforms, helps in event management, curating and working as a visual artist.

“It’s an awesome experience watching kids use art techniques that they have never been exposed to before and still be able to come up with masterpieces. I am humbled to have been a part of their artistic metamorphosis.”

“I’m really glad to have been part of helping the kids experience things they’ve never had a chance to experience before. It was amazing watching them pick-up the building blocks so easily and seeing what they came up with. I was a bit jealous .”



“The trip was a life changing experience and I have formed strong partnerships with the teachers from our cluster locally. We hope that this project will lead to the expansion of our existing school links and wider impact for our St Peter’s Malawi Education Trust. We hope to widen our whole school participation, in involving the Global Development Goals in our teaching. It was eye opening teaching in Malawi as part of this amazing project. The students in Malosa Secondary School really loved the opportunity for creativity and group work, and this experience has helped me bring the project to life for my students back home. It has inspired me to tackle more global issues within the art curriculum.”
Vanessa Crocker, teacher from St Peter’s Church of England Aided School

Photo by Vanessa Crocker



Liwonde Malawi

Students from Malawi researched the River Exe in Exeter and made artworks as a response to pollution, wildlife and city life, using origami, lego and painting.

"I've learnt what an artist is, that it's not just singing but drawing and dancing too. I like that"

Beatrice Banda, pupil from Liwonde Community Day School



Opposite:
Artwork detail:
Ferry LEA School with
Macpherson Ndalama
and Akulu Lipenga
1 & 2 Pupils from
Namaloma Community
Day School by Akulu
Lipenga
3 Pupils from Liwonde
Community Day School
by Akulu Lipenga
4 Pupils from Malosa
Secondary School
by Akulu Lipenga

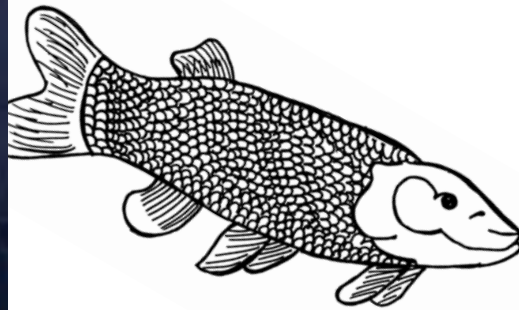
Schools in Exeter took inspiration from their travel to Malawi and made work to represent the culture and wildlife of Liwonde. One school chose to base their work on the River Exe and the life that exists within it.



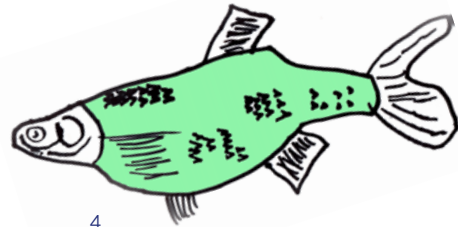
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1 Artwork from St Peter's Church of England Aided School

2 Pupils from Malosa Secondary School during the teachers visit to Malawi by Vanessa Crocker

3 & 4 Details from Atkinson School

5 Pupils from Dawlish College by Liz Lithgow

“The trip allowed me to gain knowledge of other cultures first hand to share with my students and family and it altered my own thoughts and outlook on life and consumerism. The teacher training session was a great way to facilitate positive action in the schools in Malawi – gender equality, mental health and tackling the UN sustainability goals in interactive cross-curricular lessons. The teachers are planning to visit each other's schools during the return visit. We are planning an Africa week at Dawlish College in October to coincide with the Malawian teachers visit.”

Liz Lithgow, teacher from Dawlish College

Artwork detail Dawlish College with Liz Lithgow and Steven Buckler

Malawi



Liwonde Secondary School
The students discussed the value of bridges and their importance in connecting communities. This collage shows a mixture of bright solid shapes set against bridge structures which are left in black and white for contrast.



Malosa Secondary School
The students learnt the story of Countess Isabella, a story about a resilient and innovative individual who has inspired female empowerment. Students were asked to draw how they think, or they'd like, Countess Isabella to look like. After which, they built the type of castle that the Countess may have lived in.



Balaka Secondary School
The artwork comes as a response to the fact that most of the river or water pollution in the world is caused by humans. The students imagined a world where robots would help defeat pollution and safeguard the river.



