

Teen Engagement

Empowering Teens Through Art and Museums
for Personal Growth and Cultural Connection

TEAM 2

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01

Overview

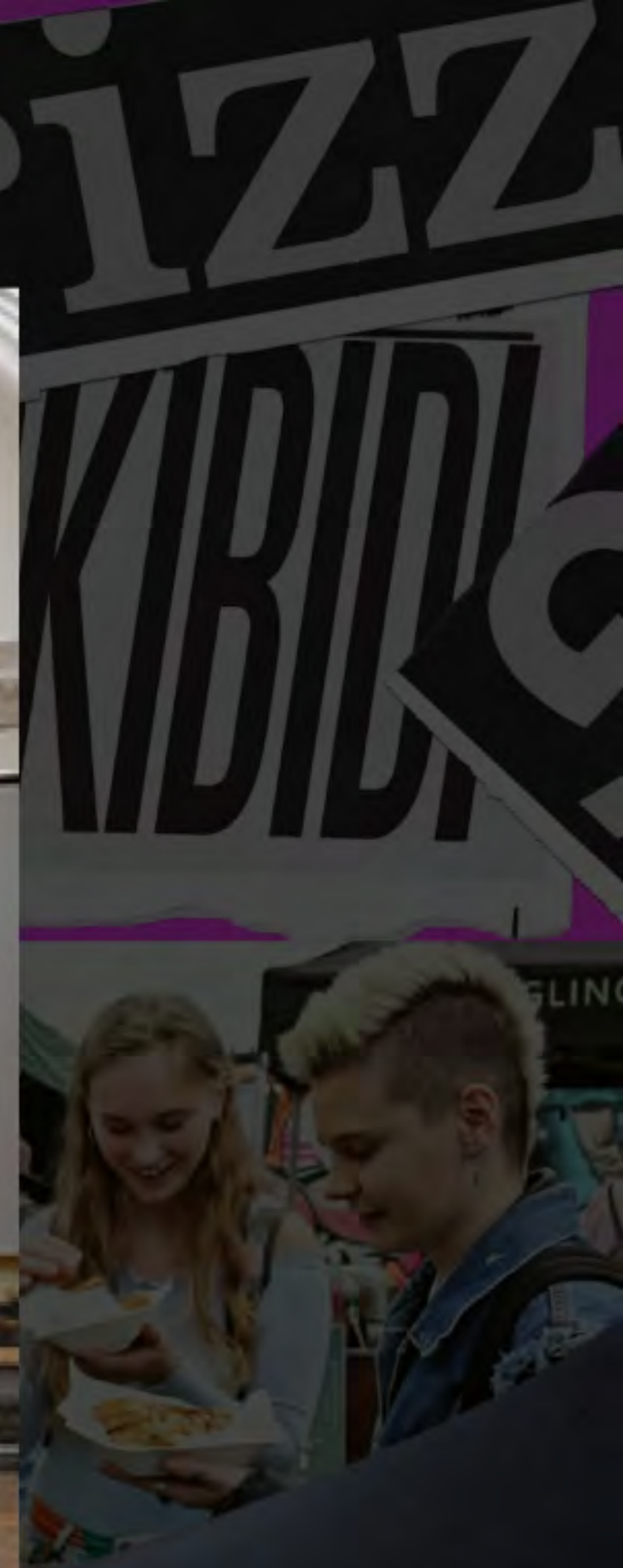
Noah is a 14 year
old teenager...



...who loves skateboarding, gaming, hanging out with friends, and scrolling social media.



Noah's never stepped foot into a gallery in his free time
—not with friends, not with family.





**"SOMETHING I
DON'T KNOW
MUCH ABOUT"**

"UNRELATABLE"

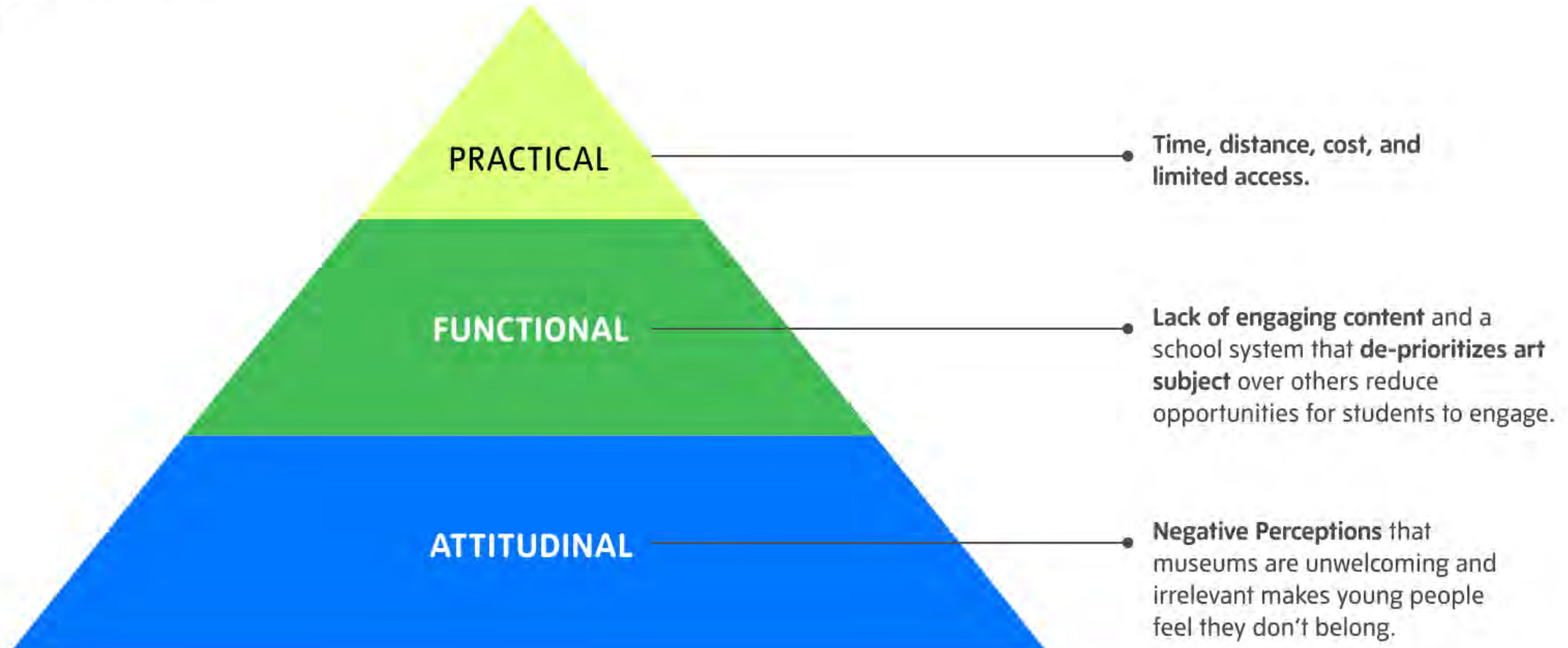
"BORING"

**"GIVES NEGATIVE
AURA POINTS"**

(uncool, in teen-speak)

CHALLENGES

Understanding Teens' Barriers to Art



UNCLEAR PERCEPTION OF

Art & Museums Definitions



Access to Art

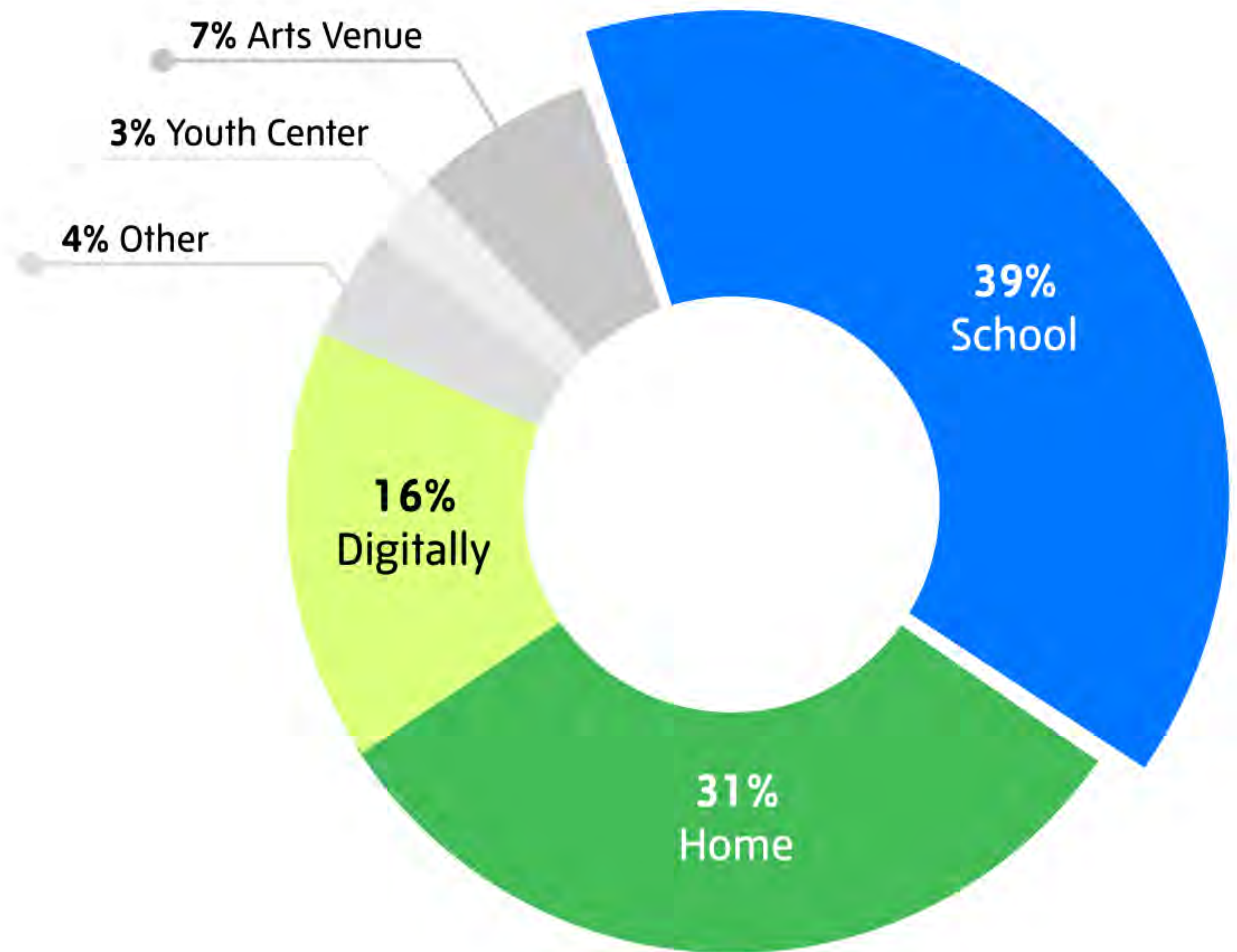
School & Home

Educational institutions and family are the main sources of arts access for teens.

For less privileged young people school is often the only avenue to access art, however, many schools are not offering adequate arts activity.

