

Edna G Olds L.E.A.D. Academy

Charlotte Tupper, in collaboration with the children of Edna G Olds L.E.A.D. Academy: Ahmed, Assiyah, Elcin, Eylul, Janae, Kaiden, Leen, Mia, Molly, Sahara, Saliha, Setayesh, Vishua, Zakariya, Zana and with Debbie French.

“The first rule is there are no rules.” “It’s complicated but I like it.”, 2022

Artist Charlotte Tupper was inspired by the school’s Art Ambassadors, a group of children of different ages who work together to support creativity across the school, as they developed new activities during playtime. Through art-making and conversation they explored the role of rules, autonomy and how environments change behaviours. For this presentation, they have created a set of rules that rework the traditional expectations of gallery spaces to better suit play, fun and joy. You are invited to contribute to the rules – please ask a Gallery Assistant.



Edna G Olds Academy
A L.E.A.D. Academy

Jubilee L.E.A.D. Academy

Gillian Brent, in collaboration with Year 5 children of Jubilee L.E.A.D. Academy: Aaron, Alfie, Allissia, Amari Lei, Anastasia, Angel I, Angel R, Arbion, Armav, Chloe, Cole-Jon, Corey, Danyal, Darren Lee, Ellea, Ellie May, Emilia, Emmanuella, Erfan, George, Hannah, Harvey, Imogen, Jack, Jacob, Jaiden, James, Jarod, Jayce, Jemaysiah, Josh, Kairen, Kalisa, Kelsie, Lilly Mai, Michelle, Orestis, Paige, Paiton, Paris, Poppy, Ramon, Raika, Reanne, Riley A R, Riley S, Sapphire H, Sapphire W, Sharna, Skyy, Summer, Tulisa, Tyler J, Tyler K, Tyler W, Wendy Xhensila, Zoe and with Riley Walker.

Outlining Action & What the Children Said..., 2022

These drawings are based on photographs of children interacting with play spaces they built together. They capture moments when children are immersed in physical activity, and illustrate that physical play is as much a part of artistic experience as more reflective moments. The quotes accompanying these images are from the children themselves. They describe personal discoveries, trial and error, risk-taking, negotiating and social interactions.

Standing Back, 2020–22

This collection of short videos was filmed during sessions with two classes of children over the course of two years. Artist Gillian Brent and teachers developed a variety of activities and selected materials, then stood back and gave the children space to respond. The sessions explored how hands-on working outside the classroom supports children’s independence, communication and social skills.

Filming by Sam Kirby



Jubilee L.E.A.D. Academy
A L.E.A.D. Academy

Melbury Primary School

Peter Rumney, in collaboration with the children of Melbury Primary School, Class 2: Alfie, Archie, Charlie, Filip, Harrison, Jacob, Leslie, Lexi, Lilly-Mai, Lloyd, Marcus, Mason, Maya, Mikael, Noah, Riley, River, Ruby, Ryan, Seren, Sienna, Simon, Stephanie, Tshibangu, Zurich and with Eileen Brearley and Stephanie Clough.

Greenwood Zak, 2021

This film was created by children responding to a narrative by the writer Peter Rumney. The children filmed locations in the woods and open spaces around their school, developing their own versions of the story. After watching the first version of the film, they developed a script and recorded their own voiceovers. This work was the culmination of playful explorations of emptiness, landscape and objects, designed to discover stories through drawing and movement, talking and writing.

Greenwood Zak – Narrative Quotes, 2021

Taken from the children's script for the film Greenwood Zak, 14 elusive quotes are dotted around the galleries. The journey starts at the entrance and continues through both spaces. These prompts hint at a possible narrative that might encourage playful responses. What new stories do they suggest to you?



Nottingham Nursery School

Sian W Taylor, in collaboration with the children of Nottingham Nursery School

3 Stages of Play – A Love Letter to Play (1) The Unpacking of Play, Ezmai (2) The Processes of Play, Ezmai, Mariam, Mohamed, Amer, Nevaeh (3) The Echoes of Play, Kacper and Martin, 2021

This triptych of photographs illustrates moments before, during and after play. They depict sessions in the nursery exploring action-painting and colour in outdoor play spaces. They are, as the artist says, 'a love letter to how children engage and reshape their own spaces through play... Celebrating the spark of learning that comes from that wonderful energy of play, capturing those moments of invention, risk-taking, problem solving, joy and beauty that children and adults experience.'

Photography by Sam Kirby

Sian W Taylor in collaboration with the children of Nottingham Nursery School

Catching the Whoosh, 2022

This soundtrack of play documents moments of wonder and exploration, as children participate in child-led workshops. They wore microphones, which captured the sounds of them engaging with different materials and movements through play. The artist describes this piece as the sound of children 'discovering the wind, capturing rainbows, and celebrating the freedom of play.' Discover these sounds in the 'Fun House'.

Catching the Whoosh is dedicated to the memory of the late Clare Scott-Wilks, Early Years Assistant, Nottingham Nursery School – a member of the team, a much-loved and missed friend.

