

Institution: Newcastle University		
Unit of Assessment: 29 Classics		
Title of case study: Using Museum Collections to Inform Public Understanding of the Ancient Greek and Etruscan Past		
Period when the underpinning research was undertaken: 2005-2020		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s): Dr Sally Waite	Role(s) (e.g. job title): Senior Lecturer in Greek Art and Archaeology	Period(s) employed by submitting HEI: 2005-ongoing
Period when the claimed impact occurred: August 2013-2020		
Is this case study continued from a case study submitted in 2014? N		
1. Summary of the impact		
<p>Waite's research has enriched the cultural life and enhanced understanding of Greek and Etruscan archaeology for hundreds of thousands of museum and heritage site visitors and hundreds of school children, particularly in the North and North East of England. This has been achieved through the development and delivery of an innovative Community Curriculum for teaching ancient Greece at Key Stage 2 (in primary schools, the Great North Children's Hospital (GNCH) and the Great North Museum (GNM)) alongside the curation of a series of exhibitions. By working directly with internationally important museum collections (Kent Collection, Mercer Art Gallery, Harrogate, and Shefton Collection, GNM, Newcastle upon Tyne) and in partnership with English Heritage and Tyne and Wear Archives and Museums (TWAM) her research has also influenced practice within these museums and cultural organisations.</p>		
2. Underpinning research		
<p>The underpinning research for this ICS was carried out by Dr Sally Waite between 2005 and 2020 and reflects her commitment to and expertise in partnership work in order to make a significant impact in her field.</p> <p>Waite's research focuses on the material culture of Ancient Greece and Etruria, in particular Newcastle University's Shefton Collection of Greek Archaeology, now housed in the Shefton Gallery of the GNM, arguably the most important British collection of Greek archaeology outside London, Oxford and Cambridge, and yet still little known and largely unpublished. Waite has worked extensively with the Shefton Collection in a series of projects (G1-3), including the creation of a research catalogue of its Etruscan material (PUB1) and a two-year project (2012-2014) to research and catalogue the collection funded by the Pilgrim Trust (PUB1 & G1). Waite's work focuses on artefact analysis and object biography, the latter an approach rarely used in Greek archaeology.</p> <p>Waite has co-edited two books (PUB2 & 4), both resulting from international conferences she organised in Newcastle in 2013 and 2015. She specialises in Athenian painted pottery, a notable strength of the Shefton Collection, and in her contributions to these volumes she used her research on vases in the Collection as a starting point to explore wider issues especially concerning the representation of women and gender structures in antiquity. Building on her analysis of a rare red-figure (kalathos) vase, Waite investigated the role of women, both real and imagined, in fifth century BC Athens (PUB2). Likewise, her chapter on the symbolism of sandals in Athenian pottery begins with the discussion of an over-size drinking cup in the Collection, leading to an exploration of interactions between men and women in Athenian society (PUB5). This chapter appeared in Pickup and Waite's edited volume on feet and footwear in Antiquity (PUB4); this book is a major contribution to the field addressing a significant gap in the scholarship on ancient dress.</p> <p>Linked to her work on object biographies (G1) Waite has a research interest in the history of collections and the display of Greek vases in modern museum contexts - an area which remains understudied. She has published on this in connection with the Kent Collection in Harrogate</p>		

(PUB3 & 6). The Mercer Art Gallery in Harrogate holds a large, but relatively unknown collection of Greek and Cypriot pottery which has been in storage since the death of Benjamin Kent in 1968. Waite acted as an expert advisor on this collection within the wider 2013-2015 project Access All Areas (Harrogate Collections) funded by Arts Council England. Using the Kent Collection as a case-study, Waite argues for the value of museum-based archaeology and a collection's history as a means of re-contextualising Greek art. Waite's research is significant in showing how museum collections may be researched to support new interpretations contributing to current debates about the value of artefacts without provenance.

Waite's ongoing research is on children's feeding cups in the Shefton Collection (G3) using contents' analysis to instigate an interdisciplinary investigation of infant-feeding practices in Ancient Greece.

3. References to the research

(PUB1) Waite, S. (2012/2014) Research Catalogues: Etruscan Art and Archaeology in the Shefton Collection and The Shefton Collection. (Available on request).

(PUB2) Waite, S. (2016) 'A Red-Figure Kalathos in the Shefton Collection' in Boardman, J., Parkin, A. and Waite, S. (eds) *On the Fascination of Objects: Greek and Etruscan Art in the Shefton Collection*, 31-62. Oxbow Books. (Available on request).