Peers Influence

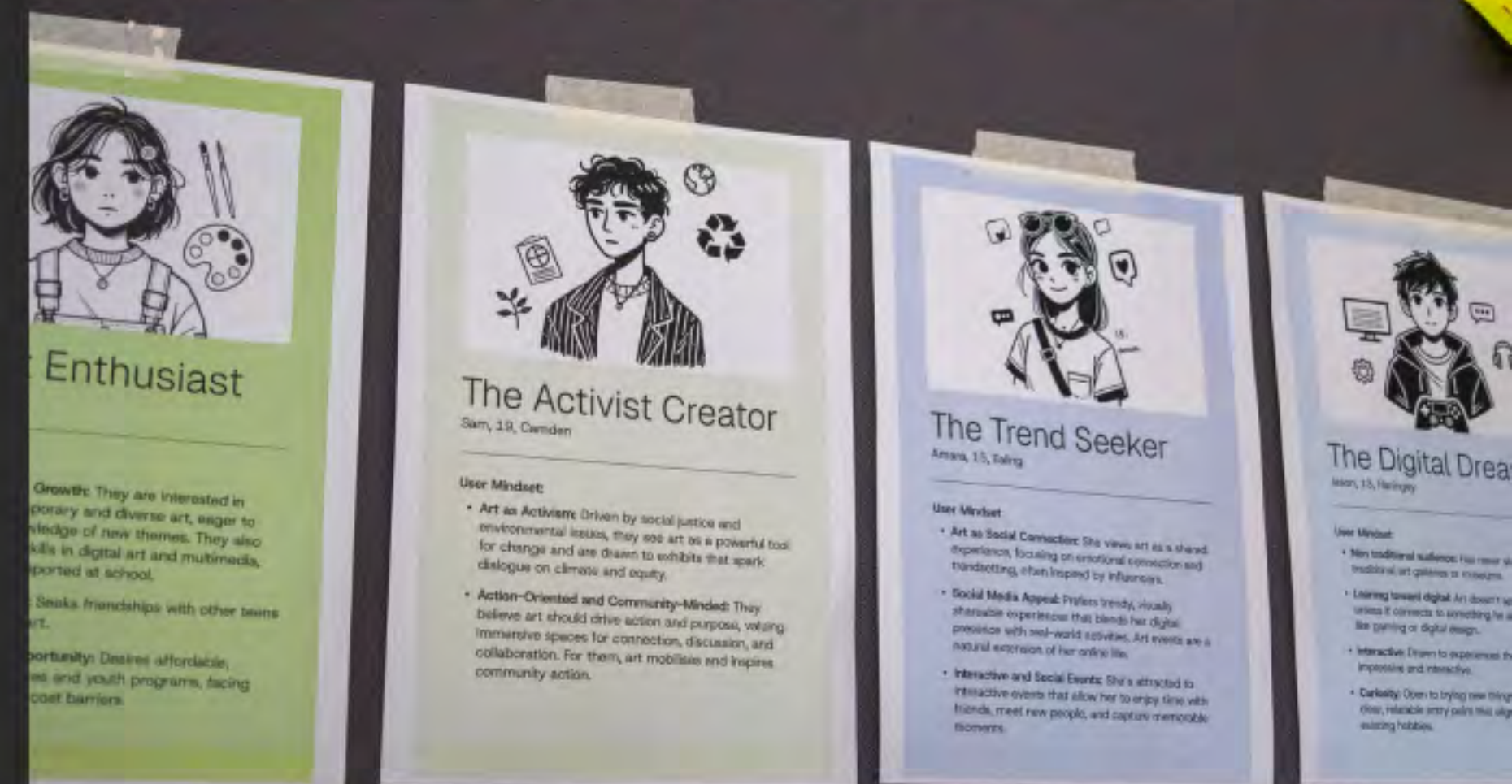
Peers significantly influence teens' choices to engage with arts. Having friends involved can make new experiences less intimidating and provides a social safety net that encourages participation.



“Teachers are the gatekeepers,
and Tate aims to work together
with teachers to **build their**
confidence, for them to inspire
students about the value of art.”

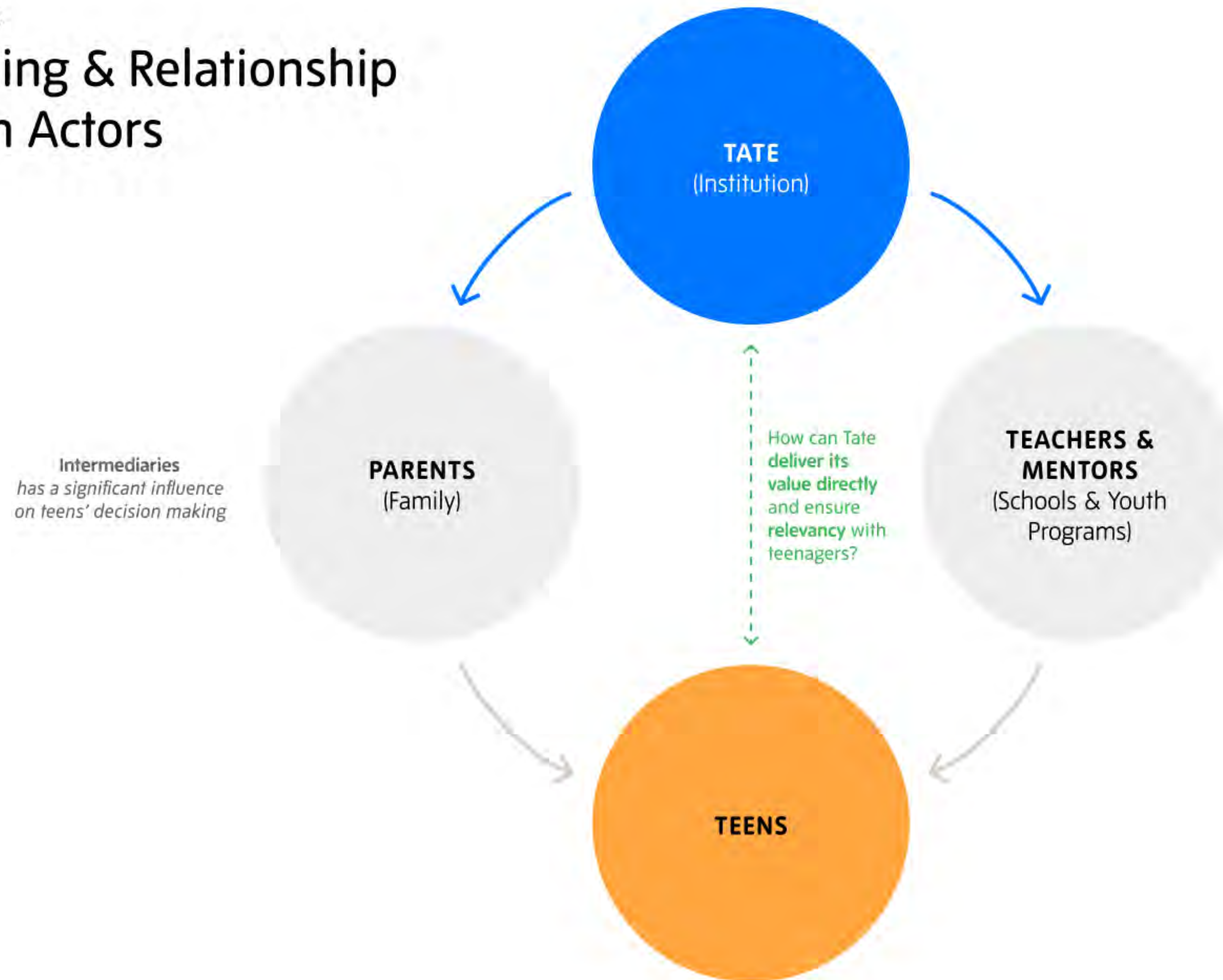
—Sophie Popper, School Relations Coordination at Tate

“Sometimes teacher will just leave student to explore the gallery themselves,
and some teachers aren’t always art teachers.”



CURRENT STATES

Positioning & Relationship Between Actors



GAP WITHIN TATE AUDIENCE MARKET

Noah Couldn't Relate



Noah stands
within here

TATE KIDS
(5-12)

UNSERVED

TATE COLLECTIVE
(16-25)

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Infants

Toddlers

Children

Teens

Young Adults

Problem Statements

01

Museums feel **unappealing & irrelevant** to Teens

Teens perceive museums as boring, strict, and irrelevant, making it hard for museums to compete with more engaging entertainment.

02

Teens rely on **disengaged intermediaries**

Teens depend on teachers and parents to access art, but museum or art value often gets lost because intermediaries may not be fully engaged.

03

Lack of guidance & preparation in school visits

School visits to museums often lack proper preparation and clear guidance, leaving students to wander aimlessly and resulting in low engagement with the exhibits.

Preparing Teens for the Future

“The Arts are one of the fundamental ways that we try **to make sense of the world**”

—Brian Kisida, Associate Professor in the Truman School of Government & Public Affairs at the University of Missouri

1

Develops cognitive abilities

2

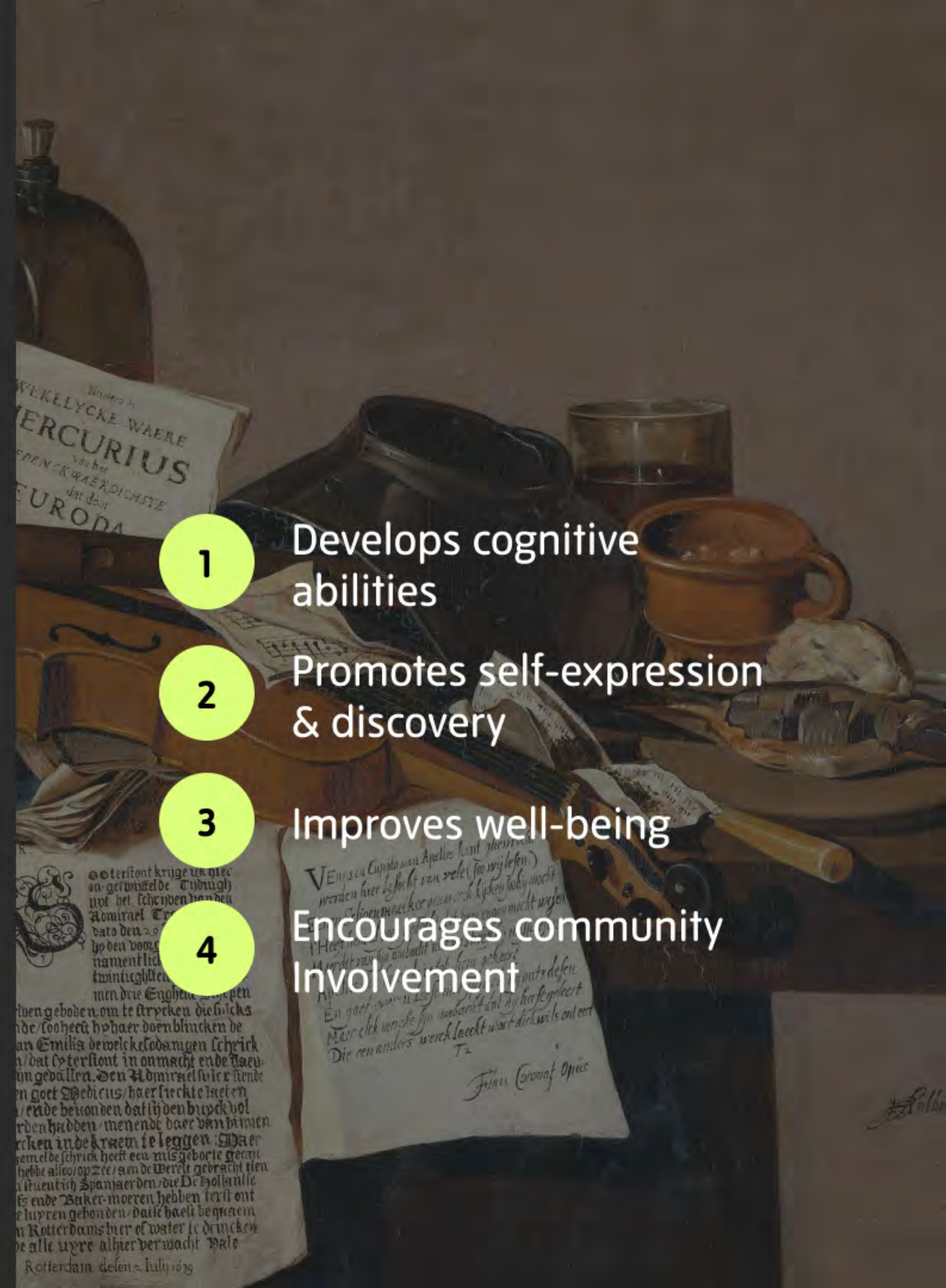
Promotes self-expression & discovery

3

Improves well-being

4

Encourages community involvement



How might Tate create
accessible, relevant & inspiring
experiences that empowers teens
to confidently engage with art
and foster their personal growth?

