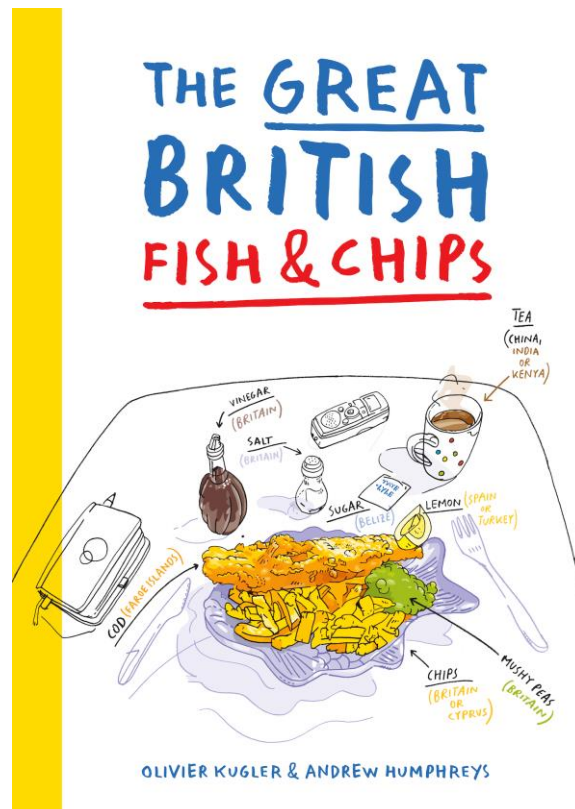


COUNTERPOINTS.

Turner Contemporary

The Great British Fish & Chips at Turner Contemporary

An invitation to schools



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1. Introduction

The Great British Fish is a new outdoor exhibition of pictures at Turner Contemporary in Margate that is free to view and does not require booking.

We warmly invite schools to come to come and see the work and to engage with the themes and creative process.

See: <https://turnercontemporary.org/whats-on/great-british-fish-and-chips/>

The pictures are “reportage illustration” by Olivier Kugler and Andrew Humphreys: hand drawn from photographs, with text based on interviews with fish and chip shop owners and wider research into the history of fish and chips and the present state of the fishing industry.

In response to the exhibition schools might consider:

- Making their own reportage illustrations
- Researching the history of a local fish & chips shop
- Learning about the fish & chips business and industry
- Thinking about other “national dishes” in the UK and elsewhere

We would love to see the work you produce and hope to share some of it online over the coming months. So please let us know how it goes!

This resource includes some more detailed suggestions for curriculum engagement (focusing on KS2 &3) and some examples of how schools have participated so far (which include some younger children). If you have any questions about the project, or would like to share the work you create in response, please contact:

hello@counterpointsarts.org.uk

If you would like to book your visit to the gallery to see the work, please contact:

edbookings@turnercontemporary.org

The Great British Fish & Chips is commissioned by Counterpoints Arts in partnership with Turner Contemporary and Canterbury Cathedral.

With thanks to Julie Neville, Schools Engagement Consultant.

RELIANCE FISH RESTAURANT, GRAVESEND

MY
DAD'S FAMILY
CAME FROM
CYPRUS.

JACK

KAMENOU (OWNER)

"HIS UNCLE CAME IN 1947 AND HE BOUGHT HIS FIRST FISH & CHIP SHOP IN LAMBETH WALK IN LONDON. MY DAD'S SISTER, SHE BOUGHT HER SHOP IN CAMBERWELL NEW ROAD AND THEY HAD ONE IN BATTERSEA. ALL THE FAMILY GOT INTO FISH & CHIPS, IN LONDON, IN BIRMINGHAM."

"WE HAD TWO SHOPS IN LONDON, THEN WE FOUND THIS ONE AND WE CAME TO GRAVESEND IN 1987."

THE
RELIANCE HAS
BEEN AROUND
A LONG TIME.

FROM 1615 TO 1880
IT WAS THE FIVE BELLS PUB.
FROM 1898 TO 1914 IT WAS THE
DOLPHIN PUB, THEN IT BECAME
A CONFECTIONERS. THEN IN
1920 IT OPENED AS A
FISH & CHIP SHOP.

EVERYONE HAS
GOT A STORY ABOUT
THIS SHOP.

ON
MY 25TH
WEDDING
ANNIVERSARY
WE GOT

BEN EVANS, STAR OF
THE "JERSEY BOYS."

EUROPE'S
NO.1 TRIBUTE
TO FREDDY
MERCURY



...A GEORGE MICHAEL
TRIBUTE TO SING AT MY
HOUSE AND WE THOUGHT
WHY DON'T WE TRY
THIS AT THE SHOP.