Ferry LEA School
The students had an amazing discussion on the resourcefulness of boats as a way of transforming the river. In teams, they created their own Lego boats and made a pattern from hand-made origami swans around it. They were particularly interested in hearing that the Queen's swans can be found on the banks of the River Exe.



Liwonde Community Day School
Having been introduced to a few facts about the city of Exeter, students teamed up to create Lego impressions of important buildings that keep the city going. They paid special attention to waste disposal points, security and alternative energy sources such as solar panels.



Namaloma Community Day School
The students learnt about some of the animals found in Exeter and also learnt about animals that they've seen in Liwonde. With photo references, they were tasked to draw and paint the animals they had learnt about.

Exeter



Atkinson School
Students looked at the environment of the River Exe, focusing on the particular fish that live in it and creating line drawings of them. They used different media to create backgrounds giving the illusion of water such as ink, paint and collage. They decided to include a map reference to give it a place and show the proximity of the river to the sea.



St Peter's Church of England Aided School
In Malawi the River Shire provides the main source of power through hydroelectricity and students explored how problems of deforestation are causing siltation, reduced water flow and intermittent power. Students created individual lino prints, each telling a story of life surrounding the river.



Dawlish College
Students focused on female African role models as gender inequality is such a big problem in Malawi. They produced linocut prints based on the portraits of Gregoire Boonzaier and looked at colourful African fabrics. Animals and patterns from the River Shire and Malawi were used as inspiration.

Kenya & Worcestershire



1 & 2 Pupils from Tudor Grange Academy by Claire Mills
3 Pupils from Juja Road Primary by James Njoroge
4 Pupils from City Primary School by James Njoroge
5 Pupils from St Theresa Girls' School by James Njoroge

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.

“Learning about the River Severn with schools has been such a great experience and journey for me. I’m sure students can say they visited the UK through this project. I deliberately chose different mediums and techniques for each school because every school is unique and they can learn from each other. Most of the materials we used were collected just to show we can make art from anything around us.”

Artists, Worcestershire Sarah Brown & Pete Ashton

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 enjoys adapting techniques to apply to different materials, most specifically Sarah has a keen interest in working with glass and vinyl.

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.

“It was a real pleasure to bring the simple power of the camera obscura to Rivers of the World this year, having students build their own working scientific and artistic tool from plastic magnifying glasses, tracing paper and cardboard boxes. Using a visual focussing device to create a work which ties together two schools 4,000 miles apart felt nicely apt.”

Pete Ashton, artist from Worcestershire



Pupils from St Theresa Girls' School by James Njoroge

“The Rivers of The World project gave many children here in Kenya and everywhere else a golden opportunity to explore their options in art and protest peacefully against the pollution of our beautiful rivers.”

Naila Herah, pupil from Langata Junior School



Nairobi Kenya

The students from Nairobi researched the River Severn and the River Avon. They used collage, role-play and printmaking to convey stories and represent their findings.



“This year’s project proved to be an eye-opener to the pupils as they got a chance to learn new art skills as well as grow their scope of knowledge of different rivers especially the River Severn.”

Arnold Njoroge, teacher from Langata Junior School



Opposite: Artwork detail: Langata Junior School with James Njoroge

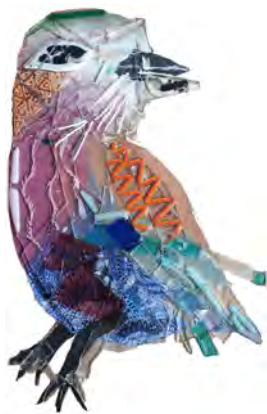
1 Pupils from City Primary School by James Njoroge

2 Pupils from City Primary School by James Njoroge

3 Pupils from Juja Primary School by James Njoroge

Worcestershire
UK

The schools in Worcestershire focussed on their partner country of Kenya, from where many of the teachers had just returned. They made work referencing patterns & fabrics, plantations, safaris and skylines.