The Now, The Near & The Future

NOW

01

Communication & Language

If Tate uses simpler and relevant language tailored to teens,

→ *then it will increase their engagement and interest in art and museum.*

NEAR

02

Experience Enhancement

If teachers and Tate collaborate to enhance programming for school visits,

→ *then teens will have a more engaging and meaningful experience with art.*

FUTURE

03

Autonomous Engagement

If Tate offers relevant and tailored activities for teens,

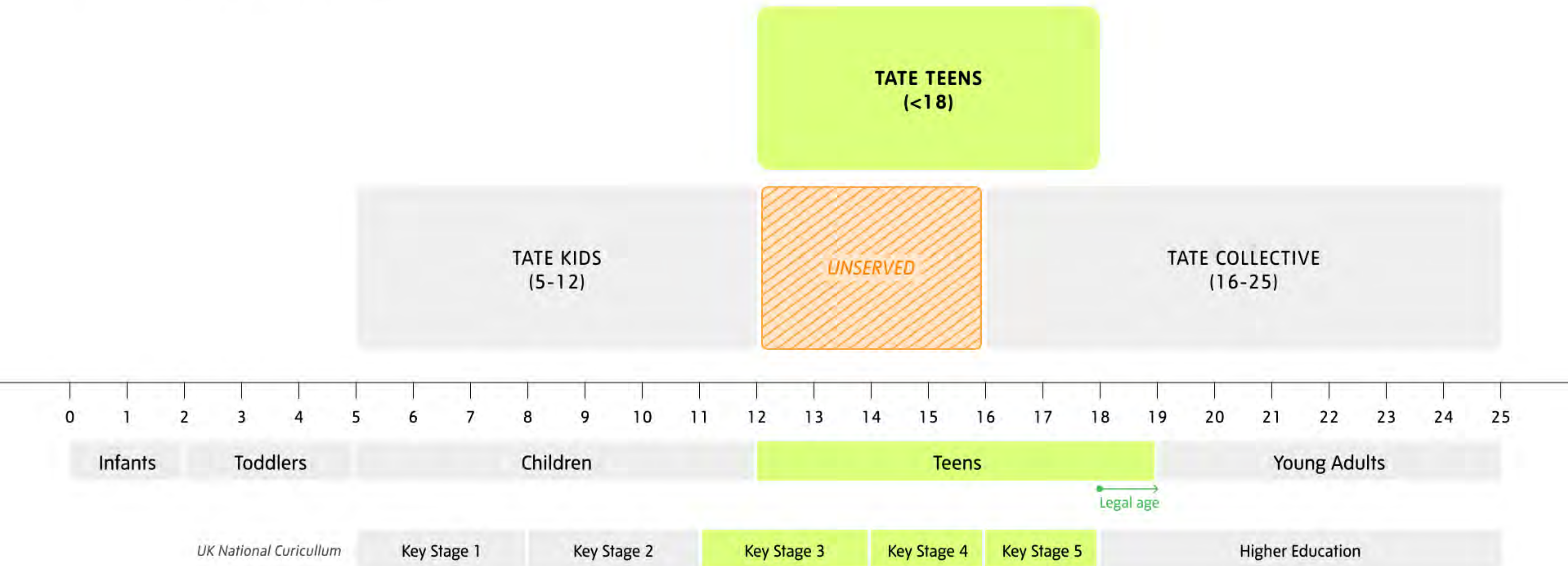
→ *then it will encourage more teens to visit the museum independently, fostering their autonomy and engagement.*

02

Strategy



Addressing the Gap



Values



EMPOWEREMENT

WHY

Building a sense of agency, self-confidence, and ownership in teens' artistic journey.



ENABLEMENT

HOW

Facilitating skills development and knowledge, and creating opportunities for meaningful engagement.



EQUIPMENT

WHAT

Providing the necessary tools, spaces, and resources to support artistic exploration and growth.

NOW

Communication
& Language

Tate Teens 01

Communication

Objective:

To establish direct communication with teenagers to build connection and increase brand relevance; try to speak their language

COMMUNICATION MATERIALS

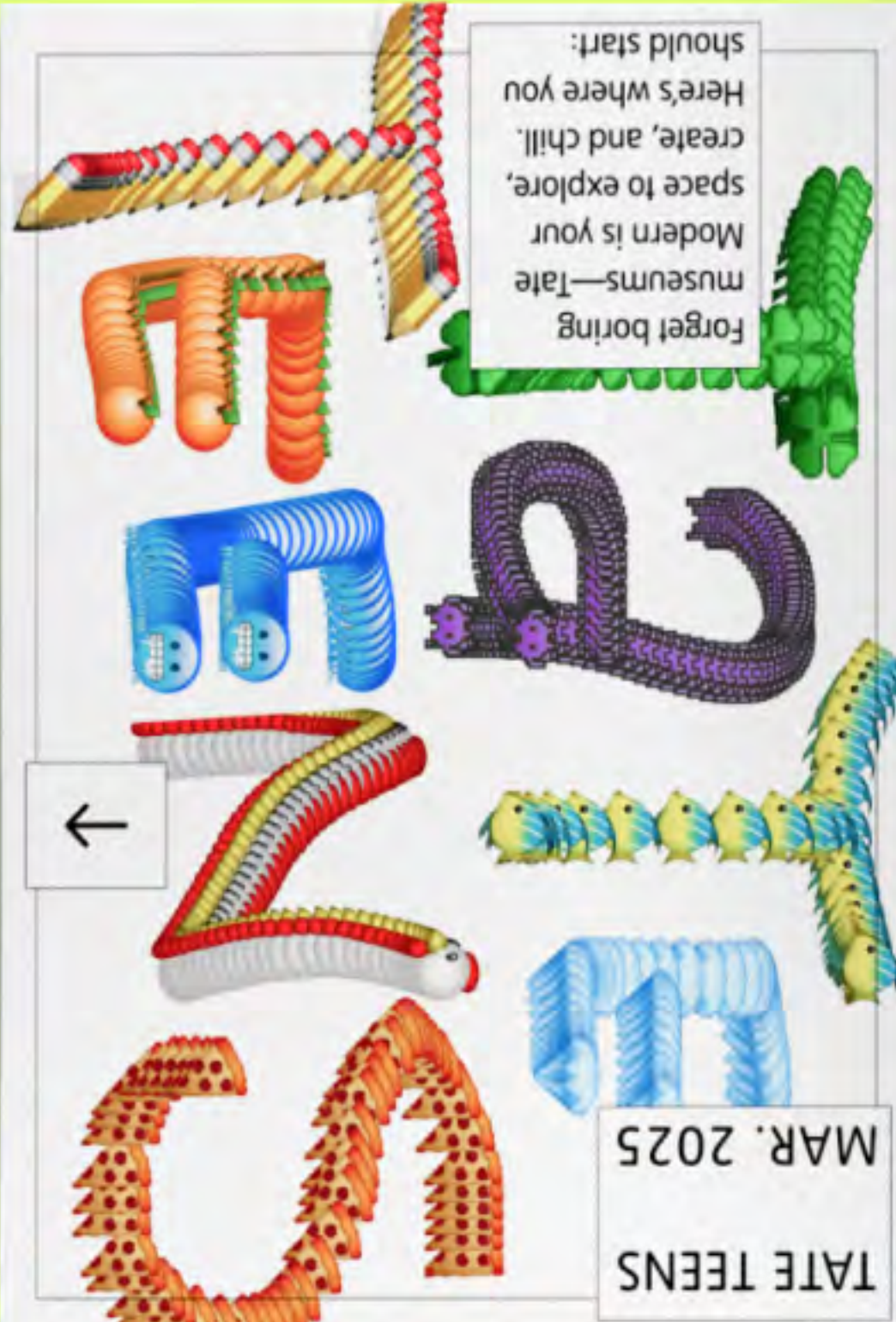
Teen Guidebook



COMMUNICATION MATERIALS

Teen Guidebook

A comprehensive guidebook for teens, featuring activity lists and must-see highlights, presented in a playful and fun manner to make the museum feel exciting and approachable.



MUST SEES

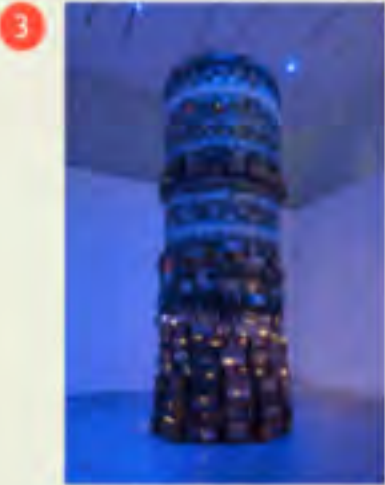
We've rounded up the ultimate must-see spots—whether you're into bold colours, mind-bending ideas, or just looking for the perfect selfie backdrop.



Guerilla Girls
The masked artists shaking up the art world with their powerful, eye-opening work. These pieces call out museums for ignoring women and people of color, using sharp humor and bold visuals to get the message across. It's more than just art—it's a movement.



Start Display
New to modern art? No worries—this is where your journey begins! The Start Display is all about bold colors, wild ideas, and eye-opening art from the early 1900s to today. Think of it as your crash course in creativity.



Babel
Odo Meireles, 2021
Ready to see how art tackles big ideas? Check out Odo Meireles' work, where he takes everyday objects and turns them into mind-blowing messages about society, politics, and the world around us.



Dark Strokes Hope
Joan Snyder, 1971
Prepare to slow down and really see a painting. This piece is a deep dive into the process of painting itself, featuring bold brushstrokes, vibrant colours, and even a handprint. Look closely, and it's like following a story or a piece of music, one brushstroke at a time.



The Tanks
Down for something experimental? The Tanks are where Tate Modern gets seriously edgy. Think underground vibes with films, sound art, and live performances that break all the rules of what art can be.

NATALIE BELL BUILDING

6	RESTAURANT
5	GRANDVILLE-GROSSMAN MEMBERS BAR
4	COLLECTION DISPLAYS
3	EXHIBITIONS*

BLAVATNIK BUILDING

4	ANTHONY MCCALL* ARTIST ROOMS
3	COLLECTION DISPLAYS TATE DRAW

INCLUSIVE SPACES

Fostering Social Connections

Transforming the museum into an inclusive space where teens feel **welcome, connect, and explore**—a community hub for creativity and belonging.



School Visit Programme

02

Objective:

To equip teachers with the tools and resources needed to guide students effectively, enhancing their experience, understanding, and engagement with art and creativity.

KEY ENGAGEMENT & TOUCPOINTS

Student Activities

1

Gallery
Treasure
Hunt

SELF-LED DISCOVERY
& DYNAMIC LEARNING

2

Tate
Collages

CREATIVITY
& STORYTELLING

3

3D
Online
Gallery

SELF-EXPRESSION
& ART APPRECIATION

4

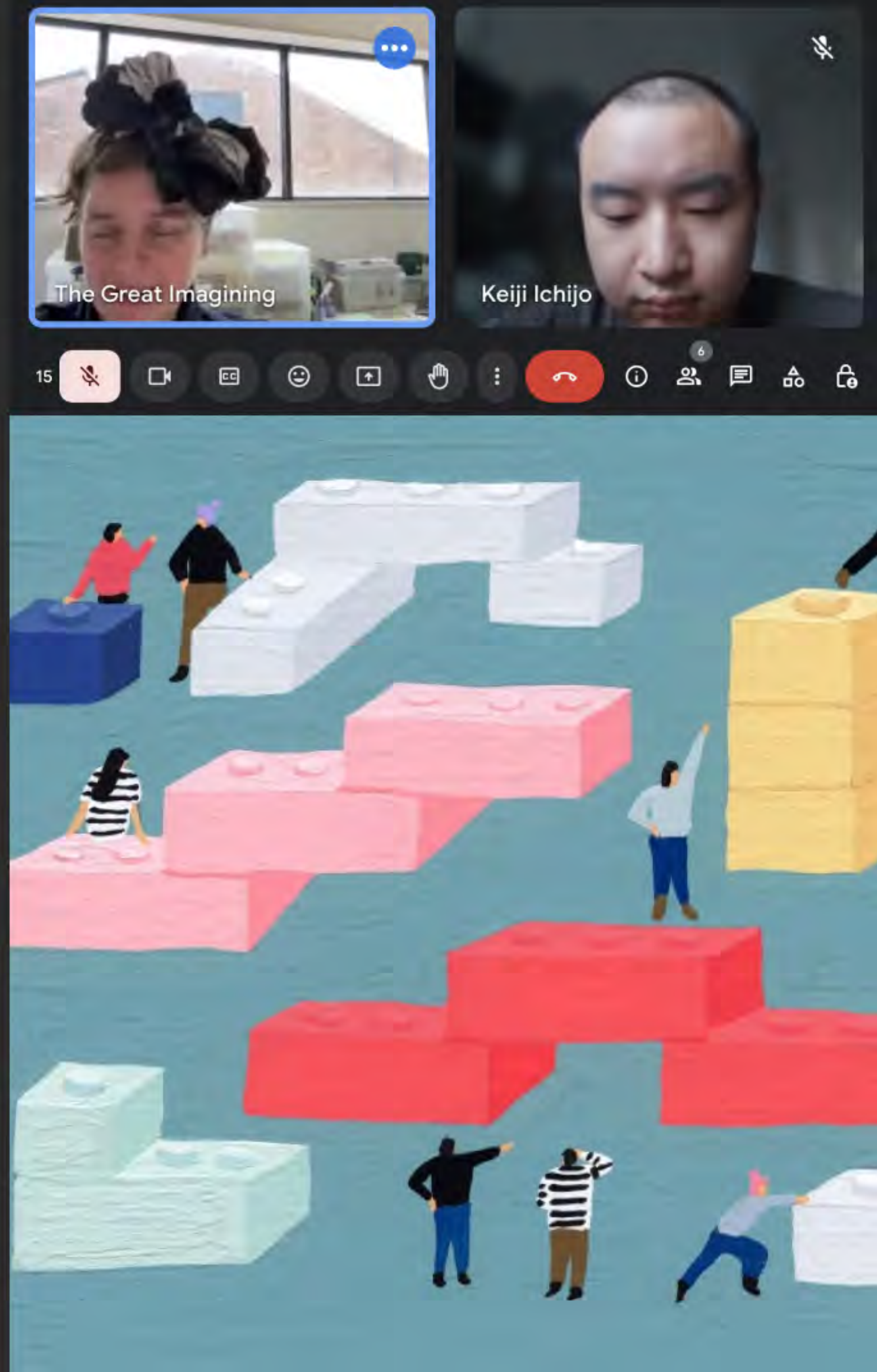
Everyday
Object Painting
Workshop

CREATIVE COLLABORATION
& ART-MAKING

“Having a sense of outcome can limit creativity.
We should focus on a **process-driven approach**, fostering lateral thinking & inquisitiveness, creating a space with no right or wrong answers.”