(PUB3) Waite, S. (2017) 'Ancient Art in a Museum Context: The Kent Collection of Greek and Cypriot Pottery in Harrogate' in Rodríguez Perez, D. (ed.) *Greek Art in Context*, 223-238. Routledge. (Available on request).

(PUB4) Pickup, S. and Waite, S. (2018) 'Introduction: Surveying Shoes, Slippers and Sandals' in Pickup, S. and Waite, S. (eds) *Shoes, Slippers and Sandals: Feet and Footwear in Classical Antiquity*, 1-13. Routledge. (Available on request).

(PUB5) Waite, S. and Gooch, E. (2018) 'Sandals on the Wall: The Symbolism of Footwear in Athenian Vase Painting' in Pickup, S. and Waite, S. (eds) in *Shoes, Slippers and Sandals: Feet and Footwear in Classical Antiquity*, 17-89. Routledge. (Available on request)

(PUB6) Reeve, A. and Waite, S. (2020) 'Re-Collecting Cypriot Antiquity: The Kent Collection in Harrogate.' *Journal of the History of Collections*. <https://doi.org/10.1093/jhc/fhaa020>

All publications were subject to peer review prior to publication. They have been internally and externally reviewed post publication and are all clearly ranked above 2*. These publications have been favourably reviewed by leading academics in the field in *Etruscan Studies*, the *Journal of Greek Archaeology*, *The Classical Review* and the *Bryn Mawr Classical Review*.

Key grant information:

PI	Grant Title	Funder	Dates	Total
Sally Waite	(G1) Shefton Collection Project	Pilgrim Trust	2012-2014	GBP16,107
Sally Waite	(G2) Community Curriculum: Employing Artefacts in the Hospital-based Education of Children	Catherine Cookson Foundation	2018-2019	GBP3,455
Sally Waite	(G3) An Interdisciplinary Investigation of Infant Feeding Practices in Ancient Greece	NERC	2019-2020	GBP8,540

4. Details of the impact

Waite's research has led to direct cultural and educational impacts as well as influencing practice primarily through curriculum development and exhibition curation.

1. Impacts on creativity, culture and society and on understanding, learning and participation

1.1 Community Curriculum

The study of ancient Greece is an obligatory component of the National Curriculum, yet little guidance is provided on content or approach other than a focus on legacy. To address this and working in collaboration with education researchers from the Centre for Learning and Teaching

at Newcastle University, the GNM and teachers from local primary schools, Waite co-created a highly innovative regional Community Curriculum for the study of ancient Greece at Key Stage 2. The curriculum takes objects from the Shefton Collection as a starting point for lessons, activities and visits, with four core topics and eight optional topics underpinned by Waite's research (G1, PUB1-2). For instance, Waite's work on the representation of women (PUB2) formed the basis for the topic on Greek households. The curriculum promotes different kinds of learning experiences, foregrounding creativity and hands-on approaches. Pre- and post-project questionnaires demonstrate the development of the children's understanding (IMP3: tests on one class of 30 demonstrated this change in knowledge with an increase of up to 75% in correct answers between the two tests) and post-project interviews with pupils and teachers noted the development of the children's "social and cultural capital" (IMP1-2). Evaluations of the curriculum have highlighted a marked increase in depth and retention of knowledge and a change in understanding regarding the legacy of ancient Greece (IMP1-3).

To date, the curriculum has benefitted 300 children in two formally monitored trial schools (West Jesmond Primary a large, inner-city school, and Belsay School a small, rural school). At West Jesmond Primary an Ofsted inspector specifically commented on the value of the Community Curriculum. Teachers noted increased engagement, particularly amongst children who were not usually engaged (IMP3). The creation of a Community Curriculum teacher's guide (IMP3) has recently (November 2020) disseminated the new curriculum to a further 55 local schools (particularly those in target areas for widening participation) and all the resources are available on a newly commissioned website <https://research.ncl.ac.uk/explorethepastwithus/>. In the past three months (October-December 2020) over 40% of visits to the website were to Waite's Community Curriculum pages and there have been 583 page visualisations, coming mostly from the UK and USA). Varied teaching and learning resources are downloadable for each topic alongside four specially commissioned short films which are also available on You Tube (total viewing figures to date 69,593); all feature the Shefton Collection and the second film on Greek pottery is based directly on Waite's research into an Athenian red-figure (kalathos) vase in the collection (PUB1).

The legacy of Ancient Greece is critical for our understanding of the more recent past and continues to inform contemporary society. Waite's research has offered a new curriculum for the study of Ancient Greece and has influenced the design and delivery of the syllabus (English, History and Art) in local primary schools reducing the gap in attainment for pupils, raising aspirations and increasing understanding of this critical period in history (IMP1-3).