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“Wow we loved it! Some of the boys were really inspired by the way Pete merged his photographs together and are developing their own work in this style.”
Clodagh McGee, teacher from Nunnery Wood High School

- 1 Detail from Tenbury High Ormiston Academy
- 2 Pupils from Tudor Grange Academy by Claire Mills
- 3 Pupil from Northwick Manor Primary School by Sarah Brown
- 4 Pupil from Pershore High School by Sarah Brown
- 5 Detail from Pershore High School

- 6 Artwork from Nunnery Wood High School with Pete Ashton
- 7 Pupils from Pershore High School by Sarah Brown

Exchange visit to Nairobi, Kenya



“The trip was a once in a lifetime experience. A chance to experience new things/cultures and broaden ones own horizons. This can only have a positive impact on our teaching back in the UK.”

Stephanie Wellings, teacher from Chads Grove School



“Visiting and working in Nairobi, in particular Langata Junior School, was a privilege and an opportunity that will reside for a lifetime. I was humbled by the experience which provided a vast contrast to our environment here in the UK but was equally full of warmth and happy, vibrant students”

Claire Mills, teacher from Tudor Grange Academy



“I have gained confidence and renewed excitement about teaching and the power of Art to change lives. I have, in the process of planning for the trip and since getting back, begun to develop new resources and projects and will be rolling these out in the next academic year with many age levels in the school. The project has also stopped me from feeling isolated, it gave me a new teacher network to share good practice with and develop expertise, and the friendships that developed are an unexpected bonus.

The visit to Kenya has resulted in collaborations with artists and schools. Further projects will be carried out in the new academic year including a mail Art project.

My students are also doing work inspired by the Kenyan Kibera slums with a view to creating an exhibition locally with some fundraising ideas woven into the project.”

David Reid, teacher from Pershore High School

Kenya



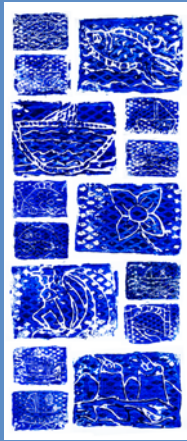
Brookhouse School
Inspired by the Dragon Boat Festival on the River Severn and an ancient Roman relief sculpture showing the invasion of the Romans into Britain, students created colorful paper reliefs using collected materials.



Brainston Academy
Students were inspired by the discovery of iron along the river and how that spurred the industrial revolution and the growth of cities. They created wire drawings of different buildings and bridges found along the river.



City Primary School
The students made a photographic comic strip to illustrate how the River Severn got its name from Geoffrey Thompson's *History of the Kings of Britain*. They created the script, storyboard and costumes and used their beautiful colonial school architecture as a prop.



St. Theresa Girls' Primary School
Students looked at different ways the River Severn is helpful to people who live and work around it. They chose different activities and created beautiful prints using Styrofoam plates.



Juja Road Primary School
Students created different types of fish found in the River Severn using foil paper and cardboard with a watercolour background. They were inspired by the huge variety of fish found in the river.



Langata Junior School
Students were inspired by the interesting 'marbling effect' that oil and liquid pollution has to the rivers water. They collected items that are usually found polluting the river and created a marbled effect on them using nail polish.

Worcestershire



Pershore High School
The students visited the artist's studio to create their work based on their teachers photos of Nairobi. They started by building the city using different materials. They then added people to the scene using an illustrative style. Finally, they worked in glass to bring everyone's ideas together adding texture and decorative processes.



Northwick Manor Primary School
Coffee plantations near Nairobi are a big source of pollution for the river. They cause damage to the ecosystems within Kenya whilst going unseen. The children set about working with coffee as their medium. They created shadow animals as a bit of a metaphor for the destruction that is occurring.



Ombersley Primary School
The children celebrated the amazing life present in the countryside of Nairobi. Their teacher was lucky enough to see these animals on a Safari drive during the project visit so the children recreated their versions using pipe cleaners to create animals and making their own Savannah with paper and lots and lots of glue!



Tenbury High Ormiston Academy
The river is used as a resource for both artists and animals alike, so the students started with this as their inspiration. They used a range of scrap glass, African patterns and their love of animals to create work.



Chadsgrove School
The students took inspiration from the use of scrap fabrics to repurpose into useful new objects. Women in Kenya create bright, highly patterned jewellery and head dresses to wear for celebratory events. The students created brightly coloured beads using papier mache techniques and adorned Savannah with stunning jewellery.