—Deborah Curtis, Creative Director at The Great Imagining




“How can teachers make sure it does not feel patronizing?”

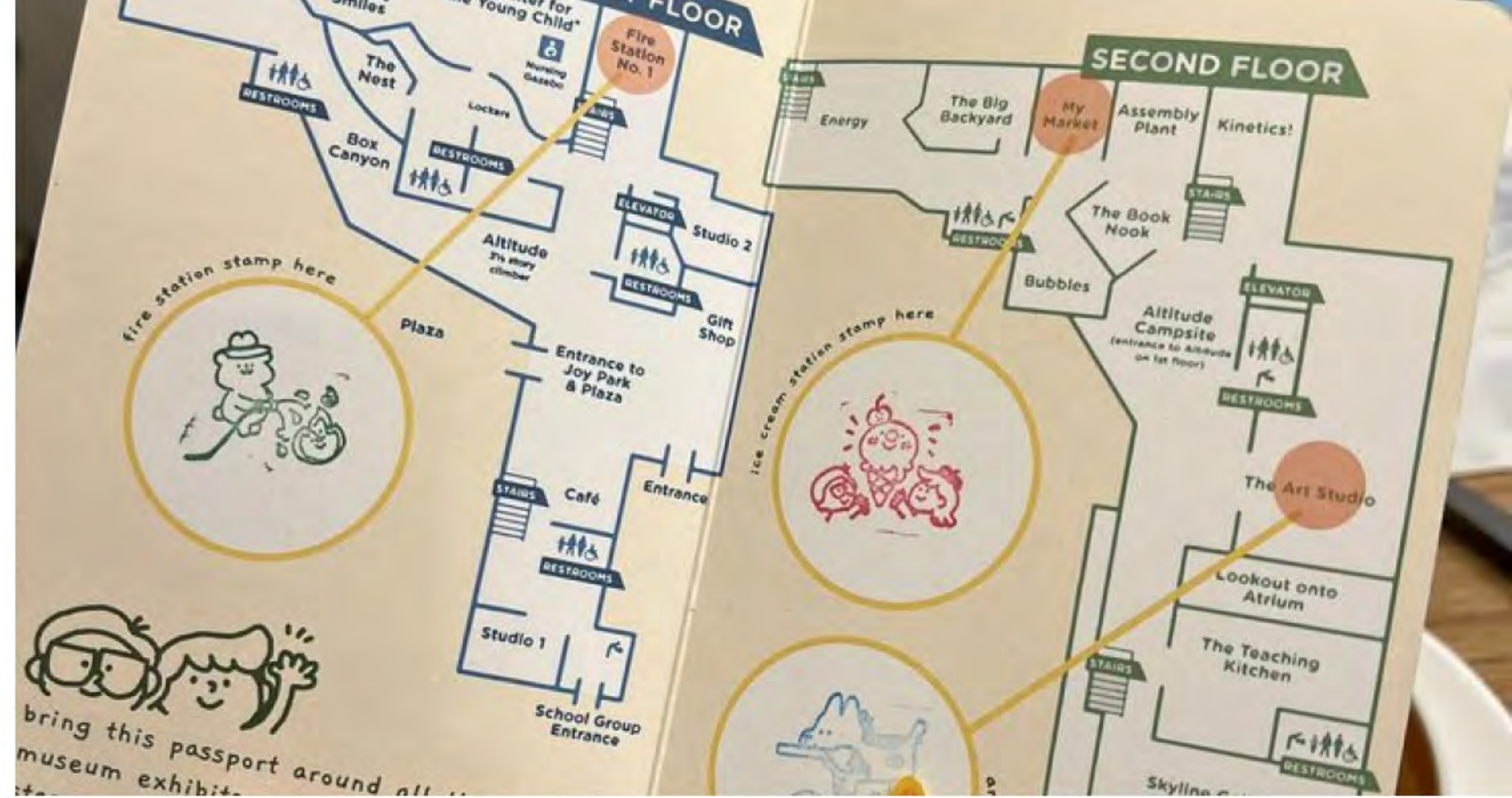


Gallery Treasure Hunt

SELF-LED DISCOVERY • DYNAMIC LEARNING

A mission-based activity that makes the museum fun and engaging for teens, encouraging exploration, discovery of hidden artworks, and providing a keepsake to remember the visit.




-  Stamp Collection
-  Memento Reward System
-  Gamification within the gallery space

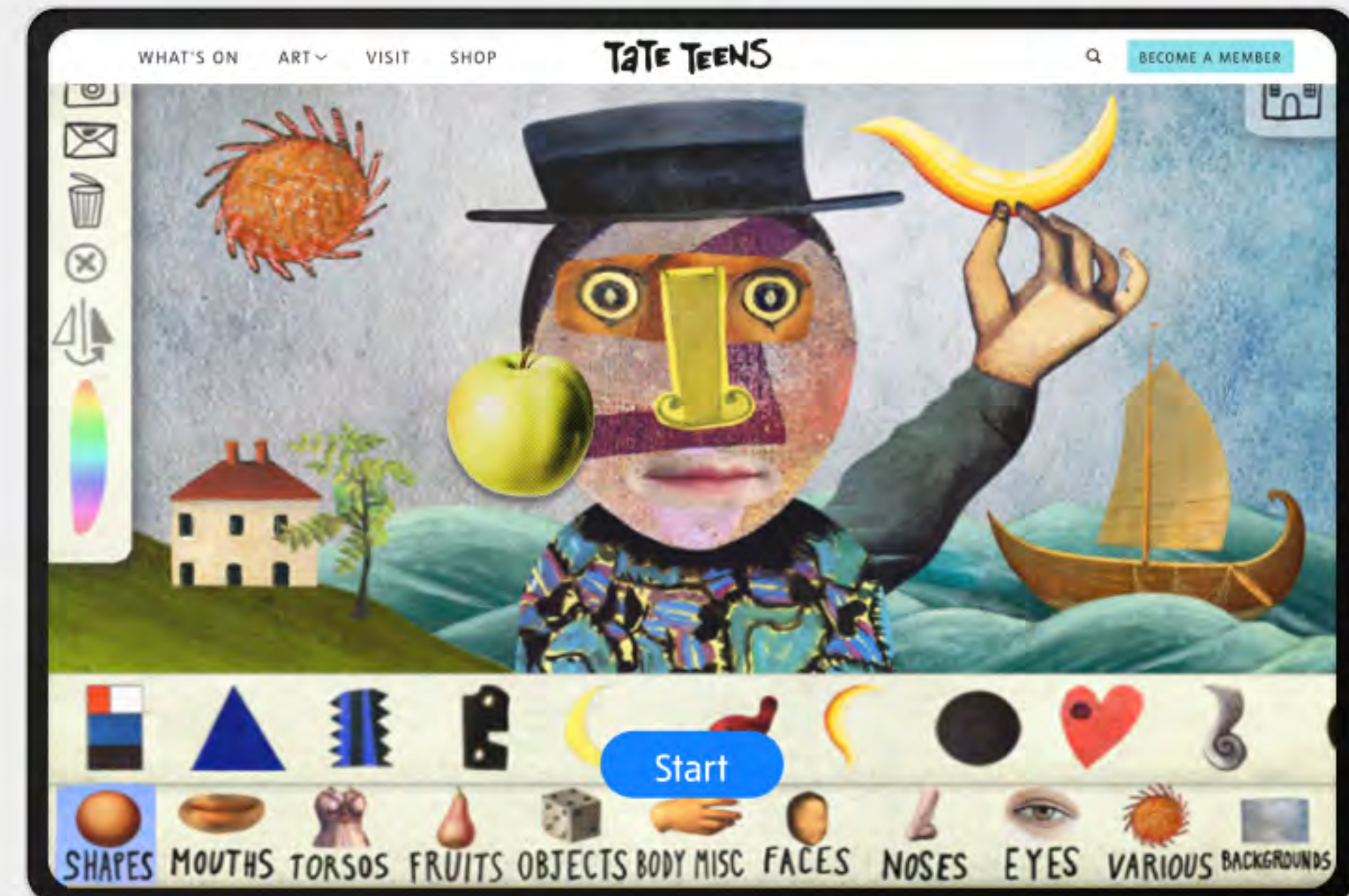
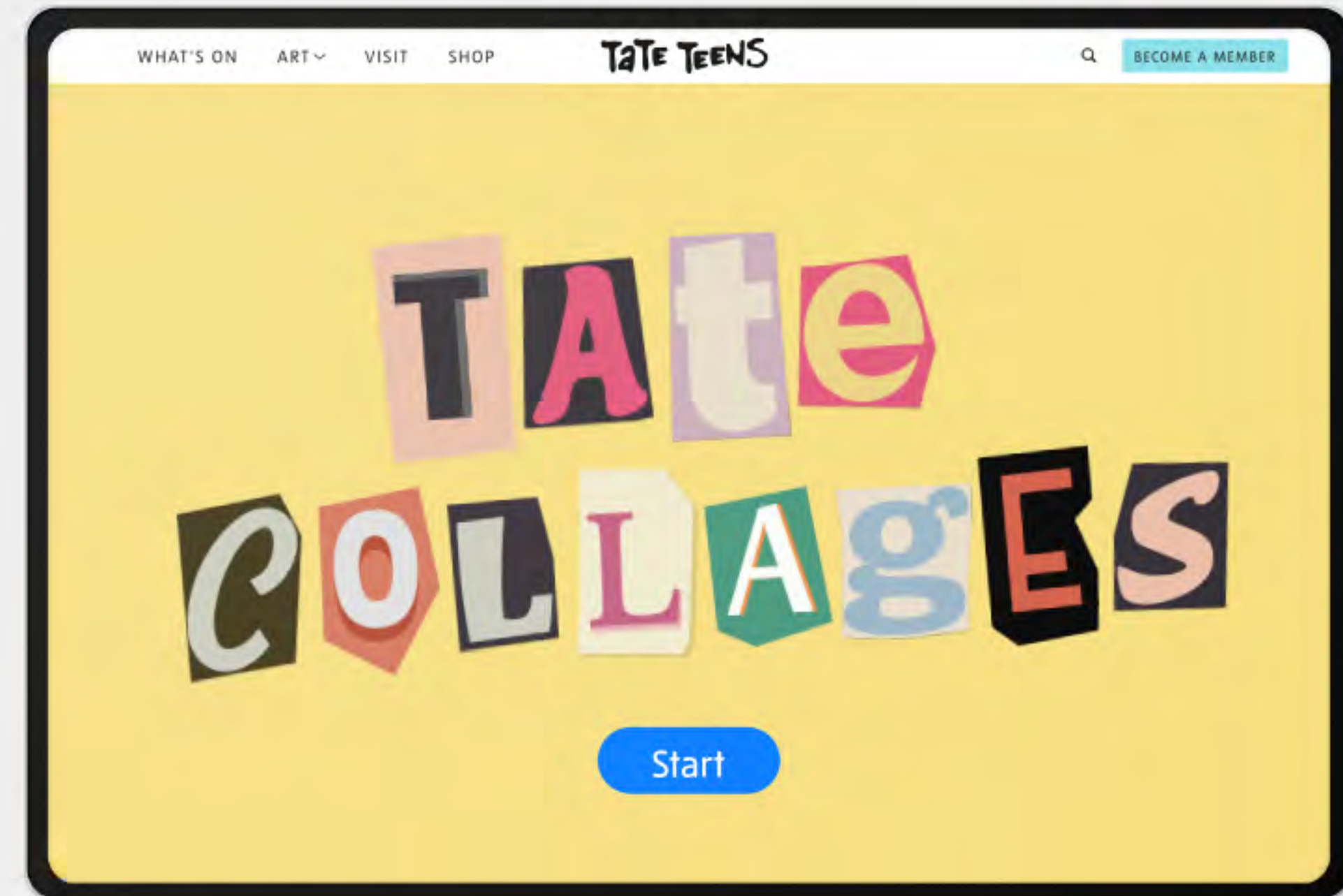


Tate Collages

CREATIVITY • STORYTELLING

An interactive digital activity invites teens to explore art through collage-making, using elements from Tate's collection to create their own unique works.




