

Fry Art Gallery

Teachers' Pack

Key Stage 1 and 2



Fry Art Gallery, Castle Street, Saffron Walden, Essex, CB10 1BD

Tel: 01799 513779

Website: www.fryartgallery.org

Email: info@fryartgallery.org

Introduction to the Fry Art Gallery Teachers' Pack

The Fry Art Gallery's Teachers' Pack has been developed in consultation with teachers from Saffron Walden's Primary Schools to meet your needs and to help you make the most of a visit to the Fry Art Gallery.

This pack contains:

- General introduction about the Fry Art Gallery.
- Background information about how the Fry Art Gallery was established.
- A Risk Assessment for a visit.
- Pre-visit activities
- Discussion Cards for use in the Fry Art Gallery by teachers and adult helpers.
- Worksheets for use in the Fry Art Gallery.
- Picture Resource Sheets and associated questions for use in the classroom and follow-up activities.

Please feel free to adapt the contents of this pack to meet your own needs.

The Fry Art Gallery Teachers' Pack has been designed for Key Stage 1 and 2. The worksheets and discussion cards have been designed to help you investigate the following National Curriculum topics:

Art and Design

Key Stage 1 and Key Stage 2

- Exploring a range of starting points for practical work.
- Using a range of materials and processes.
- Investigating different kinds of art, craft and design in the locality and in a variety of genres, styles and traditions.

History

Key Stage 1

- The way of life of people in the more distant past who lived in the local area or elsewhere in Britain.
- The lives of significant men, women and children drawn from the history of Britain and the wider world.

Key Stage 2

- A Local History Study
- Britain since 1930

Geography

Key Stage 1

- The locality of the school
- Carry out fieldwork investigations outside the classroom.

Key Stage 2

- A locality in the United Kingdom

English

Key Stage 1 and Key Stage 2

- Speaking
- Listening
- Non-fiction and non-literary texts
- Understanding texts
- Handwriting

Many thanks to Charlotte Willdigg, Katherine Semar Juniors School; Sue Hurley and Maria Crampin, St Thomas More Primary School; Kate Richardson and Sally Manser, Friends' Junior School; Julie Bassington, Dame Bradbury's School and Louise Cadwallader, St Mary's Primary School for attending the Teachers Forum at the Fry Art Gallery which informed the development of this teachers' pack.

How to find us

Saffron Walden is a beautiful old market town situated north of Great Dunmow and Bishop's Stortford and surrounded by attractive villages. The Gallery is a few yards down a pathway leading from Castle Street to Bridge End Gardens, a Victorian landscaped garden open to the public.

The nearest National Rail station is two miles away at Audley End (on the Liverpool Street to Cambridge line). There is usually a bus service from the station to Saffron Walden.

Cambridge is 15 miles to the north; London 45 miles to the south and the M11 motorway passes nearby.



Opening Times:

Open from Easter Sunday to the last Sunday in October annually:

2.00pm - 5.00pm Tuesday

2.00pm - 5.00pm Friday

11.00am - 5.00pm Saturday

2.15pm - 5.00pm Sunday

Also open 2.15pm to 5pm on Bank Holidays

Group visits outside public opening hours are very welcome by prior arrangement.

Costs:

Group visits to the Fry Art Gallery are FREE.

Practical workshops in the Fry Art Gallery need to be pre-booked and will have a charge.

The Education Officer at the Fry Art Gallery offers a follow-up visit at £180 per day plus materials and travel.

Contact details:

Fry Art Gallery,
Castle Street,
Saffron Walden,
Essex,
CB10 1BD

Tel: 01799 513779

Website: www.fryartgallery.org

Email: info@fryartgallery.org

Lunch facilities:

Lunch can either be eaten in the Bridge End Gardens or by arrangement at Saffron Walden Museum.

What is the Fry Art Gallery?

The Art Gallery was built by Francis Gibson in 1856 to house the pictures he had been collecting since 1830. The Art Gallery along with the picturesque Bridge End Gardens were designed to be open to the public. The Art Gallery stayed in the family, whose name through marriage had changed to Fry after Gibson's death. But on the death of Dr Lewis Salisbury Fry in 1970 the trustees of the estate closed the Gallery and the bulk of the collection of old masters was sold.

In 1985 the trustees leased the building to the Fry Art Gallery Society. A charity which had been formed to restore and reopen the gallery, to occasionally exhibit the paintings of the Fry family and the surviving works from the Gibson collection, and to make and house a new collection of the work of North West Essex artists. Until the time of its closure, the building had been called the Gibson Gallery after its founder. It is now known as the Fry Art Gallery in commemoration of the present owners and the collection of pictures by Lewis George Fry and other members of the family. But the importance in the history of the Gallery, of its founder and builder is acknowledged in the name of the Gibson Room, one of the two main exhibiting areas.

The other principal room in the Gallery is devoted to the work of artists past and present who have lived and worked in North West Essex. The particular interest of the Collection is that it brings together for the first time paintings, prints and designs by the artists who made their homes in and near the village of Great Bardfield between the early 1930s and the death of John Aldridge in 1983. The Great Bardfield Artists were diverse in style and rivaled the better known art community at St. Ives. The Bardfield artists exhibited in the large 'open house' shows in the isolated village in 1954, 1955 and 1958. These shows attracted thousands of visitors and made the art community famous thanks to national press coverage and several one-off and touring shows in the late 1950s.

The Fry North West Essex Collection, displayed at the Fry Art Gallery contains 900 works by 35 artists including:

John Aldridge

Duffy Ayers

Edward Bawden

George Chapman

Tirzah Garwood

Eric Ravilious

Michael Rothenstein

Kenneth Rowntree

The Fry Art Gallery's exhibitions:

The Fry Art Gallery can only display around 100 works from the collection at any one time. An exhibition selected from the Permanent Collection of these artists is mounted each year. In addition there is an annual special exhibitions programme. This means that each year there will be different pictures exhibited; however some of the larger pictures are on permanent display.