Nunnery Wood High School
Pupils constructed camera obscura viewfinders to match aspects of their school to patterns found in photos from their teacher's trip to Juja Road Primary School in Kenya. Their resulting photographs were algorithmically merged to create a stained-glass window combining essences of both schools.



Tudor Grange Academy
Using photos from Langata Junior School in Nairobi as inspiration, pupils explored their school with camera obscuras looking for patterns and shapes before decorating their hand-made cameras. The resulting work combines images taken and made by all pupils.

Palestine & Barking and Dagenham



1 Pupils from Jericho by Hareth Yousef



2 Pupils from Eastbury Community School by Shona Watt



3 Henna artwork from Riverside School
4 Pupils from Jericho by Amer Shomali

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.

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.

“It was an interesting exercise this year, trying something more contemporary and conceptual rather than actual representation, focusing on feeling rather than events, exploring the future rather than revisiting the past.”

Photo by Hamza Shomali

During our visit the artwork that I liked the most was Flower of Salt by Hasan Daraghme. He combined many videos all together on one screen, each one is very small and you cannot tell what is happening, everything is disappearing like ruins.

Samer Wahdan, pupil from Aqabet Jaber Basic Boys School

Photo by Hareth Yousef

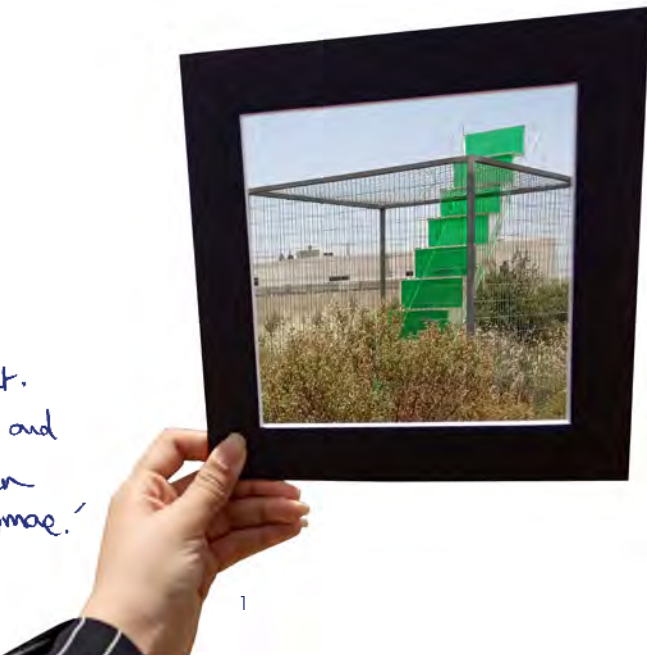


Jericho
Palestine

Amer invited all 75 students from the six participating schools to visit the Palestinian Museum in the town of Birzeit and see the current exhibition *Intimate Terrains*, which examines the Palestinian landscape and the river as one of its elements. They made artwork inspired by what they saw.

'We visited The Palestinian Museum, I loved most of all an artwork by Sliman Mansour called Drought. It is a fragmented scene of trees, made of dry clay and broken into small pieces, It is fragmented and broken in a way that means you cannot tell where it is anymore.'

Jumana Awatleh, pupil from
Masqat Secondary School for Girls



Artwork detail:
Masqat Secondary
School for Girls with
Amer Shomali

1 - 4 Pupils from Jericho
Photos by Hareth Yousef

Barking and Dagenham
UK

The schools from Barking and Dagenham are in their second year of the programme and so based their artwork on their partner city, Jericho. They used embroidery, collage and sculptures to make their designs.



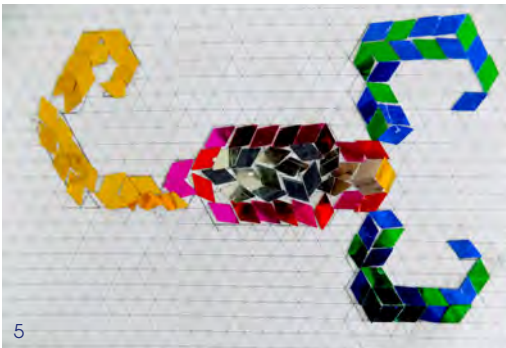
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"Rivers of the World was very enjoyable and provided a good opportunity to communicate and help others. Through the project I learnt that if you try, try and try again you can reach your goal. I had to re-create my work because I didn't do too well but in the end I made a masterpiece which actually looks amazing!"