Sian W Taylor in collaboration with the children of Nottingham Nursery School: Leyla, Mine, Oliver, Pippa, Vienna, Zakaria and with Amanda Aram, Kulaxi Baibuti, Kayleigh McQuade, Leonie Ross, Penny Stringer, Clare Scott-Wilks, Valbona Zogaj Raja Kaur, Chantelle Lewis, Donna Blythe.

Play on the Move, 2021 –22

This film montage documents the children's experiences, captured on GoPro cameras during sessions at their nursery and here at Nottingham Contemporary over the past year. We see play through the eyes of children as it happens. The film shows how children take the lead in play, demonstrating how they engage with materials to create spaces and new environments, and celebrating their curiosity and empowerment.



Robin Hood Primary School

Year 5 children of Robin Hood Primary School, Adam K, Adam M, Alfie J, Alfie P, Alyssa, Amelia, Amiah, Anne-Sophia, Ava, Barbara, Bethany, Bobby, Caelan, Cameron, Carlito, Charlie, Chloe, Ciye, Dashaun, Diego, Derron, Eian, Elisha, Ella, Elleigh, Ellie, Ellie-May, Elsie, Emelia, Emily-Rose, Ezekiel, Fausta, Finlay, Finley, George, Gili, Harrison M, Harrison M, Harry J, Harry P, Hayden, Heila, Hugo, Jacob, Jaheim, James, Jamie, Jaydeep, Jenson, Joseph, Kacie, Kacper, Kayden, Kayla, Kayleigh, Kaylen, Keaton, Kevin, Kiara, Kora, Kye, Lorenzo, Layla R, Layla S, Lena M, Lena R, Liam, Lila, Likky, Lilly-Mae, Lilly-May, Lily-Ella, Lola, Lolaa, Lucie, Luke, Lyla-Mai, Maison, Mason E, Mason F, Matei, Matthew B, Matthew G, Mckenzie, Mikolaj, Millie, Miriam, Moaz, Mohammed, Monica, Mya, Naomi, Neive-Summer, Neveah, Oliver, Olivia, Omar, Owura, Paige, Rawaz, Regan, Riley C, Riley T, Ryleigh, Sapphire, Scarlett, Sienna, Stanley, Stefani, Stephan, Talialah-Jae, Tayviah, Theodore, Tristan, Tyasha, Victoria, Yura, Aaron, Zakariah, with teacher Ms Whiting and artist Laura Eldret.

Play Prompts (from Practices of Knowledge), 2022

Play Prompts is a series of prompts designed by children to encourage adults to plan for play. It is part of a wider research project led by artist Laura Eldret called Practices of Knowledge, which reflects upon ideas of knowledge bias, agency, exchange and unlearning. The project recognises children's expertise in play as a form of exchangeable knowledge that can be taught to grown-ups. As part of the research process, the children played; the teacher taught the children to teach; the children taught the artist to play; the artist shared a way to make art; and the children shared ways to play. This series of co-created posters features prompts, imagery and children's illustrations from this process.

Risograph posters printed by Dizzy Ink

Large Typographical Quotes, 2021 – 22

Key phrases from the Play Prompts are presented around the galleries in the Us typeface, which was created in collaboration with the children of The Milford Academy and graphic designer Fraser Muggeridge.



The Milford Academy

Laura Eldret, in collaboration with the children of The Milford Academy: Aaliyah-Mae, Alfie, Amelia, Asher, Ava, Brian, Cara, Cole, David, Dylan, Eva, Florence, George, Harry, Harvey, Hollie, Jack, Jack, Jacob, Jacob, Jake, James, Jaxon, Jenny, Jessie-Raye, Joe, Katie-Rae, Kim, Krishna, Lacey, Leylan, Libby, Libby, Logan, Logan, L'Wrenn, Lylah, Martha, Maxwell, Mckye, Mercy, Mersades, Millie-Rose, Moyin, Myla, Naimh, Neo, Nieve, Olly, Peter, Pixie, Ruby-Leigh, Seb, Shea, Stephen, Theo, Theo, Tobias, Tristan, Tyler, Rhylee, Robert, and with Tracey Haslam and Fraser Muggeridge.

Us, 2021

This work is a typeface designed by the children of The Milford Academy. Us is a kind of portraiture and record of the conversations, reflections and workshops with children and teachers that led to its creation. It explores hierarchies, authorship and the ownership of the spaces we share. It is informed in part by the Strathclyde Model of reading, which advocates for self-identification as vital to reading cultures. This typeface was developed with graphic designer Fraser Muggeridge for use in the school library. It is licensed under Creative Commons, so is free for all to use – just credit us when you do.



Schools of Tomorrow partner schools and their Associate Artists

Huntingdon L.E.AD. Academy

Over the course of the exhibition pupils from Huntingdon L.E.AD. Academy will leave challenge boxes for our visitors to use around the galleries and building.



Huntingdon Academy
A L.E.A.D. Academy

Southwold Primary School

Year 4 pupils and staff from Southwold Primary School will design an immersive environment for our family visitors during the summer. Look out for our free summer holiday activities in August.

