

Meaningful Learning Experiences

Strategic Commitment	✓	Part of the Gatsby Benchmarks National Pilot
Curriculum Provision	✓	Enabling students to apply a topic in KS3 Art & Design
Employer Partnerships	✓	New form of school engagement for a major employer
Reflective Young People	✓	Developing individual and teamworking skills
Informed Career Choices	✓	Challenging stereotypes about careers in Construction

Local housing developer presents interior design challenge to year 9 Art & Design students

Kenton School is one of the largest secondary schools in the country where year 8 students, as part of their Art & Design studies, explore 'Art and Architecture'.

National housebuilder Keepmoat was part-way through construction of a block of flats for a housing association, just 400 yards down the road from the school. The flats needed to suit a wide variety of client tastes and the company's plans included proposals by an interior designer, involving use of neutral colours.

Keepmoat's Community Engagement Office challenged students to come up with alternative proposals for interior design in the flats. She provided a short video greeting and a variety of images from other building developments, which were used as research material by students in the classroom. She also stated her intention – and interest – in coming into school to see the students' own proposals.

The students worked in small groups on the challenge, although impact assessment captured individual motivation, skills development and how the project influenced their future aspirations. Four assessment objectives shared at the outset combined academic learning outcomes with more general skills that would be of interest to an employer. Students knew that these criteria would be used by Keepmoat to judge their work and impact data revealed particular development of skills in 'Achieving' and thinking about '... personal choices and future direction'.

Benefits for the Students

- *'I think it's quite interesting because I've never done anything with a proper company before'*
- *'I've learned about interior design and about teamwork ... I normally like to work by myself'*
- *'It's quite exciting because it's someone else to listen to your ideas ... excited, but nervous'*
- *'It's quite cool because she's one of the heads ... she's quite an important person'*
- *'It's definitely a lot more exciting than normal lessons. I like how there's loads of practical work'*

Benefits for the School

- *'It was a pleasure to be a part of it. The students responded really well to it and I was impressed by how well teams worked to the brief. I was also impressed by all the teams' presentations, especially the top 3 who really understood the importance of effective team work. I would really like to get involved in more projects like this'*

Benefits for the Employer

'The apartments will house varied residents such as disabled couples, young couples, single parents and middle-aged couples. I was looking for fresh ideas to around textures, tones and sharp lines; in fitting with their chosen apartment.'

'The project far exceeded my expectations ... I would be delighted to repeat this experience and to have further involvement in the future.'



A housing development near the school provided an opportunity to develop learning about 'Art & Architecture'. Keepmoat provided information about the proposals for interior design in the flats and information about schemes elsewhere. A visit at the end of the project demonstrated their genuine interest in fresh ideas from young people.

Keepmoat Art & Design Challenge



Assessment Objectives and Judging Criteria

- **AO1 – Design Theme & Suitability** – What is your design theme? Think of a catchy title for your design theme. What mood/atmosphere are you trying to create through your design? What type of person/people are you aiming your design at. E.g. young, old, couples, families? Design themes should be clear and concise. Teams should demonstrate their understanding of the building constraints through their designs. I.e. making their designs appealing and accessible for a wide range of people.
- **AO2 Team Work & Professional Presentation** – Effective communication of presentation to class and Keepmoat representative. Verbal presentations should be delivered clearly and confidently – appropriate volume and body language. Working well in a team - good communication with team members, delegation and negotiation of tasks, maturity and taking responsibility, good time management, creativity and motivation.
- **AO3 - Visual Mood Boards & Creative & Innovative Thinking** – Your PowerPoint and paper mood boards should express your design themes clearly and concisely. Individual elements of mood boards should work well together and express overall design theme coherently with appropriate colour schemes, choice of materials, furniture, patterns and objects etc. Mood boards should be neatly presented; neat cutting, sticking, writing and effective placement of images – not too sparse or busy. Paper mood boards need to include reference to the formal elements of art and should include drawing and watercolour painting samples to reference design scheme. **Don't stretch images in PowerPoint, use corners to change image size!**
- **AO4 Verbal Presentation & Completion of Survey** – Content of verbal presentation. How well is the design idea communicated through the verbal presentation? All members must contribute to the verbal presentation and conduct themselves professionally - clear and appropriate volume. All students must complete evaluation survey to meet this assessment objective.