Ikram, pupil from
Eastbury Community School

Artwork detail:
Riverside School
with Shona Watt

Artworks

Palestine



Aqabet Jaber Basic Boys School
Inspired by Hasan Daraghme'h's *Flower of Salt* artwork, where intimate memories of place become a vibrating pixel on the screen, the students revisited the topographic maps of their area of residence in Jericho and made magnified artworks.



Auja Basic Co-Ed School
Inspired by Steve Sabella's work *No Man's Land*, the students created a piece of work entitled *Our Share* which represents the lack of water in Palestinian territories.



Ein Al-Sultan Co-Ed School
In response to Larissa Sansour's *Nation State*, which represents Palestine as a high-rise tower, a commentary on the continuous land confiscation, destruction and demolition, the students created work based on imaginary scenes that one would see from inside the tower block.



Fatima Al-Zahra Secondary School for Girls
Students imagined living in a high-rise tower block in Jericho, with no access to land, the breeze or natural smells. They depicted how the tower would be seen by someone standing by the river.



Jericho Secondary School for Girls
The students imagined the River Jordan and created an artwork, *Our River*, which highlights the injustice of water access and distribution between Palestinian and Israeli territories.



Masqat Secondary School for Girls
Students made artwork from photos they took in the museum and inspired by research of their local area on google maps. They found that their surroundings, including the river, were unrecognisable as the images are pixilated so as not to reveal Israeli military locations.

Barking and Dagenham



Barking Abbey School
The Rose of Jericho otherwise known as the Resurrection Plant grows in dry deserts and can live without water for years. It curls into a ball without water then magically unfurls into its original green state with a touch of moisture. Students made elements of the plants using recycled metal as a reference to the problems with water shortages that the Palestinians suffer from.



Eastbury Community School
Students were introduced to Palestinian embroidery and its modern use in art to make political statements. Traditionally a women's craft, it has now been taken up by imprisoned men in Israeli jails as a means of expression. The pupils made images on isometric paper to imitate the style of geometric embroidery.



Riverside School
Palestinians in the past would dig out black stones from the riverbed. They were known as Dead Sea Stones and were made into plates and vessels. These were then highly decorated with patterns. Students each made a clay plate and designed their own patterns with which to decorate their plate.



