

Meaningful Learning Experiences

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| Strategic Commitment | ✓ | Part of a regional, ESF-funded 'Careers Local' programme |
| Curriculum Provision | ✓ | Real-life briefs about a year 9 Art & Design topic |
| Employer Partnerships | ✓ | Involving a local self-employed graphic designer |
| Reflective Young People | ✓ | Highlighting transferrable skills from an Art project |
| Informed Career Choices | ✓ | Positive role model for about self-employment |

Graphic designer provides real corporate branding briefs for year 9 Art students

In their bid for funding support, Pingle Academy in South Derbyshire stated, *'We are in need of a sustained and regular approach to CEIAG and our students need it to be embedded into their lessons.'* One of six curriculum projects developed by the school involved year 9 Art & Design, with the teacher brief explaining that, *'Students fail to see the relevance of creative thinking and view artistic tasks as hobbies rather than paths to employability or that art can help them develop a transferable skill set.'*

A search on Google Maps identified local graphic designers, one of whom offered to get involved and provided two briefs, based on real client projects. She also recorded a short video about her business, professional career and how she approaches designing logos. This was shown in the classroom and informed students that she would review their completed work and come in to provide feedback.

The standard of work was varied, providing an opportunity to single out students who had met the academic learning outcomes and shown a professional and determined approach, which would be valued in later working life. She described how she was inspired by winning a competition at the age of 14 years and she gave prizes to the top three students: Attractive books about graphic design.

Benefits for the Students

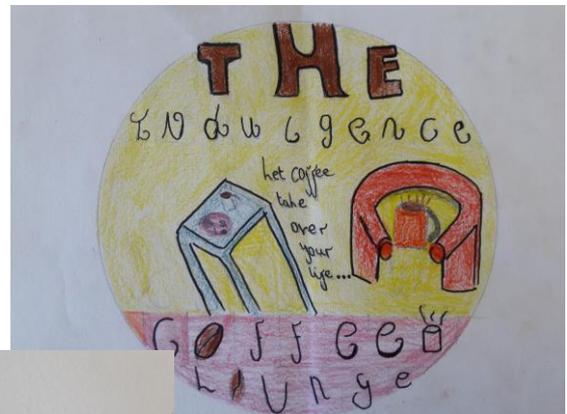
- *'It was an experience because you got to learn how they thought throughout the process of making it – and it was kind of stressing at times ... it was good to have a graphic designer comment on it, because it's what they do'*
- *'It's taught me that it's not as easy as it looks. It takes a while to think up the logo'*
- *'I never get complemented on work, because everyone else's is better ... I feel proud of myself because I didn't think I could produce the work'*
- *'It was a fun experience, because it's different from being given a task and doing it ... Because it's not the teacher that gives you the task; it's someone who's actually in the real world – someone who knows what it's like'*

Benefits for the School

'The students were motivated to undertake work to be presented to an external employer Students were excited that an external employer would be viewing their designs and asked on numerous occasions whether I thought the employer would like particular elements of their work, demonstrating to me that the extrinsic motivator was enhancing their learning.'
'I would definitely be interested in repeating the project either with the same or a different graphics designer.'

Benefits for the Employer

- *'You know they're brand aware, but you just don't take on board the other intricacies that they just don't get at all'*
- *'... so they grasped that when you run your own business, it's a lot of work'*
- *'I think it's important at their age to have a grasp of what's available in the future because I had a really good teacher who told me about graphic design'*
- *'If any of them wanted a mentor to help them with their portfolio, going forward for design courses or for jobs, I'd be quite happy to chat to them'*



Year 9 students learning about logos as part of Art & Design studies were sent real briefs about two clients of a local, self-employed graphic designer. Their work was sent to her and she visited the school to provide realistic feedback and to answer their questions about her work and career.