-  Art Inspired Creation
-  Customizable Experience
-  Building Visual Literacy & Confidence

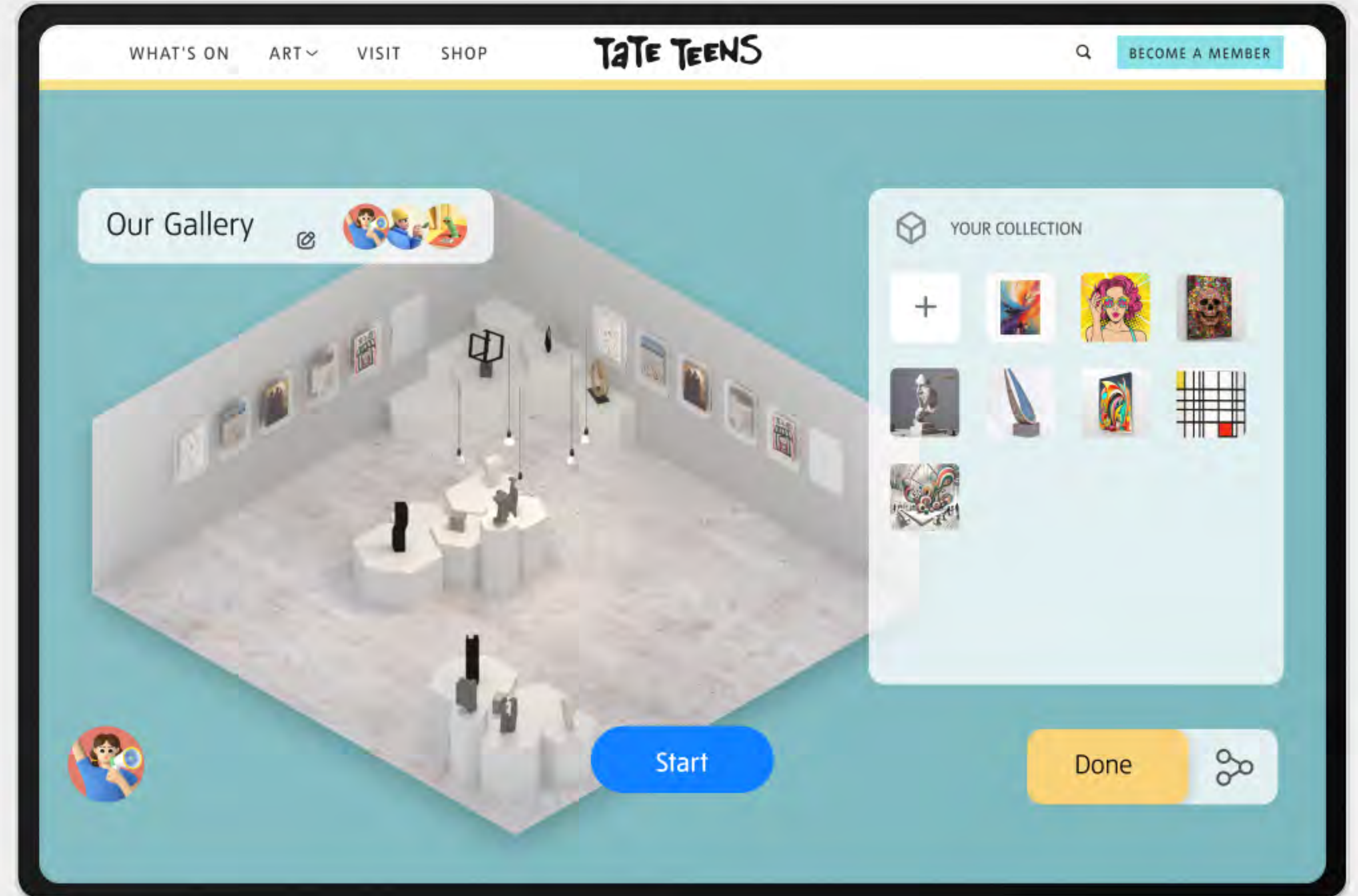


Personalized 3D Online Gallery

SELF-EXPRESSION • ART APPRECIATION

An interactive activity where teens design avatars and curate their own virtual gallery using artwork from the museum's collection. They scan and select pieces to create a personalized digital gallery space

-  Scan, Collect, and Curate
-  Co-Curate Your Gallery with Others
-  Exchange Items



STUDENTS DURING VISIT ACTIVITIES #4

Everyday Objects Painting Workshop

CREATIVE COLLABORATION • ART-MAKING

This hands-on workshop invites teens to transform everyday objects like toothbrushes and sponges into unique painting tools. Together, they create a shared masterpiece, celebrating artistic freedom, collaboration, and creativity.



Unleashing Creativity



Fostering Empathy and Connection



Building Artistic Skill



Teacher Guideline & Materials



**Pre-
Education
& Discussion**

PRE-VISIT



**Reflection
Prompts
& Additional
Resources**

POST-VISIT

“Handholding is crucial in empowering teenagers—guiding them to build confidence and gradually encouraging independent exploration.”

—Professor Anne Bamford OBE, the Strategic Director of Education, Culture and Skills for the City of London

“Offering pre-visit programming and contextual information before a visit can enhance young people's understanding and enjoyment of the artworks in the museum.”

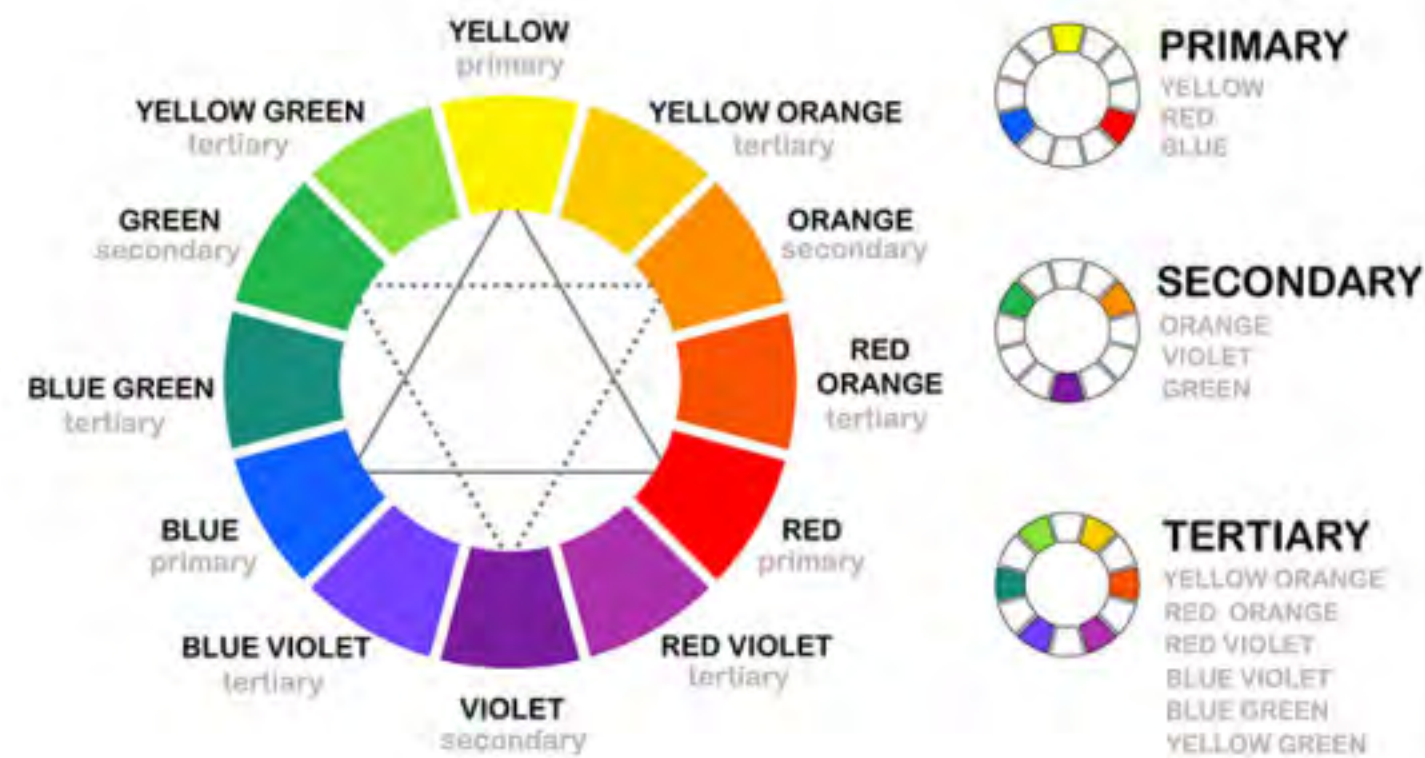


Pre-Education & Discussion

PRE-VISIT

1. Discuss Art Topics

The use of color in art, exploring its emotional impact, symbolism, and cultural significance.



PRE-VISIT

2. Conduct Workshop

Painting workshop:

1. Explain the basics of color theory: primary, secondary, complementary, and analogous colors.
2. How to mix and paint swatches of colors that represent that mood.
3. Experiment with layering colors, blending, or creating bold contrasts.

Sharing references:

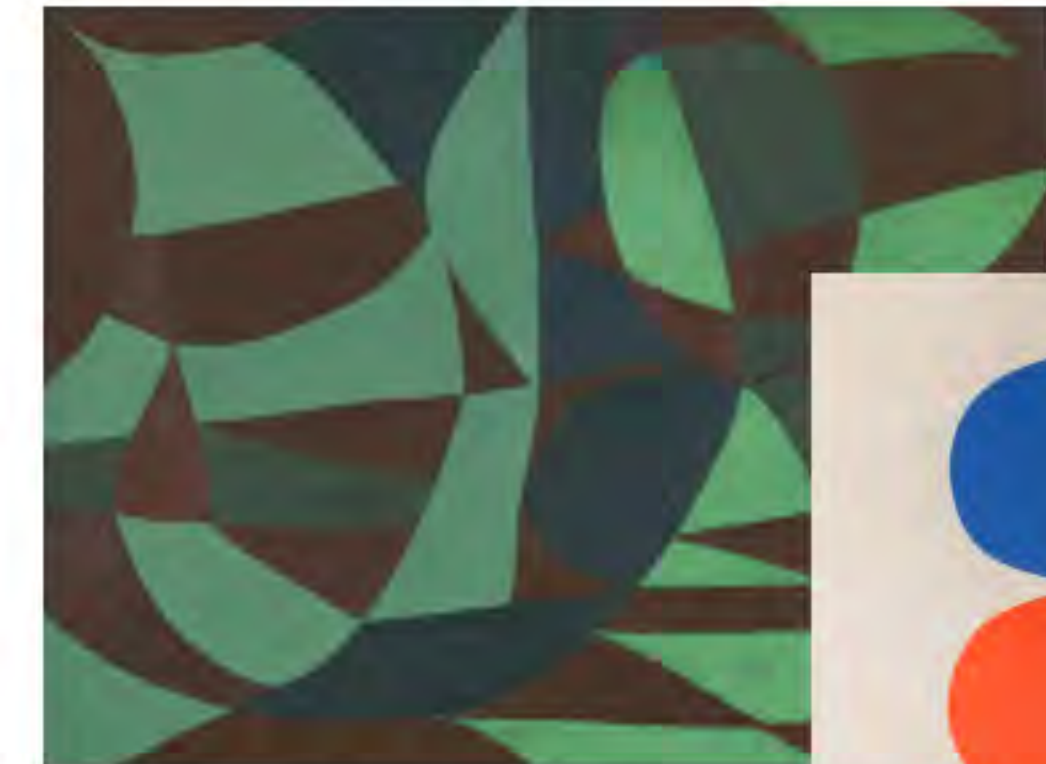
1. Provide a selection of images or themes for inspiration
2. Share handouts on color theory and recommended practices for experimenting with color.