The Fry Art Gallery has a policy of not labeling the pictures which will give your students a chance to consider the art works in their purest form.

Assessment of risk for a group visiting the Fry Art Gallery

Hazard	Risk level	Risk control	Other action
Access and egress	Low	The Fry Art Gallery has been inspected by the Fire Safety Officer and we have passed this inspection to remain open to the public. Emergency exits are clearly signed from all areas. Procedures are in place to deal with emergencies	The main entrance / exit has a ramped access to street level available on request.
First Aid	Low/medium	Invigilator can call for help. At present invigilators do not have first aid training	School to bring first aid box with them.
Child protection Risk identified: Isolated children could be vulnerable to the attentions of member of the public.	Low	Advise all accompanying adults in advance that children under 18 should not be left unaccompanied while in the gallery, e.g. visiting toilet or the Bawden Room	During a school visit when the museum is closed members of the public are not allowed in. Anyone behaving suspiciously will be asked to leave immediately.
Doors Risk identified: Groups rushing to the doors. Danger of minor accidents - bumps, trapped fingers. Risk to other visitors.	Low-medium	Advise all accompanying adults in advance that children should walk in the gallery. When going through doors, one/ two children or adults should hold them open until group is through.	
Fire evacuation	Low	Advise all accompanying adults in advance that: - All fire exits are clearly marked. - If the fire alarm sounds walk quietly and use handrails on stairs. - Go via the nearest exit to St Mary Church - Do not stop to collect coats and bags. - Check that the entire group is present.	There are regular fire drills/weekly fire bell tests within the building. There is emergency lighting in place within gallery??? Invigilator has good view of the gallery.
Splinters Risks identified: splinters to hands and bottoms.	Low-medium	The gallery's floorboards have a slight risk from splinters. There are mats and chairs available for children and adults to sit on.	
Using drawers Risk identified: Trapping fingers	Low - medium	Care & supervision by accompanying adults, Member of the gallery on duty trained in first aid.	Drawers have soft close action to minimise risk
Using public toilet Risk identified: Unable to unlock doors.	Low	Teacher in charge is responsible for pupils being escorted to the toilet. Care and supervision given by supervising adults. Verbal instruction and demonstration provided by adults on correct use.	

Pre-visit Activities

Below are some simple questions that you can ask your class before you visit the Fry Art Gallery.

- Have you ever visited an art gallery before?
- If so, which one? What was it like?
- Who do you think an art gallery is for?
- Why do people visit art galleries and what do they do there?
- How do you think an art gallery is different to a museum?
- What are you expecting to see there?

Introductory Activity Pre-visit: Hidden Expectations

Before your visit ask your group to write down a selection of words which describe what they are expecting to see. These could be in answer to the previously suggested questions or just general descriptions of the gallery or artworks they might see. Alternatively use drawing if you are working with a younger group. Encourage the group to work as individuals on this and ask them not to put their name on their papers. Give each participant an envelope and ask them to seal their 'expectations' inside the envelope, leaving it at school.

After your visit, use the contents of the envelopes as a basis for a discussion. Mix them up so they remain anonymous and ask your group to work in pairs or small groups to see how their expectations compared to their actual visit. This activity will help your group to develop interpretive language and communication skills.

Introductory Activity Pre-visit: First Impressions

This activity could work as an introduction to a gallery visit for an older age group. Set them a research task of finding out as much as they can about an artist (such as Eric Ravilious and Edward Bawden) whose work they will be going to see and the gallery more generally. They might use Internet searches, gallery leaflets or books about the artist.

Using this research as a basis, ask each of them individually to devise five questions prompted by what they have discovered. The questions should not be ones with closed answers (simple yes or no), but must be open enough to require a fuller answer, generating a more general discussion.

Either during the visit itself or on your return, the group could then work in pairs to answer or talk about each other's questions, utilising what they have discovered during the visit to inform the conversation. This activity is designed to develop your group's research skills while fostering a sense of confidence in 'un-picking' meaning for themselves.

Pre-visit Activity: Local Buildings

If you are using the Fry Art Gallery to investigate your local area you could get the students to look at the buildings between school and the Fry Art Gallery.

Get them to think about:

- The shapes of the windows.
- The shapes of the doors.
- Whether you would be rich or poor to live in each house.
- What decoration you can see on each building.
- What job the owner of the house might do.
- Make a list of all the colours of the houses.
- The different uses of the buildings between school and the Fry Art Gallery.
- Take photographs of different uses and styles of buildings on the way to the Fry Art Gallery.

Discussion Card 1

This discussion card is to help teachers and adult helpers to lead discussions with school groups in the Fry Art Gallery.

Landscape and work

Look at the pictures in the Fry Art Gallery

1. Find 5 jobs that people are doing in the pictures.
2. Which of these jobs would you like to do? Give 2 reasons.
3. Does anyone in your family do any of these jobs?
4. What paid work do people in your family do?
5. Do any of the pictures show work that adults in your family do, but are not paid for? (E.g. cleaning)
6. Where do members of your family work? Do the members of your family work inside an office or at home or outside in gardens or farms?
7. Are most people working inside or outside in the pictures in the Fry Art Gallery?
8. Why do you think the artists have mainly painted pictures outside?
9. How would you feel if an artist was painting pictures of you in your classroom? Why?
10. How would you feel if an artist was painting pictures of you in your playground? Why?
11. Which of the five jobs that you saw in the pictures do you think are still being done the same way today? How do you think they might have changed?
12. Most of the pictures in the Fry Art Gallery are of the county of Essex. How do you think Essex has changed since these pictures were made thirty to seventy years ago?

Discussion Card 2

This discussion card is to help teachers and adult helpers to lead discussions with school groups in the Fry Art Gallery.