"WE DO IT ONCE A MONTH, SATURDAY NIGHT. YOU BUY A TICKET AND IT INCLUDES YOUR FISH & CHIPS, YOUR ICE CREAM AND YOUR FIRST ALCOHOLIC DRINK, AND YOU'RE GETTING A TOP WEST END ACT. EVERYONE HAS A GREAT TIME."

"WE DO THE HISTORICAL TALKS AS WELL. CHRISTOPH COMES WITH HIS PROJECTOR, AND YOU GET YOUR FISH & CHIPS WHILE HE TALKS ON THE HISTORY OF MEOPHAM OR GRAVESEND. PEOPLE LOVE IT."

BERNARD MOORE HAS BEEN USING THE RELIANCE FOR "DONKEYS OF YEARS". HE BUILT FLYING BOATS FOR THE RAF AT ROCHESTER DURING THE WAR. HE CELEBRATED HIS 99TH BIRTHDAY IN MAY 2021. DURING COVID, JACK HAS BEEN DELIVERING FISH & CHIPS TO HIM EVERY WEDNESDAY... "GETTING HIS FISH & CHIPS IS THE HIGHLIGHT OF HIS WEEK."
BERNARD'S DAUGHTER, SUSIE

CHRISTOPH BULL

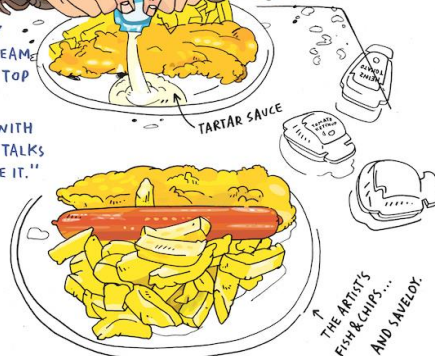
(HISTORIAN AND TOUR GUIDE)

HAS BEEN EATING AT
THE RELIANCE SINCE
HE WAS A SCHOOL BOY.

FISH & CHIPS WHEN I WAS
A BOY REALLY WAS ALL YOU HAD
IN TERMS OF A TAKEAWAY.

THE ENGLISH WERE VERY
'IF IT DON'T SWIM UP THE
THAMES I DON'T EAT IT'
TYPE OF PEOPLE.

CHRISTOPH IS HALF
GERMAN. HIS MOTHER
ARRIVED AS A REFUGEE
IN ENGLAND ON 1 MAY
1948. HER FIRST
MEAL WAS
FISH & CHIPS.



↑
THE ARTIST'S
FISH & CHIPS...
...AND SAUCE.



2. Example work from schools in Kent

Several schools in have taken part so far.

Rose Street Primary School, Sheerness, Isle of Sheppey, Year 1 [have recorded their fantastic work in this document \(pdf\)](#)

Some images of their work are below:





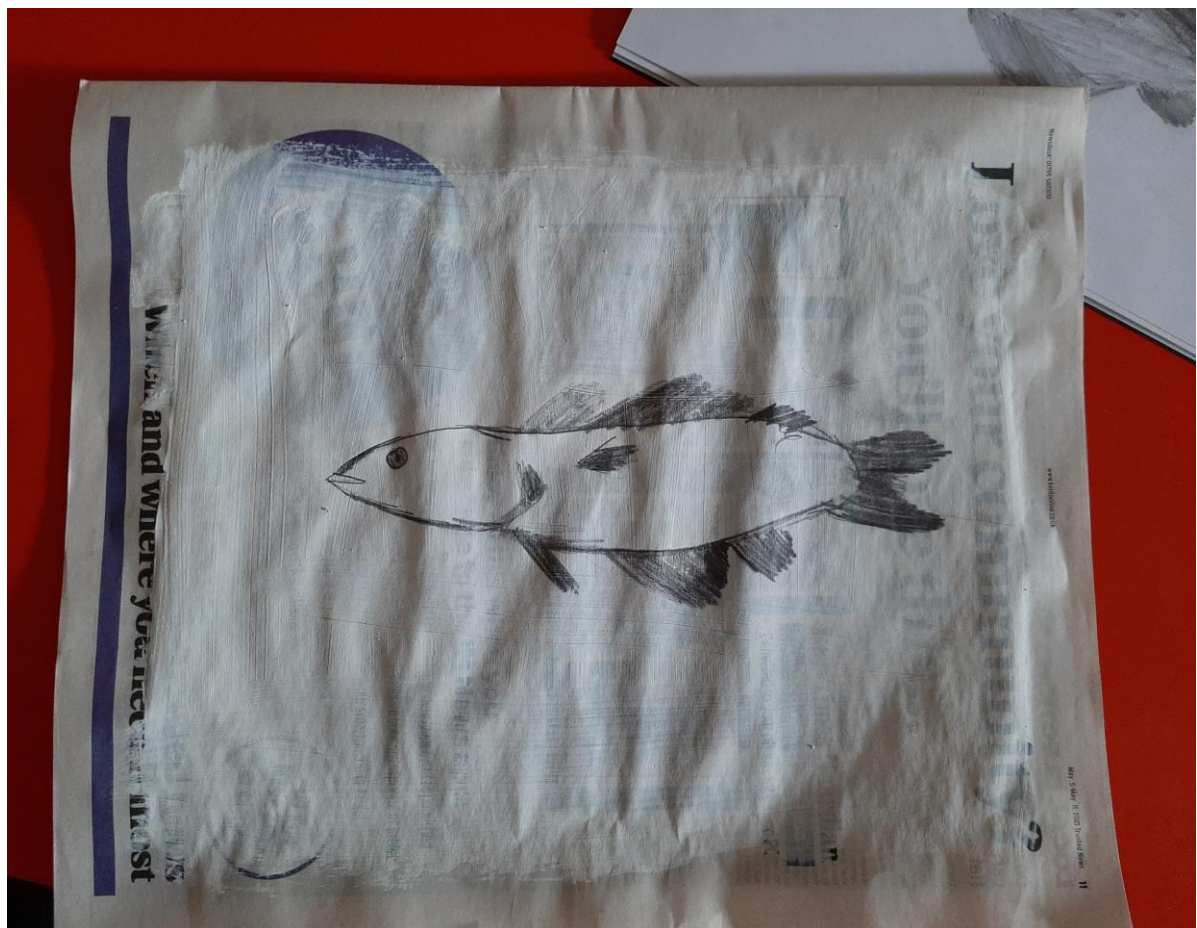
Some other examples include:

Royal Harbour Academy, Ramsgate, Year 7 and 8:

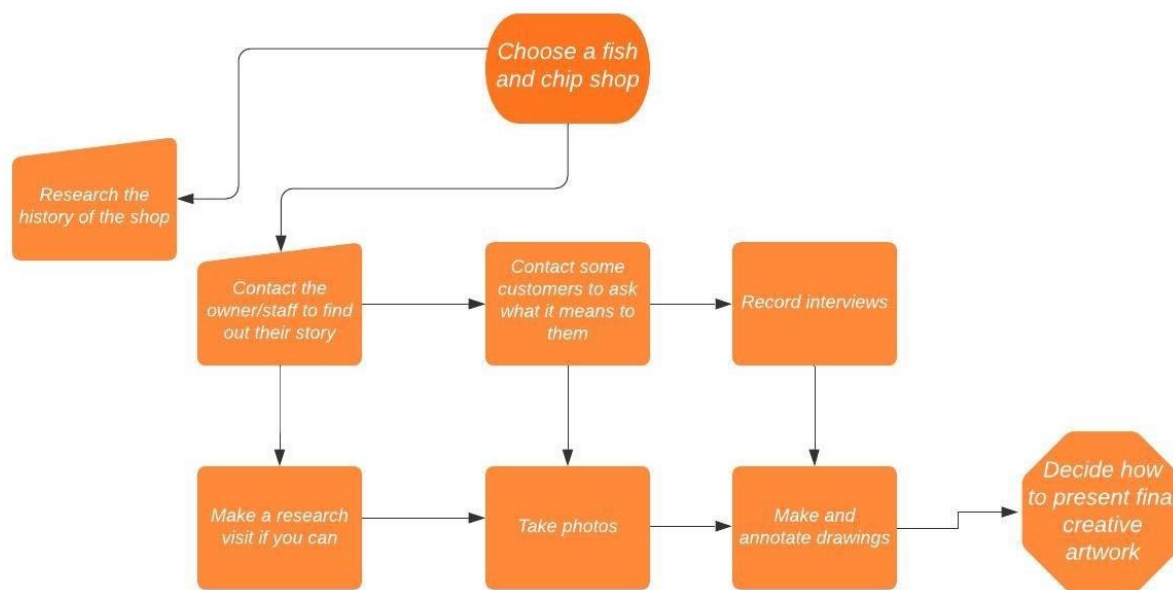




St George's CofE Primary School, Minster on Sea, Isle of Sheppey, Year 3:



3. Connecting with a local fish & chip shop



Suggested approach:

Our recommendation is that schools consider the approach undertaken by Andrew and Olivier and adapt it for their pupils and the current Covid guidance.

Typically, the artists tend to use the following process:

- Deciding your approach: what will your focus be? This could be about a specific local fish and chip shop, a collection of shops, or more widely about the tradition and history of fish and chips.
- Research: including contacting a local fish and chip shop and inviting them to participate. This could be carried out remotely if you are unable to visit the shop, perhaps by video call or an email interview. Alternatively, a member of staff could visit the shop to gather information to be shared with pupils, perhaps recording video or audio interviews and taking some photos.
- Interviewing: writing questions and asking them. However you intend to do this, it's a good idea to get pupils involved in coming up with the questions they would like to ask, this could be to the shop owners/workers and also to customers.
- Photography: of people and place. You could ask the shop to send you some images of themselves as well as the shop if you are unable to visit in person.
- Illustration and text: using findings from the research, answers to the interviews and the photographs as inspiration for creating new work.
- Display: how will the work be shared and who will be invited to see it?