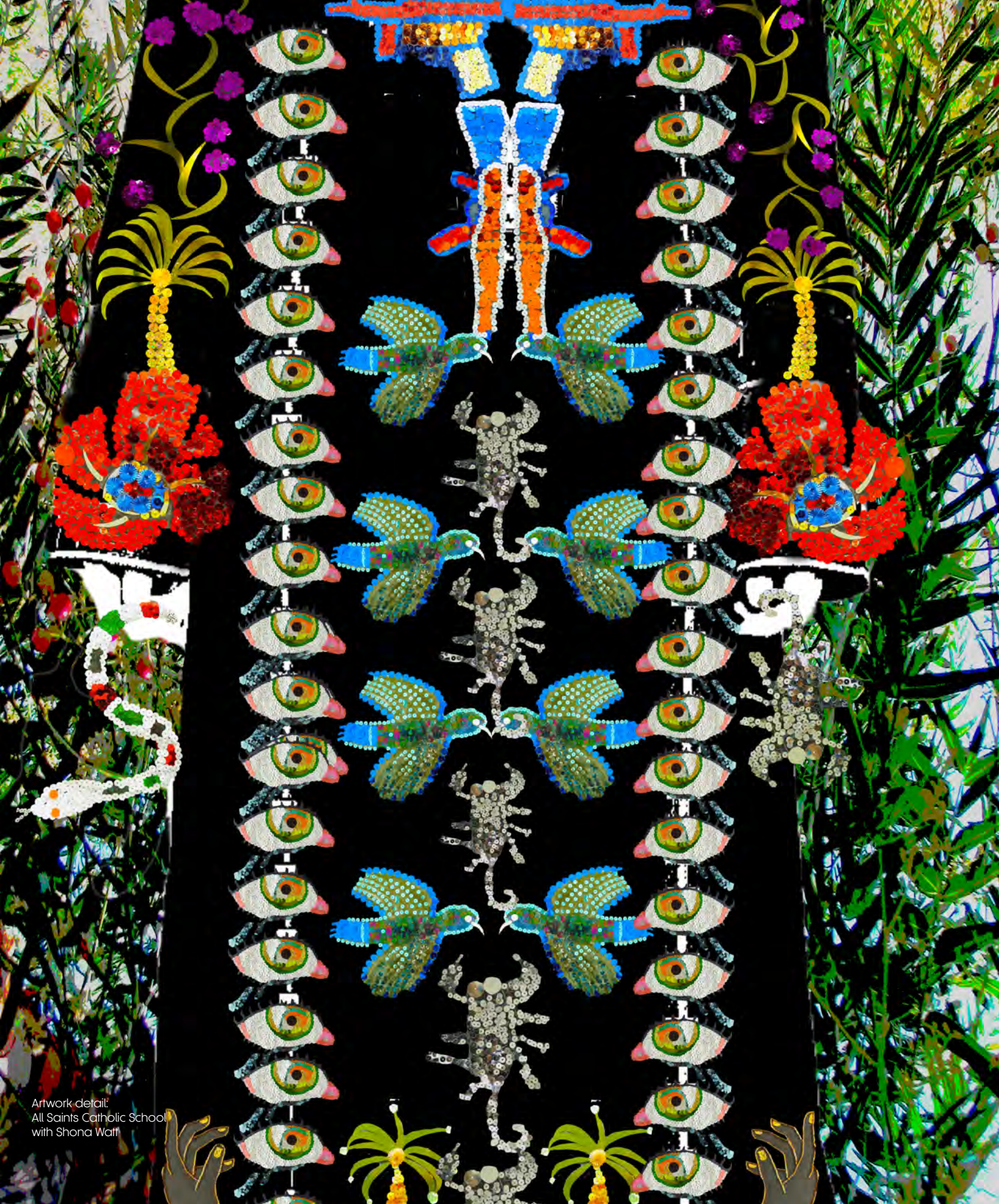
Robert Clack School
Indigo dye was traditionally used by newly widowed Palestinian women to dye their wedding dresses. The indigo plant from the Jordan Valley was used to produce multiple shades of blue dye which the widow would use to colour all her dresses. The students made real embroidery pieces on gloves dyed in indigo blue.



All Saints Catholic School
The thobe is a traditional Palestinian dress, heavily embroidered with silk thread in geometric patterns. Students used sequins to design their own motifs based on desert creatures, the water shortages and referencing the Palestine of the past as a lush and fecund country.



Dagenham Park Church of England School
Embroidery is an ancient craft in Palestine. Brightly dyed silk thread is used, mostly on women's dresses to illustrate symbolic references from nature and more recently, has developed into political references. Students made images on graph and isometric drawing paper illustrating various elements of past and modern embroidery.



Artwork detail:
All Saints Catholic School
with Shona Watt

The Story of Water

Thames Festival Trust is delighted to have launched a teacher focused art based learning programme for primary schools called The Story of Water.

Schools in Newham, Warrington, Halton, Peterborough and Lagos have started their journey by taking part in Continuing Professional Development (CPD) sessions, art workshops and international partnership meetings. Based on a new Story of Water educational resource pack, schools have begun to develop a host of work including poetry, artwork, displays and whole school Global Goal learning.



"I liked using rubbish as collage because it showed us how dangerous rubbish in the water is for animals."

Pupil from Southfields Primary School



"I really enjoyed the CPD and I think it is a great initiative. There are many strengths to the project but overall it is great that we have the opportunity to broaden ours and our children's understanding and knowledge of international schools, environmental issues and global geography in a very real and meaningful way."

Rubina Rehman, teacher from Elmhurst Primary School



Pupils from Leighton Primary School by Andy Moore

1 Artwork from Southfields Primary School

2 Pupils from Leighton Primary School by Andy Moore

The Story of Water



The Story of Water at Leighton Primary School, Peterborough

At Leighton Primary School, two Year 3 classes took part in The Story of Water project. We began with an initial assessment which, as we suspected, revealed that most children were very unsure of what a river was and how it was different to other bodies of water such as lakes, ponds, the sea and streams. It also showed that the children had very limited awareness of what could be done to look after our environment which for most children was limited to not dropping litter and switching taps and lights off.