DURING VISIT

3. See Live Artworks at Tate

Artworks that showcase the dynamic use of multiple colors in different medium.



Carmen Herrera, *Green Garden* 1950

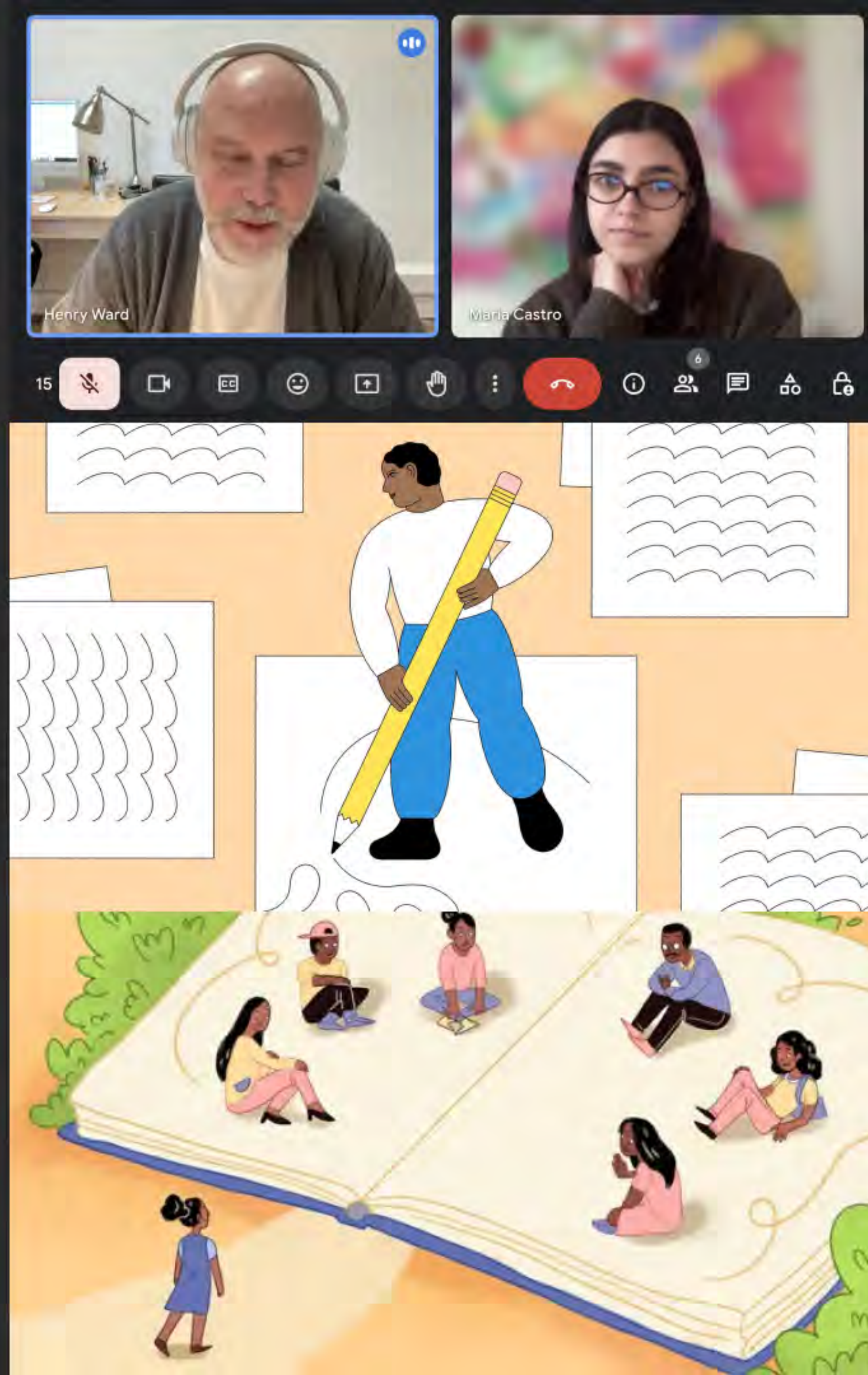


Ellsworth Kelly, *Blue and Orange and Green* 1964-5

“Provide students with **prompts** to foster a sense of connection, **giving them the ‘currency’ or ability to understand** and interpret what they see in the gallery space.”

—Dr Henry Ward, Director at Freelands Foundation, Ex-Head of Education at Southbank Center

“Shift discussion to focus on their own observations and empowering them to feel confident and engaged in their exploration of art, instead of biographical knowledge.”



Reflection Prompt & Additional Resources

DURING VISIT

1. Peer Sharing at Tate

Gather in the community space for a teacher-led discussion, sharing memorable moments and takeaways to strengthen peer connections and engagement.



POST VISIT

2. Follow-Up Resources

Teachers and Tate provide additional resources to extend teens' learning journey, fostering individual growth and self-exploration.



FUTURE

Autonomous
Engagement

Campaign Activation

03

Objective:

To encourage more teens to visit the museum independently, fostering their autonomy and engagement.

TO BE DEVELOPED FURTHER

KEY ENGAGEMENT & TOUCHPOINTS

Specialized Programming for Teens

Tailored programs and activities for teens that will encourage more teens to visit Tate museums independently.

Trends change, and teens with them. These events should adapt accordingly to ensure that they remain relevant and co-created with teen audiences.



Design-a-thon



Offsite Pop-up Exhibition



Residency Program with Local Artists



Teens Event Day



Co-Curation and Creation



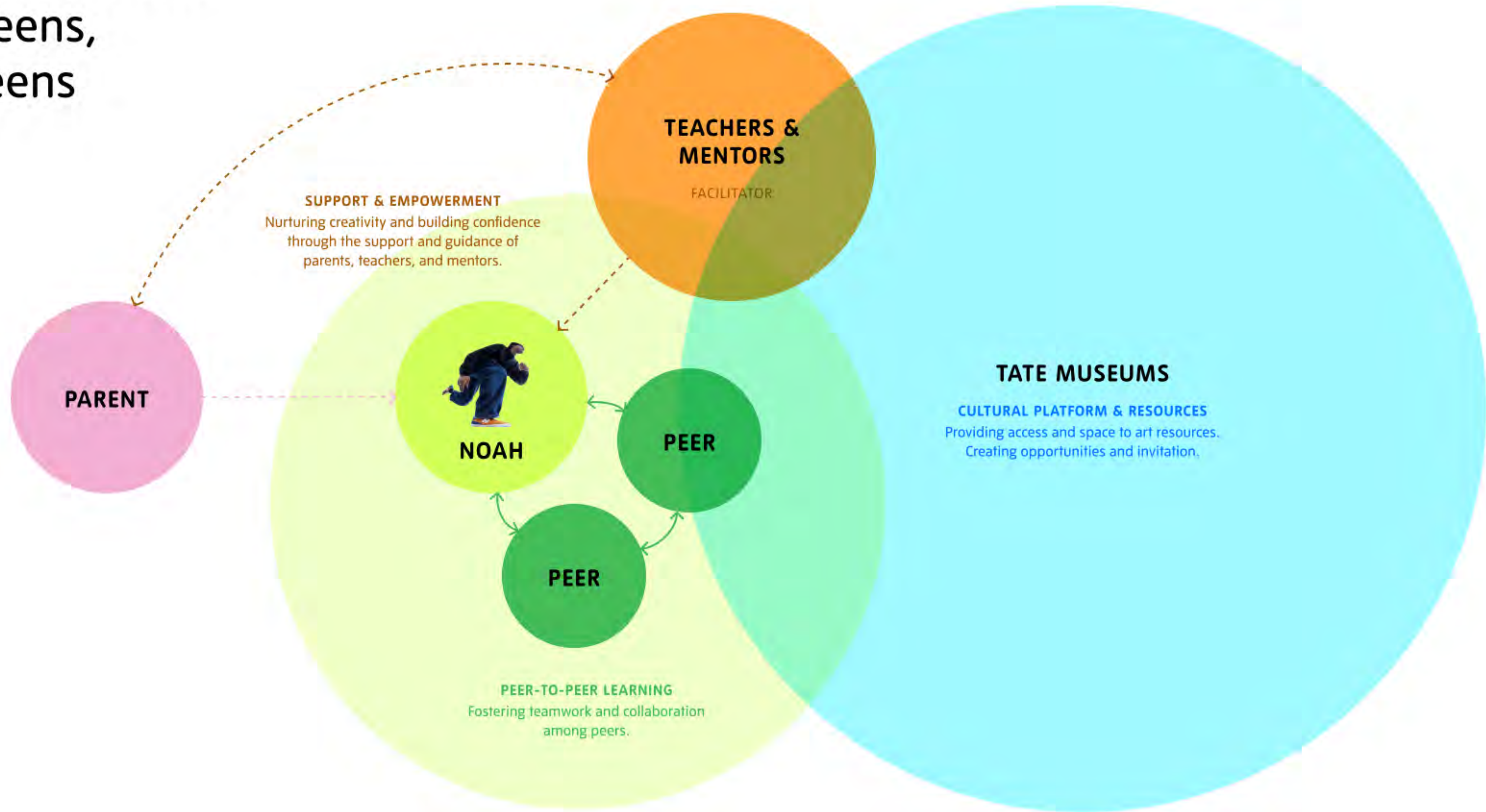
03

Takeaways

	NOW	NEAR	FUTURE
ROADMAP & PROGRAMME STRATEGY	<p>Communication & Language</p> <p>Tate Teens Communication</p> <p>To <u>establish direct communication</u> with teenagers to build connection and increase brand relevance.</p>	<p>Experience Enhancement</p> <p>School Visit Programme</p> <p>To <u>equip teachers</u> with the tools and resources needed to <u>guide students effectively</u>, enhancing their experience, understanding, and engagement with art and creativity.</p>	<p>Autonomous Engagement</p> <p>Campaign Activation</p> <p>To encourage more teens to <u>visit the museum independently</u>, fostering their autonomy and engagement.</p>
Pre-Visit	<p>Outreach Marketing Communication beyond the museum</p>	<p>Pre-visit Materials for teachers <small>TEACHERS</small> to help students understand and engage with the topics before visit</p>	<p>Offsite Pop-up Exhibitions</p>
During Visit	<p>Communication Materials resonating with teen audiences (e.g. <i>guidebook</i>)</p> <p>Inclusive Spaces designed to attract and engage Teens</p>	<p>Gallery Treasure Hunt <small>STUDENTS</small></p> <p>Tate Collages <small>STUDENTS</small></p> <p>Personalized 3D Online Gallery <small>STUDENTS</small></p> <p>Everyday Objects Painting Works <small>STUDENTS</small></p>	<p>Teens Event Day</p> <p>Co-Curation and Creation</p> <p>Design-a-thon</p> <p>Residency Program with Local Artists</p>
Post-Visit		<p>Guidelines for Reflection Prompts and Follow-up Materials <small>TEACHERS</small></p>	

VISION: TEEN-LED ECOSYSTEM

Artistic Growth for Teens, By Teens



Engaging teens effectively requires **meeting them where they are**—connecting through multiple touchpoints, and creating experiences that evolve over time.



Next Steps...

Validate and test the strategy for a diverse teenage audience persona

HIGH Maturity & Engagement

LOW Maturity & Engagement



Art Enthusiast



Activist Creator



Trend Seeker



Passive Explorer



Uninitiated Audience



Royal College of Art

Thank you!

Team 2



Gloria Guo



Keiji Ichijo



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Maria Luisa
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Yi-Hsuan
(Winnie) Wu

Special Thanks to:

David Eveleigh-Evans
Angus Bamford
Sophie Popper
Effie Coe

Carolyn Runcie
Professor Dr. Anne Bamford
Deborah Curtis
Dr. Henry Ward

04

Appendix

About Teens...