Pictures as stories

Choose a picture that might be telling a story and then discuss the following questions:

Think about what you can see in the picture

1. Describe what is happening in this picture
2. Are there any people in the picture? What are they doing?
3. What can you see in the background of the picture?
4. What time of day do you think it is? What are the clues?
5. What season is it? What are the clues?
6. If the picture came to life what noises would you hear?
7. Is it a loud or quiet picture?
8. If you were standing in the picture where would you want to be? Why?
9. What would you be doing?

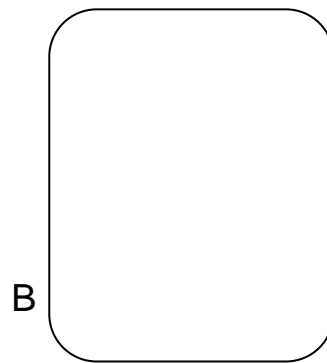
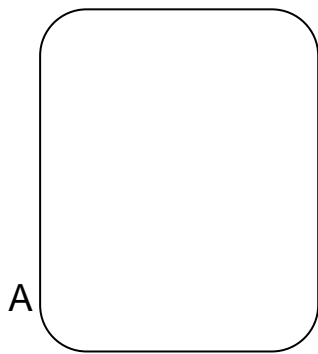
Worksheet 1

Buildings

Look around the Fry Art Gallery and then answer the following questions

How many houses can you see in all the pictures?

Find two differently shaped windows in the pictures and draw them here:



Which is the biggest window? (circle your answer)

A

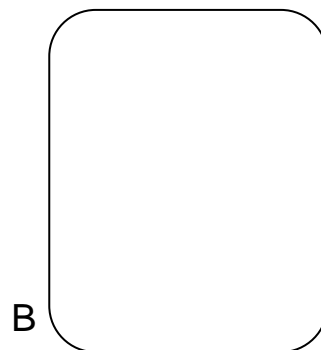
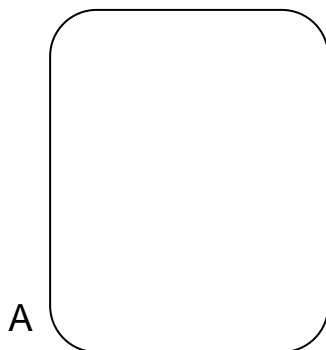
B

Which window would let in the most sunlight? (circle your answer)

A

B

Find two different shaped doors in the pictures and draw them here:



Which door do you think would be hardest to open? (circle your answer)

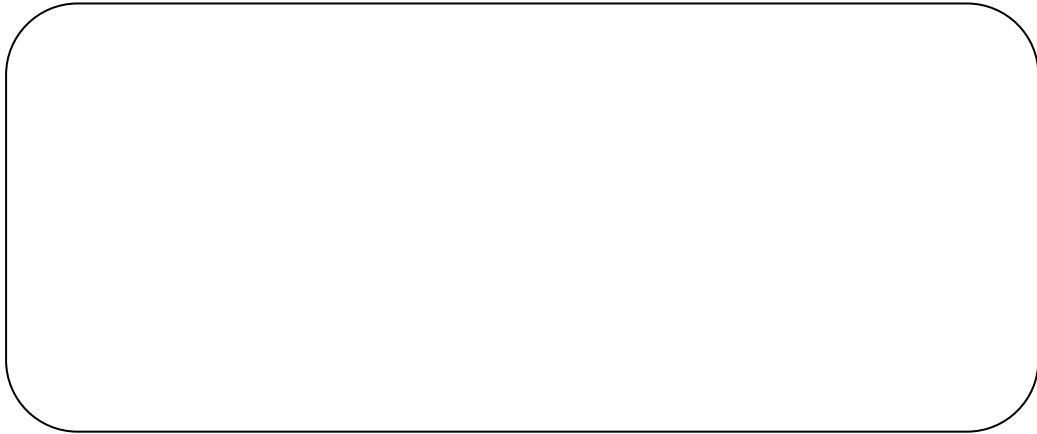
A

B

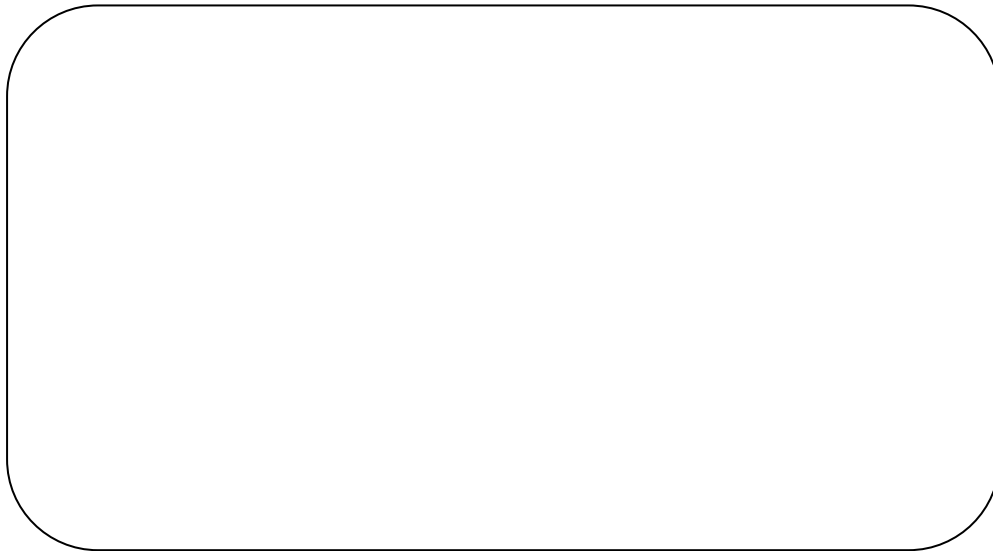
Why?