We taught the children about rivers and their features, and we spent a day in Nene Park doing a range of activities close to and connected to the River Nene.

The following day we began our Art project, led by artist Stuart Payn, which took place over three days. On the first day the children experimented with mark-making and spray-painting with stencils. The outcomes were used on the second day to make individual collaged fish, and then on the final day to produce a final group collage of a river scene. These collages were photographed and combined digitally



to produce a permanent river tableau which will be mounted on a wall by the main entrance of the school.

Alongside the art project, we have also written descriptive river poems and have learnt about the plastic crisis, its impact on river and marine life and potential solutions.

Moving forward, we have incorporated the Rivers of the World units of work into the Geography curriculum for each year group in Key Stage Two, and we plan for our classes once they move into Year 4 to learn about our partner school's country, Morocco and to conduct an art project based on their local river.

The children have really enjoyed working with a professional artist, and have learnt many new skills from Stuart. Already an artistic class, he has inspired many of the children to pursue their artwork. The children have also begun a learning journey which will continue over the next four years which will make them much more aware of the Global Goals for Sustainable Development and of their own impact on climate and the environment.

Andy Moore, teacher from Leighton Primary School

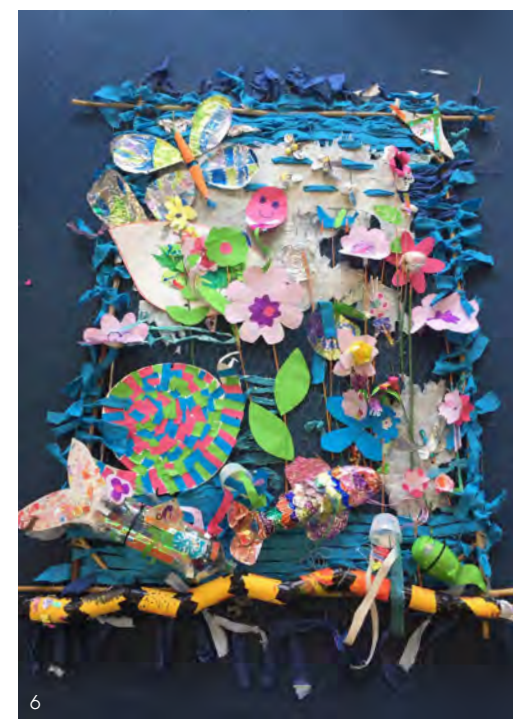
“Overall the strength of the project was being able to involve everyone across the school and the great artist sessions. Amazing! I have loved it!”

Peter Richards, teacher from William Law CE Primary School



“I enjoyed how our teachers taught us different skills and techniques. It has really helped me in all ways to love art.”

Abigail, pupil from St Joachim's Primary School



1, 3 & 4 Pupils from Nigeria by Five Cowrie Creek Initiative

2 Artwork from Leighton Primary School

5 Pupil from Leighton Primary School by Andy Moore

6 Artwork from Southfields Primary School

The Story of Water

20% of the world's water is either destroyed or damaged by human beings

Nearly 80% of people worldwide water can go to waste leaving and garbage

SHAME

TOXIC

DIRTY

SICK

HEART

SLAVE

Water + Plastic = Pollution

More than 6 trillion pounds of garbage, mainly plastic end up in the oceans every year

70% of the water is water

Every cigarette butt or

On average 10 million pounds of plastic is lost to water leaks

Richard Jones, teacher from
Farnworth CE Primary School

The River Nene
Green reeds, waving out of the river
As sharp as a dangerous knife
Swirling like a hypnotiser
Sticking out swishing and swaying
Whirling like an octopus's tentacles
Lily-pads like trampolines for frogs
Dancing on top of the water
Feathery swans as white as a cloud
Hunting for prey hungrily
Past the narrow boats one called Sophia
Eyes tiny like glimmery black marbles
Beak as neon orange as can be
By Kayla ♥



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Riversoftheworld.org
[#riversoftheworld](https://twitter.com/riversoftheworld)

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