- Teens are less likely to engage with traditional art or museums without digital and social context.
- 73% of teens spend over three hours a day on social media platforms like TikTok, Instagram, and YouTube, where **visual and interactive content dominates their attention**.
- Teens gravitate towards short, visually engaging content, with an emphasis on quick consumption. They prefer **dynamic, bite-sized pieces of information**.
- Teens increasingly view art as something to be shared on social media or experienced with friends. They **seek social validation**, often sharing art that reflects their personal brand or values.
- Many young people didn't know who to approach for support or guidance on their creative journey. This lack of access to mentors often left them unsure about how to start or progress within arts and cultural activities.

Understanding the Barriers

01

Lack of confidence and guidance leaves teens disconnected

Teens feel unsure where to seek support or guidance for their arts or cultural journey and often feel they lack opportunities to make decisions about their creative pathways.

02

Art Spaces Feel Exclusive and Unwelcoming

Teens need spaces where they feel comfortable, safe, and empowered with agency and autonomy. However, many see art spaces as formal, “posh,” or intimidating, which leaves them feeling out of place.

03

Teens are highly influenced by others’ attitude

Peer connections, family attitudes, and school priorities are key drivers of teen engagement with art. They are more likely to participate when encouraged by friends, supported by family, or guided by schools.

Understanding Teen Archetypes

High Maturity & Engagement

Low Maturity & Engagement



Art Enthusiast

#Creative #Curious #Passionate

"I love art! And I wish to learn, create, and connect more with it."

For me, art is ...

A lifelong passion, fostering growth, connection, and creative exploration through diverse forms and styles.

What might draws me in ...

Opportunities to learn new techniques, explore diverse styles, connect with peers, and access resources that inspire creativity.



Activist Creator

#Collaborative #Advocacy #Creative

"Art is my voice — it's how I fight for change."

For me, art is ...

A platform for raising awareness, challenging the status quo, and inspiring meaningful change in society.

What might draws me in ...

Art that reflects my values, participatory projects tied to activism, collaborative activities with like-minded individuals.



Trend Seeker

#Social Influence #Aesthetic #Trendy

"This looks pretty cool, I'm in! I should share on my instagram!"

For me, art is ...

A highly visual aesthetic, trend-aligned experience that can be eye-catching to share on social media

What might draws me in ...

Looking great to post on social media, activities I can enjoy with friends, buzzy events, and recommendations from influencers.



Passive Explorer

#Unaware #Immersive #Disengaged

"I like what I like, but it's just not 'art' to me."

For me, art is ...

A part of the pop culture I enjoy, like games, comics, and collectibles, but I don't see it as "art" unless it connects to my favorite worlds or stories.

What might draws me in ...

Immersive activities tied to my favorite games, comics, or collectibles that explore the worlds and designs I love.



Uninitiated Audience

#Unfamiliar #Netural #Curious

"Museums and galleries seem too fancy for me..."

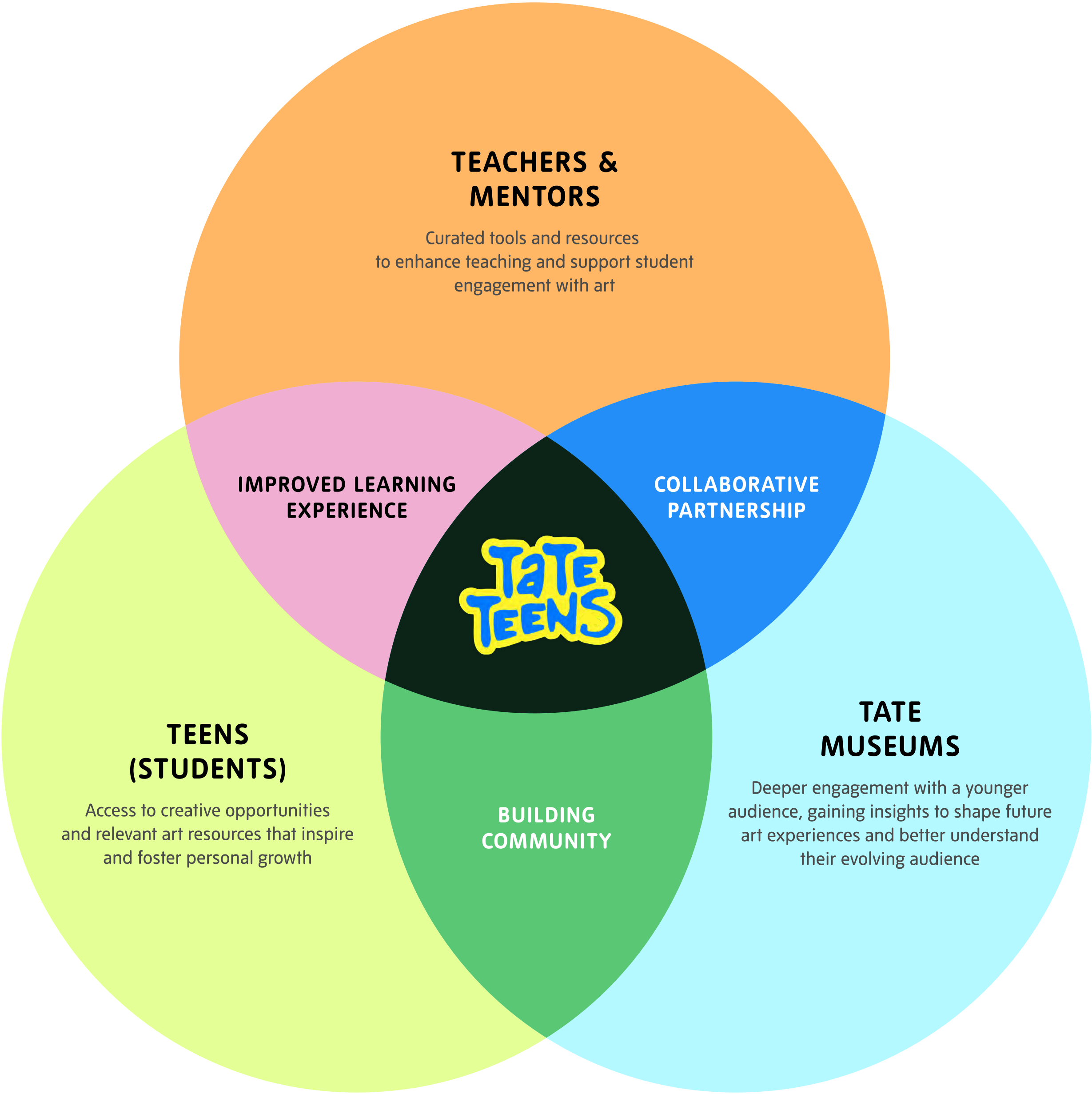
For me, art is ...

Something distant, unfamiliar and unapproachable, but I am willing to give it a try.

What might draws me in ...

Welcoming, casual environments with playful, hands-on activities that can join with friends or family that make art feel approachable and fun.

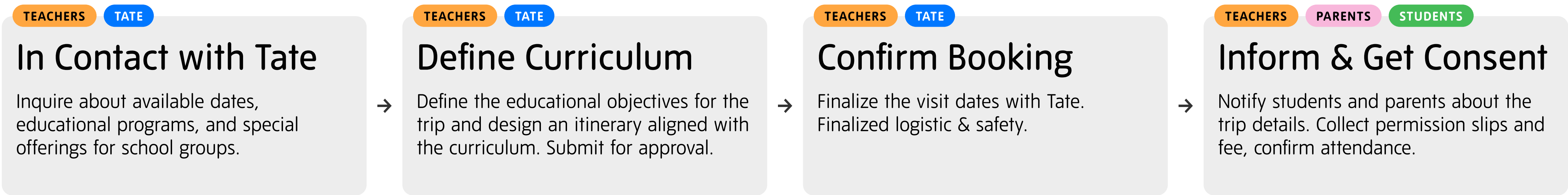
The Collaborative Value Exchange



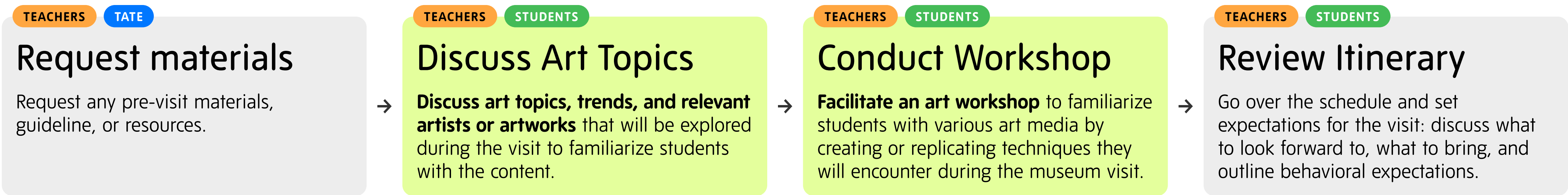
	Initial Planning <small>(~3-6 months before the trip)</small>	Coordination & Booking <small>(~2-3 months before the trip)</small>	Preparation <small>(~1-2 weeks before the trip)</small>	Field Trip Day <small>(The day: 6-8 hours)</small>	Post-trip <small>(~1-2 weeks after the trip)</small>
Activities	<div><div>1. Contact with Tate: Inquire about available dates, educational programs, and special offerings for school groups.</div><div>2. Define Learning Goals & Create Itinerary: Define the educational objectives for the trip and design an itinerary aligned with the curriculum. Submit the proposal for school administration approval.</div></div>	<div><div>1. Confirm Booking Dates: Finalize the visit dates with Tate and request any pre-visit materials or resources.</div><div>2. Inform Guardians & Get Consent: Notify students and parents about the trip details. Collect permission slips, confirm attendance, and ensure all necessary fees and administrative tasks are completed.</div><div>3. Finalize Logistics & Safety: Confirm travel arrangements, safety protocols, and risk assessments to ensure a smooth and secure trip.</div></div>	<div><div>1. Review itinerary: Go over the schedule, set expectations for the visit, explain planned activities, discuss what to look forward to, what to bring, and outline behavioral expectations.</div><div>2. Pre-Visit Education & Discussion: Discuss art topics, trends, and relevant artists or artworks that will be explored during the visit to familiarize students with the content.</div></div>	<div><div>1. Arrival & Registration (30 minutes): Register the group, receive orientation materials, and gather in designated areas to start the visit.</div><div>2. Guided Tour (1 hours): Explore curated themes or specific exhibits, guided by Tate staff or teachers.</div><div>3. Self-Guided Exploration (45 minutes): Allow students to explore Tate's collections independently, equipped with sketchbooks and worksheets.</div><div>4. Lunch Break (45 minutes)</div><div>5. Workshop or Activity (1.5 hour): Participate in hands-on activities, such as a workshop or games provided by Tate.</div><div>6. Reflection and Wrap-Up (30 minutes): Regroup to discuss favorite pieces and reflect on how the visit enhanced students' understanding of art.</div></div>	<div><div>1. Follow-up Assignment: Assign a creative task related to the coursework, inspired by the visit to Tate.</div><div>2. Provide Post-visit Resources: Share additional materials to help students explore the content further.</div><div>3. Feedback from Students & Parents: Gather feedback on the trip's educational value and students' personal reflections on the experience.</div></div>

Pre-Visit

1. Planning, Coordination & Booking



2. Pre-Education & Discussion



Journey Experience

During Visit

KEY ENGAGEMENT
TOUCHPOINTS



08:00
Students and teachers gather at school for departure to the Tate Modern museum.



08:30 - 09:30 (1 hour)
On the bus, teachers briefly explain what to expect during the museum visit.



09:30 - 10:00 (30 mins)
Arrival at Tate Modern museum, greeted by the Tate staffs.



10:00 - 10:15 (15 mins)
Everyone gather in the main room for briefing by the Tate staffs (general intro to the museum, buildings, activities)



10:15 - 10:30 (15 mins)
Students are given materials (pamphlet, sketchbook, worksheets) to guide them during the tour, along with instructions on how to use them and fill them out.



10:30 - 11:25 (55 mins)
Guided tour through selected exhibits by Tate staffs or teachers.



10:30 - 11:25 (55 mins)
Facilitating a discussion to engage students with the artwork and foster an open, safe space for conversation.



11:25 - 11:30 (5 mins)
Tate staff or teachers instruct students to explore the exhibition independently, offering recommendations and guidance if anyone feels unsure. Provide a designated time and location to meet after.



11:30 - 12:15 (45 mins)
Students explore the exhibits independently, either alone or with peers.