.....

Find a picture of a house that is NOT symmetrical – this means that if we drew a line down the middle it would NOT look the same on both sides.
Draw a picture of it here:



Carefully copy a picture of a house that you think a rich person would live in:



Circle the materials that this house been made from? (It may be more than one)

Bricks

Metal

Stone

Glass

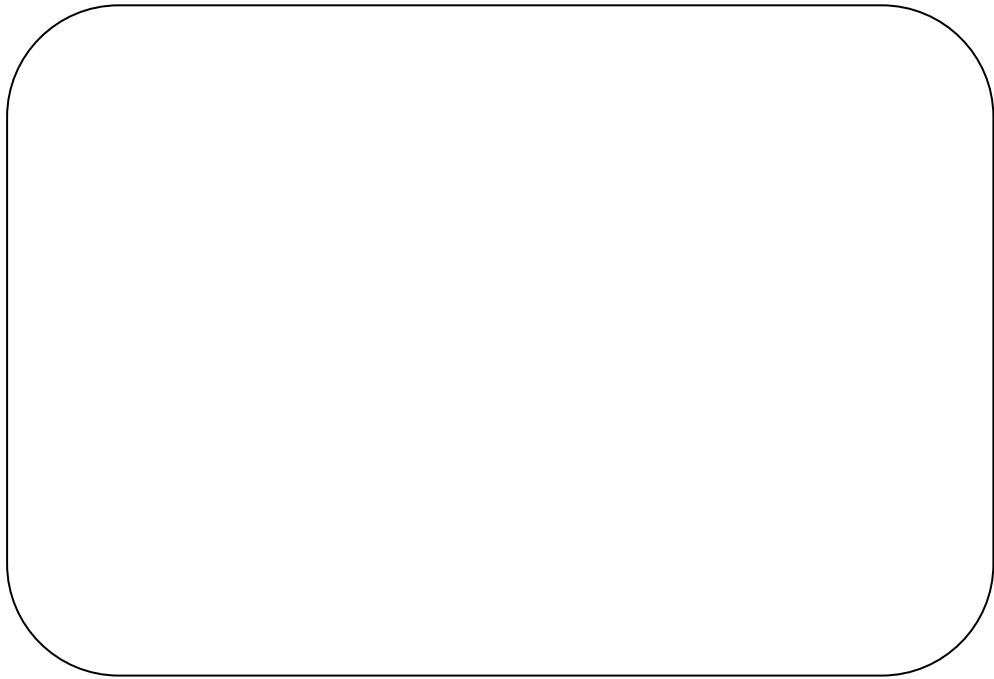
Wood

Tiles

Plaster

Plastic

Think really carefully about the front of your home. Now draw a picture of it here:



Think about the front of your home. What makes it stand out from your neighbour's? Draw three things that make your home different from your neighbour's. It could be a window box or the colour of your house.

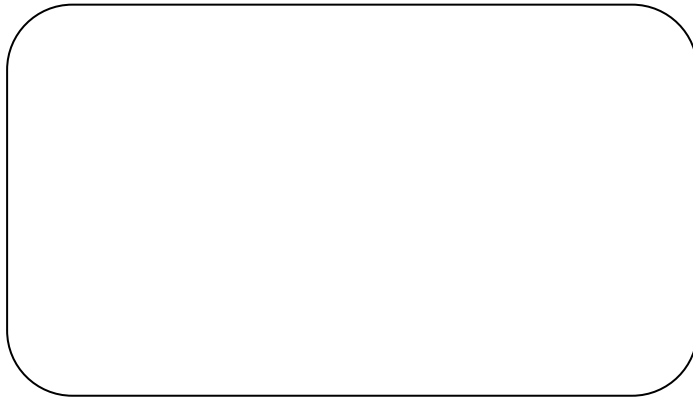


Worksheet 2

Journeys

Find five different types of transport in the pictures in the Fry Art Gallery.

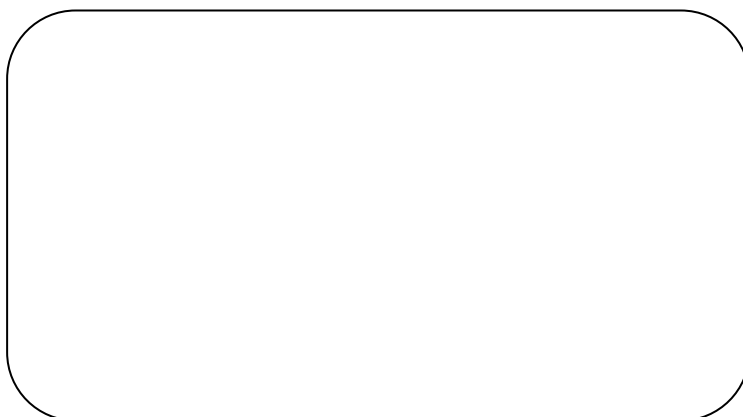
Draw a picture of the fastest type of transport shown in the Fry Art Gallery:



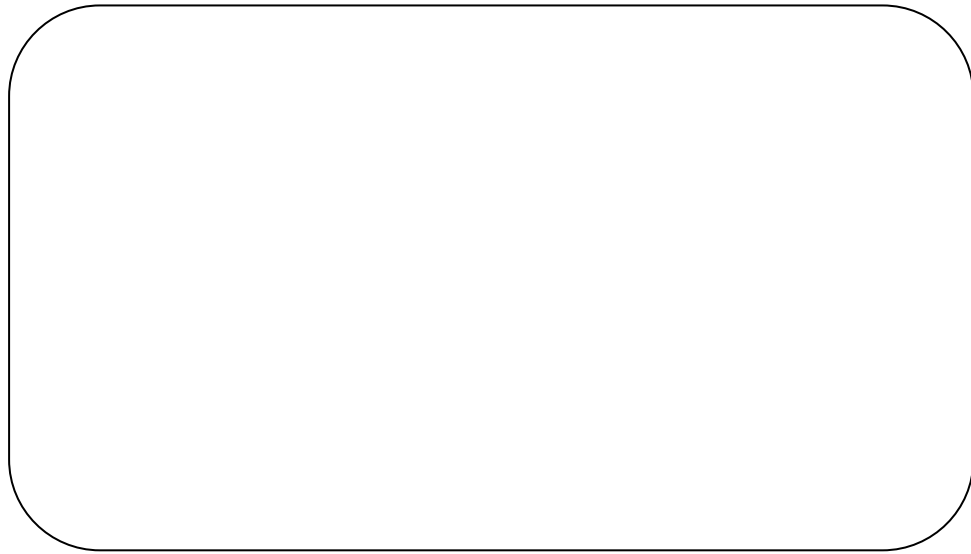
Draw a picture of a noisy form of transport in the Fry Art Gallery:



Draw a picture of the most uncomfortable type of transport in the Fry Art Gallery:



Draw a picture of your favourite form of transport in the Fry Art Gallery:



Circle all the words you would use to describe this form of transport?

uncomfortable fast slow dirty clean
noisy quiet relaxing frightening
exciting boring fun silly

How did you get to the Fry Art Gallery today? Circle all the words you would use to describe this form of transport?

uncomfortable fast slow dirty clean
noisy quiet relaxing frightening
exciting boring fun silly

Which form of transport do you prefer and why?

.....
.....

Worksheet 3

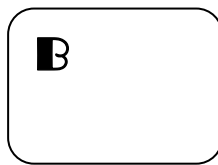
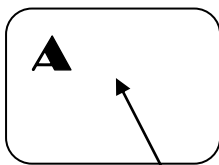
The Submarine

Find the ten pictures by **Eric Ravilious of 'The Submarine Series'**.

(You may need to ask the person on the desk for help.)

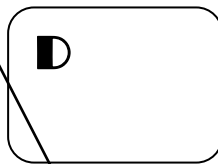
These pictures show what life was like on a submarine in World War II.

Which title do you think describes each picture? Draw a line between the diagram that shows where the picture is and the title you think goes with it.



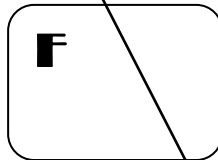
Different Aspects of Submarines

Commander and Periscope



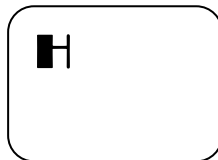
Diver

Diving Controls, no. 1



Working Controls While Submerged

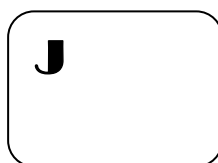
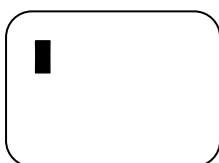
Ward Room, no. 2



Introductory Drawing

Ward Room. no. 1

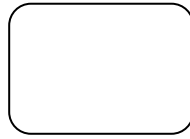
Testing Davis Equipment



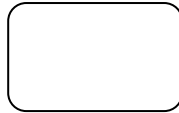
Working Controls While Submerged, 2

Diving Controls

Look carefully at the pictures. Which picture gives you the best idea of how small a submarine is?



With a partner see if you can work out how wide the submarine was. Guess how many feet across the submarine is?



How have you worked this out?

.....

.....

How has Ravilious made the submarine feel small and enclosed?

1.....

2.....

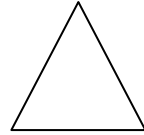
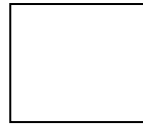
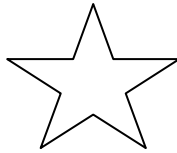
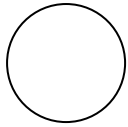
Ravilious has used many circles in these pictures. Copy one picture making sure you also use all the circles in it.