1.2 Exhibitions

Waite's research on the artefacts and origins of the Kent Collection (PUB3 & 6) led directly to her curation of an exhibition *Acquiring Antiquity* at the Royal Pump Room Museum in Harrogate (January-March 2014) meeting the aims of the Mercer Art Gallery's Access all Areas project. The exhibition was seen by 3,935 visitors. An accompanying guidebook was produced by Waite. Taken together, the exhibition and guidebook increased public understanding of a little-known but substantial collection. The Curator for Harrogate Museums and Arts confirms that Waite's 'research and the resulting exhibition and guidebook contributed to our mission to enhance access to and understanding of our collections and to provide a stimulating cultural experience for locals and tourists alike' (IMP4). The impact has in fact been lasting: a permanent case, arranged by Waite, now redisplayes the collection, and educational materials continue to be available to support visitor engagement with the artefacts (IMP4).

The Community Curriculum project also led to two exhibitions, underpinned by Waite's research (G1, PUB1-2), enriching the cultural life and increasing the understanding of museum and heritage site visitors. In the Shefton Gallery *Creating a Community Curriculum* (visitor figures to date 1,375,440 total GNM footfall) has been on display since April 2017 and is especially popular with school visitors (IMP5). At Belsay Hall in Northumberland a temporary exhibition, *Reimagining Ancient Greece* took place between September 2018 and February 2019 (15,674 visitors). In the Shefton Gallery children's artwork was displayed side by side with the ancient artefacts. This was the first time the GNM had employed this kind of gallery intervention and the response has been overwhelmingly positive (IMP5). The same practice was deployed at Belsay Hall and new forms of artistic expression were also supported by contributions from a

contemporary artist in response to Waite's research. 87% of the 140 evaluation respondents agreed or strongly agreed that the exhibition had a positive impact on their visit to Belsay Hall, with 77% recording an improved understanding of the objects which survive from Ancient Greece and their significance (IMP6-7). Following on from the Belsay exhibition, Waite has been instrumental in the development and delivery of a new online exhibition *Greece Recreated: Classical Inspirations at Belsay Hall* <https://greece-recreated.com> (launched October 2020) which incorporates a range of artefacts from the Shefton Collection including the kalathos (G1, PUB2). In the last three months the exhibition has had 769 visitors from Europe, North and South America, Africa, Asia and Australia. Visitor feedback has been very positive focusing particularly on the 'refreshing' object biographies approach which made the artefacts more 'interesting' and 'relevant'; encouraging connections between the past and present.

A further temporary exhibition at the GNM *Shoes, Slippers and Sandals: Feet and Footwear through the Ages* (April-May 2019) was instigated, co-curated and directly inspired by Waite's research on a cup in the Shefton Collection (PUB5). This exhibition had 4,193 visitors (10% of the total footfall in the GNM) the largest number of visitors recorded for a temporary exhibition in the small exhibition space. 83% of visitors who responded to the evaluation (53 responses) rated this exhibition very good or excellent, and agreed or strongly agreed that the exhibition had improved their understanding of ancient footwear (IMP5-6).

Waite also co-curated an exhibition celebrating the centenary of Brian Shefton's birth: *Collecting Classical Antiquity: Brian. B. Shefton 100 Years* (August-December 2019). Her research on the acquisition and display of Greek pottery and on object biographies (PUB1-3, 6) uncovered new knowledge which enhanced the interpretative panels (visitor figures 165,484 total GNM footfall). 79% of the 235 evaluation respondents agreed or agreed strongly that the exhibition had increased their understanding of the history of objects in the collection with one visitor commenting that it was 'wonderful to gain a further insight into the 'lives' of the various objects throughout the collection.' This exhibition is undergoing adaptation for an online audience.

Through these collaborative exhibitions Waite has impacted on creativity, culture and society providing enhanced and new interpretations of collections as well as inspiring new forms of artistic expression. Evaluations of the exhibitions also confirm impacts on understanding, learning and cultural participation (IMP6).

2. Impacts on practitioners and delivery of professional services

Waite's research and development of the Community Curriculum and collaborative exhibitions has also impacted on institutional practice for Tyne and Wear Archives and Museums (TWAM), Harrogate Museums, the GNM and English Heritage (EH) as well as impacting on the practice of teachers, museum professionals and policy makers. Staff at Harrogate Museums and the GNM have benefitted from the instigation of new display methods alongside substantially enhanced collections knowledge, particularly on the provenance and authenticity of the material (IMP4-5).