12:15 - 13:00 (45 mins)
Lunch break at the cafeteria.



13:00 - 14:00 (1 hour)
Students participating in a hands-on activity or workshop provided by Tate museum



14:00 - 14:25 (25 mins)
Everyone gathers in the main room to wrap up. The teacher leads a discussion where students reflect on their experience and share the artwork or activities they enjoyed, including their favorite pieces.



14:25 - 14:30 (5 mins)
The teacher shares the upcoming assignment: a creative task inspired by the Tate visit, which aligns with their coursework and will be discussed in upcoming art classes.



14:30 - 15:30 (1 hour)
Everyone get on the bus and head back to school



15:30
Arrive back at school

Journey Experience

Post-Visit

TEACHERS STUDENTS TATE

Peer Sharing At Tate

Hold a reflection activity at the community space, together share each others experience and comments about the artwork or their journey



TEACHERS TATE

Class Preparation

Teachers access to educate tool kit for inspiration on facilitate conversation and suggest activities when back to the classroom



TEACHERS STUDENTS

Virtual Gallery Tour

Showcase creative outputs by students —sketches, photos, or reflections— via virtual gallery, where they can view and comment on each other's work

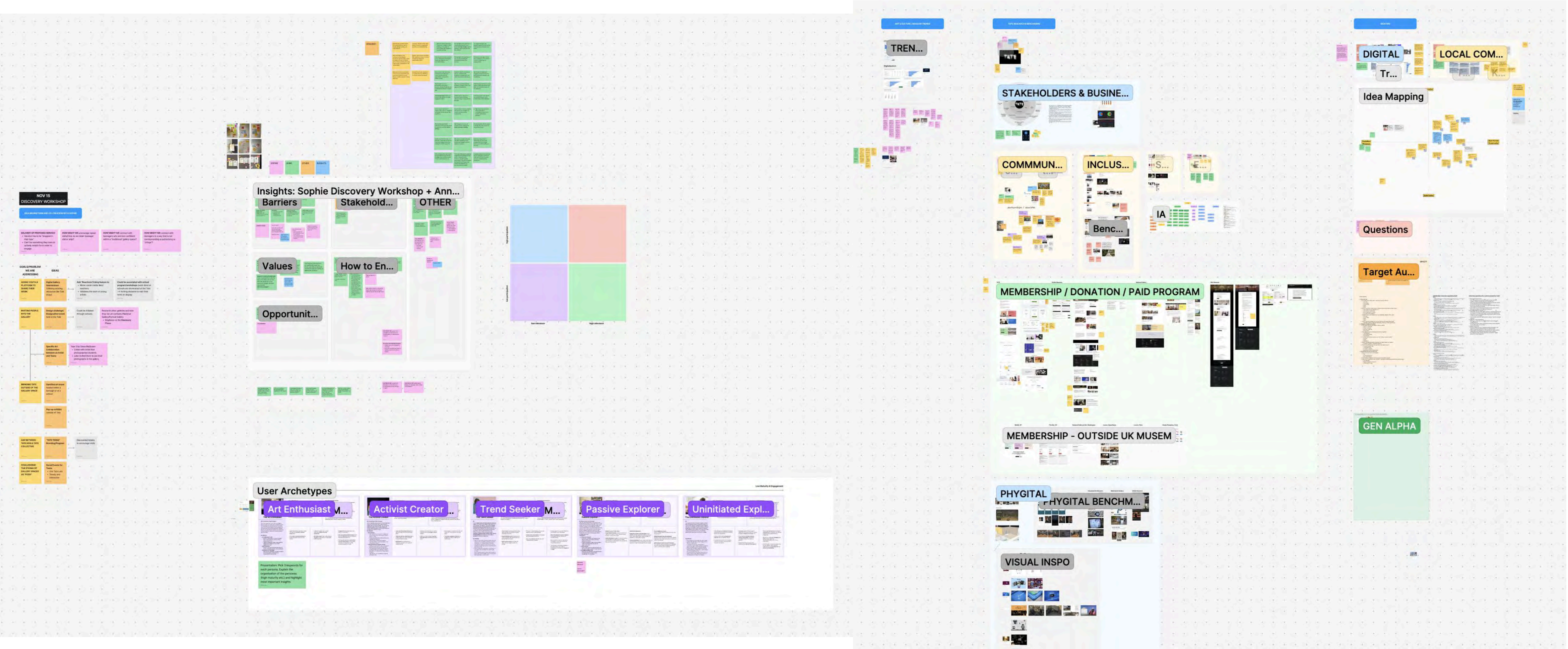


TEACHERS TATE

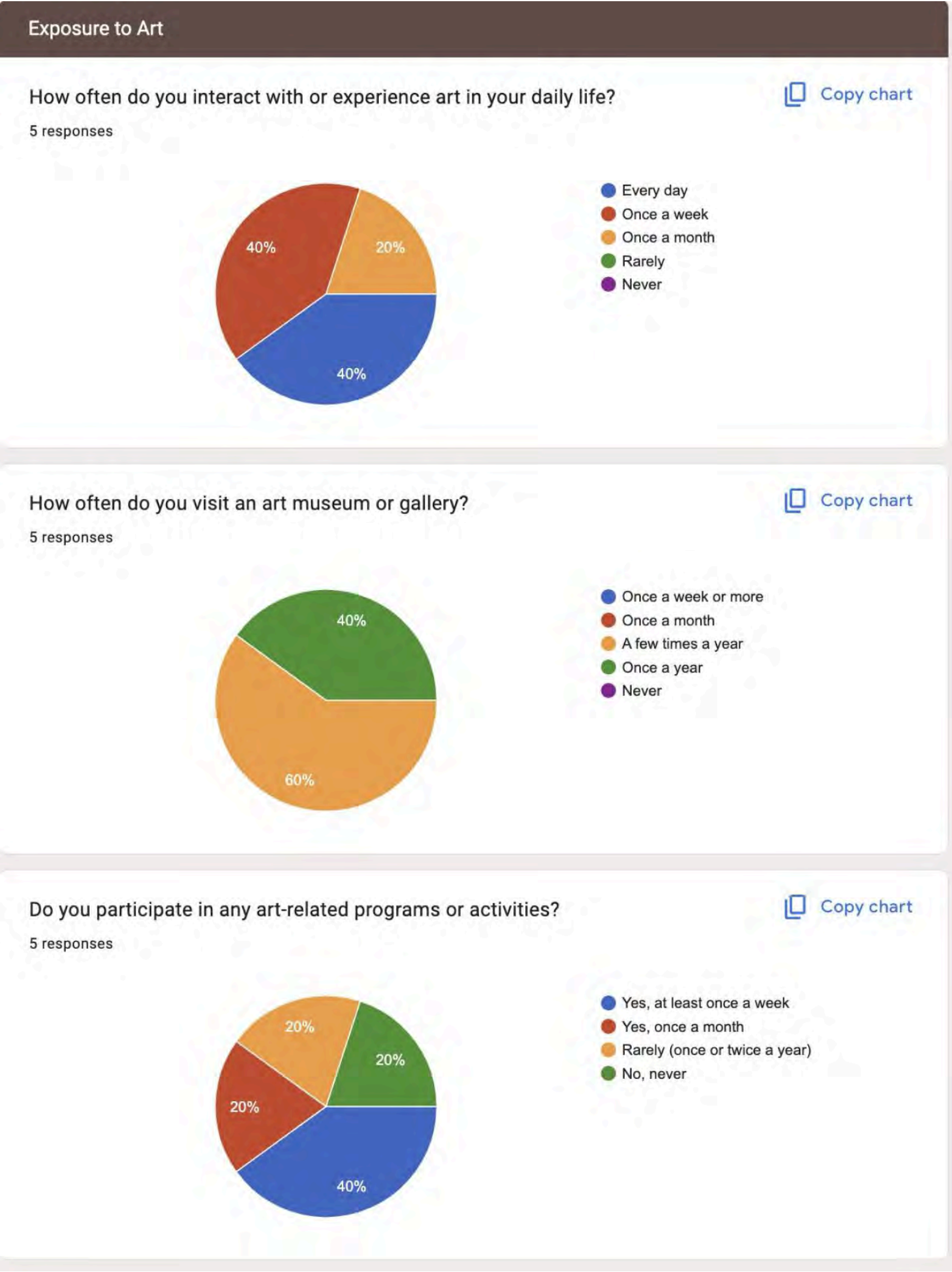
Followup Resources

Tate continues providing Invitations to teen-focused workshops, events, or related lesson plans to continue the learning journey

DESK RESEARCH



TEENAGER SURVEY



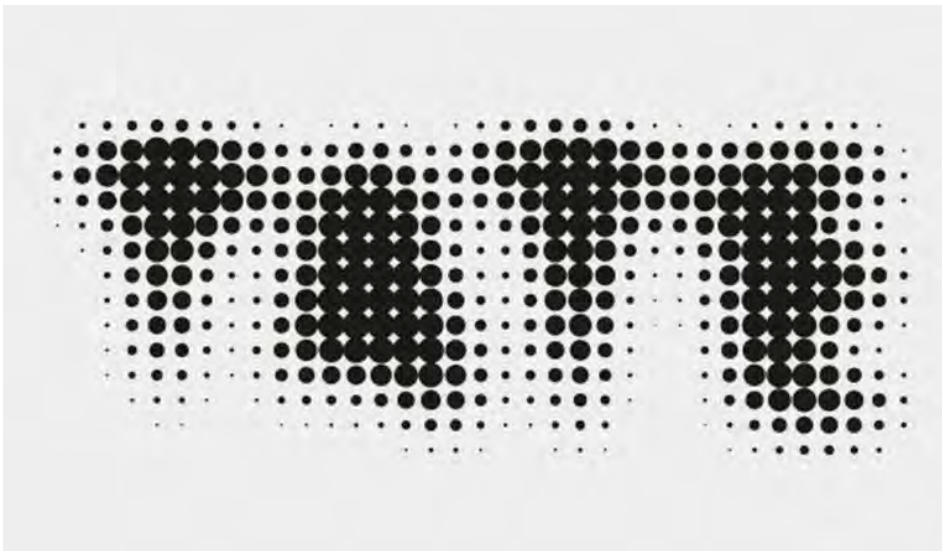
Brand Architecture

Master Brand + Sub-Brands

Flexibility Within Consistency:

Tate follows a "Branded House" architecture, where all its sub-brands operate under the overarching Tate brand identity. This approach ensures a centralised vision, but each sub-brand operates with some degree of autonomy to develop offerings that resonate with its audience.

MASTER BRAND



Tate's mission is to make art accessible, inclusive, and inspiring. All of Tate's sub-brands support this broader mission as well.

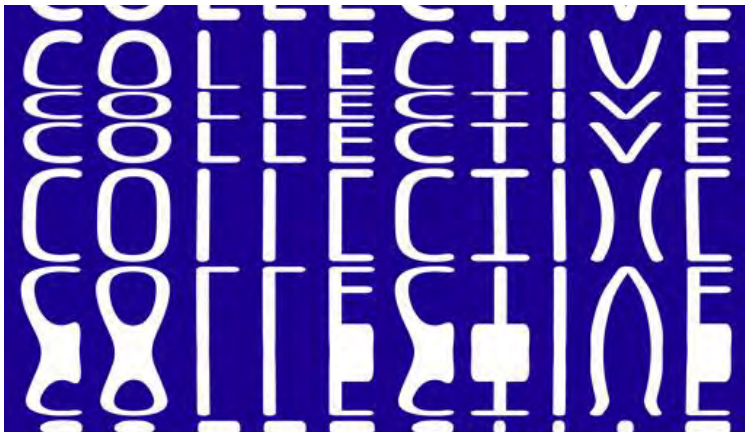
SUB-BRANDS

TATE MODERN
TATE BRITAIN
TATE LIVERPOOL
TATE ST. IVES

The branding for the four Tate galleries – Tate Modern, Tate Britain, Tate Liverpool and Tate St Ives – have recently been unified in 2016.



Designed to spark creativity and curiosity in children. The playful aesthetic aligns with younger children's cognitive and emotional development, making art accessible, un-intimidating, and fun.



A more sophisticated design that appeals to young adults' desire to explore their artistic interests, express individuality, and engage with contemporary culture.



A transitional, hybrid identity bridging the playful and creative energy of Tate Kids with the more experimental and refined Tate Collective.

Visuals appeal to teens' need for stimulation and dynamic content. It also evokes self-expression, rebellion, and discovery — qualities that resonate with teenagers seeking their voice.