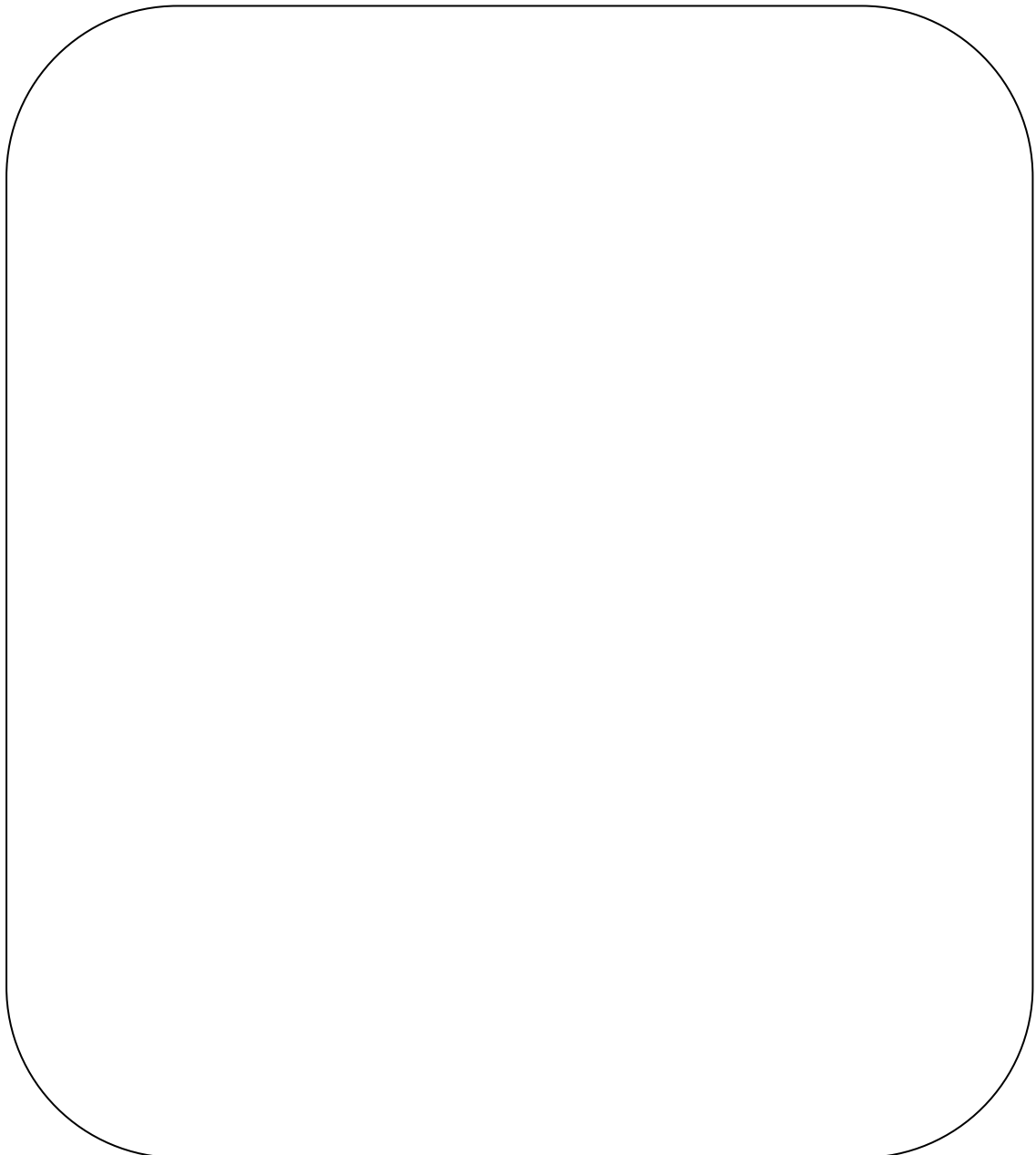
Where do you think Ravilious got the idea for the circle motif for these pictures of submarines?

.....

If you were drawing a picture of the inside of the Fry Art Gallery which shape would you use most? Tick the shape you would use:



Using this shape the most, draw a picture of the inside of the Fry Art Gallery:



Worksheet 4

Techniques

There are many different ways that the artists featured in the Fry Art Gallery have made their pictures.

1. Oil painting

These are pictures that have been painted using pigments (the colours) bound with drying oils, which are usually linseed, walnut or poppy oil. These oils dry to a solid transparent substance when exposed to the air. Oil paints can be painted over once each layer has dried.



Lady with Cat by John Aldridge RA
Oil painting

Find an oil painting in the Fry Art Gallery and copy its main features below:

Can you see any layers of paint?

Yes

No

Is there any texture in the paint or is texture shown in the way the colours and lines are used?

.....

2. Lithograph

Lithographs are a print that is made by drawing on fine grained limestone or on a zinc plate with greasy material and then wetting the stone or plate and applying a greasy ink which will only stick to the drawn lines. Next dampened paper is applied to the stone and is rubbed over with a special press to make the final print. This was often used to print pictures in books.



Sheep on the road by Bernard Cheese
Lithograph

Find a lithograph in the Fry Art Gallery and copy its main features below:

Can you see any layers of ink?

Yes

No

Is there any texture in the ink or is texture shown in the way the colours and lines are used?

.....

3. Watercolour

Watercolour paintings are made with water-soluble pigments (colours) combined with a water soluble gum to hold them together and then water is added to make a transparent paint. The paint is applied to the paper with paint brushes.



Design for Ivanhoe by Olga Lehmann
Watercolour

Find a watercolour in the Fry Art Gallery and copy its main features below:

A large empty rounded rectangle with a black border, intended for copying the main features of a watercolour painting.

Can you see any layers of paint?

Yes

No

Is there any texture in the paint or is texture shown in the way the colours and lines are used?

.....

4. Linocut

Linocut is a printmaking technique, like the woodcut, in which a sheet of linoleum (sometimes mounted on a wooden block) is used for the relief surface. A design is cut into the linoleum surface with a sharp knife, V-shaped chisel or gouge, with the raised (uncarved) areas representing a mirror image of the picture that is printed.



Hound of the Baskervilles by Edward Bawden

Find a linocut in the Fry Art Gallery and copy its main features below:

Can you see any layers of ink?

Yes

No

Is there any texture in the ink or is texture shown in the way the colours and lines are used?

.....

Worksheet 5

Pictures and labels

Many art galleries put labels up beside the pictures so that you know something about the picture without having to look at it. The Fry Art Gallery chooses not to put labels next to the pictures so you can enjoy the picture on its own.

Have a good look around the Fry Art Gallery. Choose your favourite picture. Help the Fry Art Gallery to make a label that tells you what YOU want to know about this picture:

My Name is.....

The picture I was looking at showed:

.....
.....

If there was a label to go with the picture the three things I would want to know are:

1.....
.....

2.....
.....

3.....
.....

Have a look at the touch screen computer system in the room at the end of the main gallery. Find a picture on the computer system that you can also find hanging in the Fry Art Gallery.

Make your own label for this picture:

The artist is:.....

The picture is called:

The technique that was used to make the picture was.....

.....

The year the picture was made was

This picture is about

.....

.....

When I stand in front of the picture I feel:

excited

lonely

cool

sad

scared

calm

dreamy

peaceful

mad

quiet

happy

still

playful

loud

Picture Resource Sheet 1



Picture Resource Sheet 1

Markets and Shopping 1

Look carefully at the picture.