- For older students (GCSE and A Level) you may want to encourage them to use the above approaches to carry out their own independent and group projects that involve interviews, photography, and research into a specific chip shop, or any of the connected themes.

4. Curriculum links

We hope that the artwork and experience of the professional artists will act as inspiration, and have relevance across a range of curriculum areas including:

Subject	KS2 and 3 relevant subject content
English	Listening and responding to interviews Asking relevant questions Building vocabulary around migration and local stories Giving descriptions, spoken and written Writing from memory Practicing handwriting for display purposes Taking notes and creating stories
Design and technology	Developing creativity and imagination Developing technical and design expertise Communicating ideas through drawing, sketches, diagrams and IT Knowledge of nutrition and cooking – understanding where fish and chips come from, their sources, where fish is caught and processed
History	Understanding how people's lives shape the nation Making connections between local, regional, national and international history and culture Knowledge of significant events, people and places in our own local history
Geography	Learning about diverse places and people – gaining knowledge of other places through stories of migration Recognising marine characteristics through learning about fish sources
Art and Design	Creating works of art craft and design, including photography, illustration, and reportage – using a range of techniques and materials Recording observations through sketches Understanding how art reflects history and contributes to culture Knowing about artists
Citizenship	Learning about the wider world, including local, national and global issues – through stories of displacement and migration Respecting differences between people
PSHE	Core theme: living and the wider world – learning about human rights, diversity, having compassion for others knowing the meaning of community (also linked to one of the British values, having mutual respect and tolerance of different faiths and beliefs)

5. Links to Artsmark

If your school is on its Artsmark journey, taking part in the Kent Fish and Chips Project can be a valuable addition to your delivery plan. You will be able to demonstrate your commitment to several of the Arts Council's Quality Principles such as:

Being authentic – by sharing the work and expertise of Olivier and Andrew as professionals with your pupils, enabling them access and be inspired by real artists and artwork.

Being exciting, inspiring and engaging – by encouraging pupils to get involved with your local arts project, allowing them to be inspired by local stories and supporting them to make their own artwork in response.

Actively involving children and young people – by engaging pupils in the process of gathering research about your local fish and chip shop from members of the community either in person or remotely and supporting them to make their own decisions about how to respond creatively.

The project will also support you to fulfill the Artsmark criteria including:

Range of offer – through engaging with this high-quality arts experience and embracing art forms that may be new to pupils such as illustration, reportage, and journalism.

Partnerships – through working alongside the artists as well as Counterpoints Arts to create work towards a common goal.

Equality and diversity – through demonstrating commitment to themes of local history and migration and through engaging with the project to mark Refugee Week.

6. Links to Arts Award

There are many ways in which taking part in the Kent Fish and Chips Project can contribute towards Arts Award at your school:

Taking part in an arts activity: Discover, Explore, Bronze – evidencing that pupils have had a go at and developed new skills in illustration, writing, or any other artform that you chose to include

Creating new art work: Explore – by making or contributing to a final piece of new art work, which you can then display in the community

Finding out about artists and arts organisations: Discover, Explore, Bronze, Silver – evidencing that pupils have found out about the career and work of Olivier and Andrew, and also about Counterpoints Arts and Refugee Week and arts organisations

Experiencing and reviewing arts events: Bronze, Silver – evidencing that pupils have visited or virtual toured the Fish and Chip Project exhibit at Turner Contemporary (including the supporting work that will be shown on the Turner Contemporary website) and that they are able to reflect on the creative impact and artistic quality of the event

Sharing arts skills with others: Bronze – by planning to show another person or group how to create an illustration or piece of reportage, delivering the session and reflecting on how it went.

7. Inquiry questions:

When approaching the illustrations, you can use these questions to prompt discussions and critical thinking.

- Spend 2 minutes just looking closely at the artworks. Take a step back and view all the pieces together. What relationships are there between each illustration? What differences are there? Step forward and take a closer look at one. What do you notice about this illustration upon first glance?
- Why do you think the stories of fish and chip shop owners were chosen for this work? Why is it important to share their stories?
- What do the illustrations tell you about lives of different people that live in the UK?
- What kind of stories make up a place's culture?
- How do you think certain foods become associated with a particular place? Who decides this?
- What can food tell us about our culture? What other meanings does food have other than to feed us?
- What dishes do you associate with your home?
- Look at how Olivier Kugler has illustrated each of the Fish and Chip shops. How do the different personalities of each place and their stories come through? How would you interpret their stories for your own illustrations?