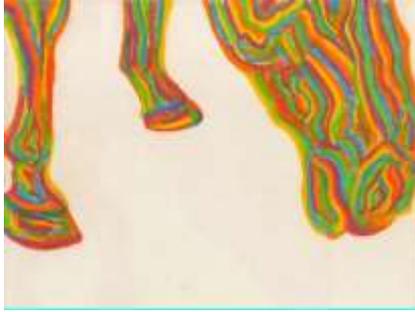


Case Study:

Cambridge School of Visual and Performing Arts



- ❖ Second year BA Graphics and Illustration Students (15 adults)
- ❖ Main learning focus: Investigative and observational drawing

Outline of the day: The students had a largely open brief and could explore the centre as they chose, responding to personal areas of interest. After visiting the museum and Palace House, many of the students chose to stay outside studying the horses exercising in the yard and grazing in the paddocks. **The intention was to gain knowledge and understanding of the racing industry from both a historical and contemporary context.** The re-training of race horses at the end of their careers on the field proved to be of great interest to all of the students. Sketchbook drawings were mostly quick, pictorial note-taking to retain information and aid concentration. The students were encouraged to work quickly and experiment with mark-making trying to capture “horse-ness” rather than representational drawing.

Highlights: The day was full of interest from the time we arrived. The exhibits are well displayed and accessible, interactive exhibits were as interesting to us adults as to the younger visitors on site that day. Many of the students were fascinated by the comparative sizes of a horse heart and brain to those of a human and that, amongst many other exhibits led to discussions invaluable to the day’s experience. The jockey trainer/horse-racing simulator was truly brought alive by the staff member, a professional himself. The generosity of his explanations, personal stories and training for those of us who tried our hand at being jockeys made the experience unforgettable. Likewise, the staff in the stables looking after and training the horses couldn’t have been more engaging, informative and generous.

Comments: We left feeling there was still so much to be discovered and further investigated. This was a new venture for our college and also for Palace House. **It has been a truly successful one and we look forward to our next visit.**

Case Study submitted by Mandy Doyle, Senior Lecturer.

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