1. How many people can you see in the picture?
2. What are they wearing?
3. What do you think the weather is like? What season is it?
4. What are the people doing? Are they all doing the same thing?
5. Where do you think they are?
6. What are they selling?
7. Can you see any customers?
8. What do you think the building is made from?
9. Do you think it is a big building or a small building?
10. What do you think you could hear if you were standing in this picture?
11. When it is filled with customers what do you think you would hear?
12. What would you be able to smell if you were in this picture?

13. Where do you get your vegetables and flowers from?
14. Where do the supermarkets get their vegetables and flowers from?
15. Where do the smaller shops get their vegetables and flowers from?
16. Which sells cheaper vegetables and flowers? Why?

This picture is of Covent Garden Flower Market by Edward Bawden and was painted in 1967.

Covent Garden Market was in the centre of London and between 1830 and 1914 it was London's main fruit, vegetable and flower market. The market was moved to the new Covent Garden Market Site on the outskirts of Central London in 1974. For more information on Covent Garden please see the Museum of London's website:

www.museumoflondon.org.uk/English/Collections/OnlineResources/X20L/Themes/1337/1120/

For photographs of the new Covent Garden flower and food market:

www.newcoventgardenmarket.com/market

Picture Resource Sheet 2



Picture Resource Sheet 2

Markets and Shopping 2

Look carefully at the picture.

1. Name six different things you can see in this picture.
2. What do you think the picture is of?
3. What are people wearing in the picture?
4. What do you think the weather is like?
5. What season is it?
6. What clues can you see that tell us that this picture was not made recently?
7. What can you buy in this market?
8. What can you buy in the market in Saffron Walden today?
9. Do you and your family shop in Saffron Walden Market? If so what do you buy?
10. What does the market sound and feel like today?

Compare this picture with the picture of Covent Garden Flower Market in Resource Sheet 1.

1. Which market would you like to go to in the summer? Why?
2. Which market would you like to go to in the winter? Why?
3. Which one do you think looks more friendly?
4. Which one do you think you are more likely to go to?

The market traders on the Saffron Walden Market possibly still go to the New Covent Garden Market to get their vegetables and flowers.

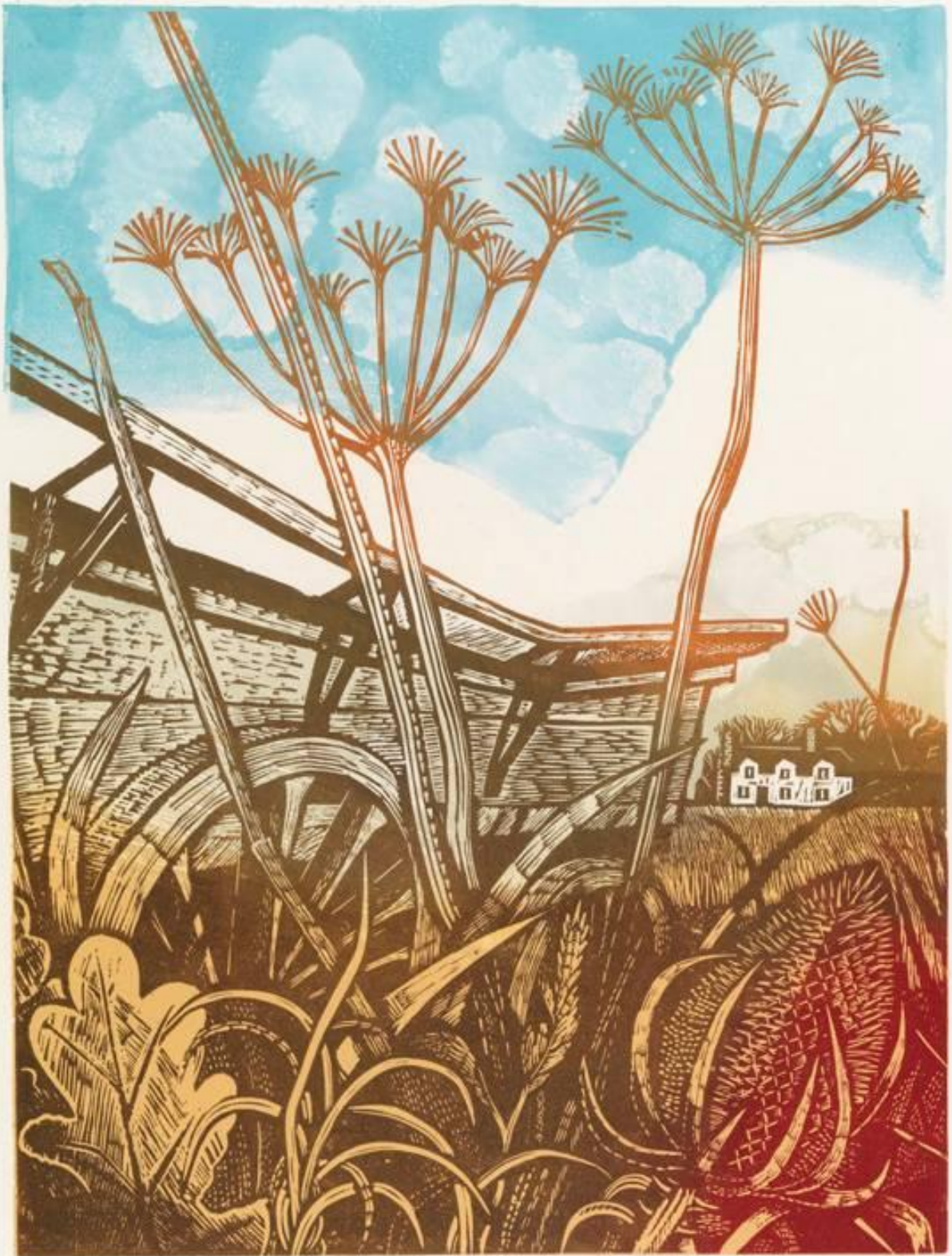
5. Which market would you like to visit? Why?