2.1 Community Curriculum and Exhibitions

Waite's research on the Shefton Collection (G1 & 3, PUB1-2, 5) and development of the Community Curriculum has led to her co-creation of a new school workshop at the GNM: '*Ancient Greece: Hidden Lives*' and materials for a 'Baby Takeover event' (IMP5 & 8), enhancing the educational offer provided. '*Hidden Lives*' has recently been adapted for online delivery. The Education Officer values the opportunity to explore the lives of women and children (otherwise overlooked by the GNM offer); she notes that the material prompted interesting discussion around the roles of women in the present as well as the past. Alongside the Community Curriculum Waite has developed and trialled the *archaeocube*: a portable box designed to introduce children to stratigraphy and the processes and features of an archaeological excavation. The initial *archaeocube* was developed in 2016 and is used by both the GNM education and curatorial teams (IMP5). Evaluations indicate a significant increase in the understanding of the surviving material culture of ancient Greece (over 85% of 131 respondents) as well as increased levels of engagement (over 80% of 131 respondents) (IMP9). Waite's research augmented a collaboration between the GNM and the GNCH, which contributed to the education and wellbeing of young patients (IMP5). A smaller, adapted version of the *archaeocube* has been used in the GNCH to deliver the Community Curriculum. This project,

utilising real, replica and 3-D printed objects from the Shefton Collection, has demonstrated the benefits of object-based learning in terms of knowledge retention, deeper understanding and wellbeing (IMP5). Waite's research on women and children, as evidenced by the objects they used and representations of them on figured pottery, is also reflected in the contents of the *archaeocube*, which includes an infant's feeding cup, the fragment of a cosmetics pot and a loom weight (G2-3, PUB1). This research, on the quotidian materiality of women and children, has further impacted on curatorial practice providing material for gallery handling and talks to female ex-prisoners and for 'Women on Tyneside' events, delivered by the Keeper of Archaeology at the GNM. The Executive Museum Manager sees Waite's research and engagement as instrumental to the fulfilment of the GNM's 'mission, vision and strategic aims' (IMP5).

Waite has also been involved in the redevelopment of six Greek-themed 'Boxes of Delight' for TWAM's sector leading School Loans Service. These boxes now support the Community Curriculum and have been used by over 1,000 children and their teachers in the past year (IMP10). The Learning Officer confirms that Waite's research 'has had a major impact on the improved quality of our Ancient Greece boxes' with the new boxes 'meeting 9 out of 10 of our success criteria – the original boxes rated 4 out of 10'. Furthermore, she comments that 'this impact will be a long-lasting one as these newly developed boxes will be experienced by many thousands of North East children in the years to come' (IMP10).

For EH the exhibition at Belsay Hall led to an increased engagement with the local community, particularly Belsay School, which will lead 'to improved and increased liaison and encourage a pattern of future engagement', according to EH's Curator of the North (IMP7). He also sees the partnership work on this project as laying valuable foundations for future work with Newcastle University and the Shefton Collection in particular, as demonstrated by the new online exhibition *Greece Recreated* (IMP7).

As part of the strategy to disseminate the Community Curriculum, Waite and the Keeper of Archaeology at the GNM have presented on its content and approach at a range of CPD events for PGCE students, teachers, museum professionals and policy makers (650 participants to date) contributing to their continuing development and promoting a change in educational content and pedagogical methods. Teachers who have participated in the Community Curriculum felt it had increased their confidence and subject knowledge and had an impact on their practice. One was particularly impressed with object-based learning and was keen to apply this to other areas of the curriculum; another felt the *archaeocube* approach would be useful for teaching many topics in the History curriculum. At Belsay School the class teacher commented that the project had a 'huge impact' on her and 'was an excellent upskilling and knowledge gaining opportunity' (IMP1-3, 5).

5. Sources to corroborate the impact

- (IMP1) Formal evaluation of Belsay School Project
- (IMP2) Testimonial from Headteacher, Belsay School
- (IMP3) Community Curriculum Project Evaluations and Teacher's Guide/Topic Book
- (IMP4) Testimonial from Curator, Mercer Art Gallery
- (IMP5) Testimonial from Executive Museum Manager, Great North Museum
- (IMP6) Exhibition Evaluations (x3)
- (IMP7) Testimonial from Curator of the North, English Heritage
- (IMP8) Schools visit data and evaluations for workshops (see COVID-19 mitigation statement)
- (IMP9) Archaeocube Evaluations
- (IMP10) Testimonial from Learning Officer, Tyne and Wear Archives and Museum

Sources of evidence are available on request.