This picture is called 'The Blue Plough, Saffron Walden' by Edward Bawden. It is a linocut that was made in 1962. It shows the market that was held every Tuesday in Saffron Walden, where there was a blue tractor that was regularly parked there by a local agricultural firm.

Follow-up activity suggestions:

1. Talk to a grandparent/ older member of the local community about how Saffron Walden Market has changed and if they remember the Blue Tractor.
2. Do a survey of Saffron Walden market today to establish what is sold there. This could include surveys of the stalls, the produce sold and the country or county it originally comes from. Also interview two of the market traders to find out what their working day is like and where they get their stock from.
3. Draw pictures of Saffron Walden market as it is today and compare them to Bawdens print. In the picture ensure that there are three things the same and three things that are different.

Picture Resource Sheet 3



1970

Highland

John Macdonald

Picture Resource Sheet 3

Essex Countryside

Look carefully at this picture.

1. What can you see in this picture?
2. What are the three main parts of this picture?
3. Which plants can you easily identify in this picture?
4. How could you go about identifying the plants you do not know?
5. Where have you seen the plants that you do know?
6. Do you think this picture is of somewhere local or abroad? Why?
7. What are the main colours in this picture?
8. What time of year do you think this picture was painted?
9. What is behind the plants?
10. Have you ever seen a cart like this? Where?
11. Do farms use carts like this today? What do they use instead?

This picture is of 'Hoy's Cart' by Paul Beck. It is a linocut. It is of Hoy's farm where Paul Beck lived for many years. This was therefore a scene he was very familiar with.

Follow-up activities

1. Go for a walk in a local park or field and collect different leaves and flowers. Get the children to draw and label each plant very carefully. Make pictures of their drawings that just have three components, like the 'Hoy's Cart'.
2. Compare the plants and wildlife you see on the side of fields today with those that you can see in the picture. Talk about biodiversity and the change in farming practices over the last 70 years.

Picture Resource Sheet 4a



COTTAGE TULIPS



IRIS TUBEROSA & COMMON PRIMROSE



GERANIUM, RUSSELL PRITCHARD & TOBACCO PLANT



MAGNOLIA GRANDIFLORA

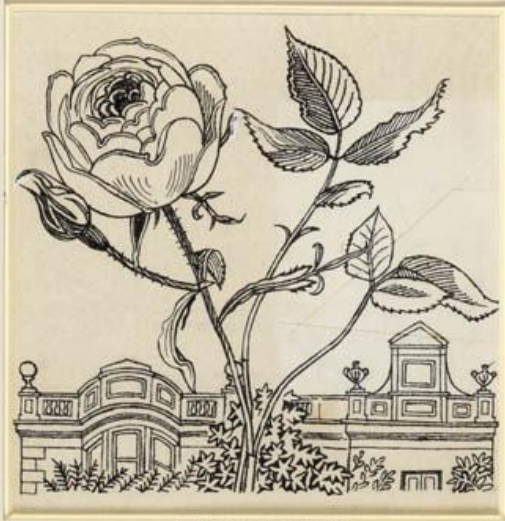


DICENTRA SPECTABILIS



JASMINE & VIBURNUM FRAGRANS

Picture Resource Sheet 4b



ROSE, MADAM PIEPKE OGER



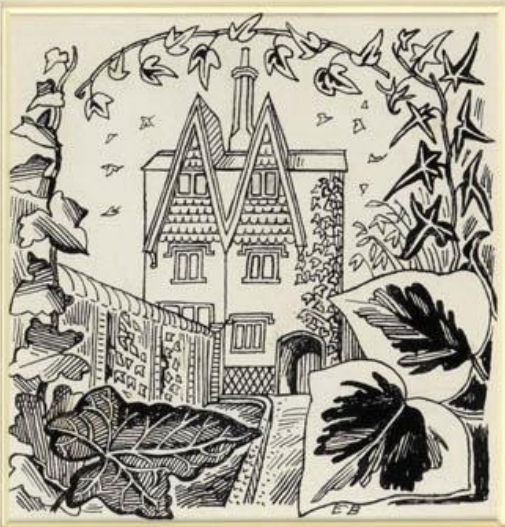
HOYA CARNOSA



AMARYLLIS



RUNNER BEANS & CABBAGES



HARDY ORNAMENTAL IVIES



HELLEBORUS CORSICUS H. ARGUTIFOLIUS

Picture Resource Sheets 4a and 4b

Local Buildings and Plants

Look carefully at all the pictures on the two sheets.

1. Which building has a clock on it?
2. Find two buildings which could be churches?
3. Why do you think they are churches?
4. Which do you think is the biggest building?
5. Which do you think is the oldest building?
6. Find three different types of decoration on the buildings
7. Find four different materials that the buildings have been made from.
8. Which building would you like to live in? Why?

This collection of ink drawings are called 'Twelve Studies of Flowers and Plants' and are by Edward Bawden. The Fry Art Gallery are not sure why these pictures were produced. They could be for a calendar or possibly for a publication, but they have never found the images published.

Follow-up activity

1. Each of the plants in the pictures are named. Using an image search engine, such as Google, research what each flower should look like and colour the picture in accordingly.
2. Look at publications that have illustrations and think about the type of publication that these pictures could be used for. It could be a children's story, an article about plants, a calendar or a book about buildings. In small groups create your own publication, using the images as inspiration for the text.
3. Grow some of the flowers in the classroom (such as tulips and runner beans) and use the plants as inspiration for their own pictures.
4. Make an A to Z of your local area - Use the pictures of buildings in the Fry Art Gallery and the book *The High Street* by Eric Ravilious as inspiration to create your own A to Z of your local area. You could also combine it with the ideas and projects from Common Ground. An arts and environment organisation that help develop ideas and projects about local areas. <http://www.commonground.org.uk/>