

# Secondary school students guide Year 6 students in a feeder school in making a site specific sculpture

Moira Jarvis

# Case study: #13

**The school is a mixed comprehensive on the borders of Wandsworth and Lambeth with Specialist Status a Visual Arts College**

## What the school wanted to achieve

The aim of this project was to introduce students to 'work-related learning'. The school wished to encourage students to work both independently and collaboratively, taking different roles in teams and also to become involved in the local community. The project focussed on developing students' confidence and self-esteem.

## How was learning organised to achieve these aims?

The project was delivered as a GCSE unit of work, timetabled towards the end of the summer term and continued during normal lessons in the following September.

Students were asked to produce a site-specific sculpture to celebrate their locality. They worked with art teacher Johannah Egann and glass artist Katrina Charalambous to guide year six pupils, from the nearby feeder school, to produce a collaborative piece of artwork. The site-specific sculpture was designed to enhance a shelter for parents in the playground of the primary school. The sculpture was completed and erected with help from a teacher governor during the autumn term. Students were assessed individually in line with the examination board's assessment objectives.

While students worked independently, they also needed to work as a team to develop the final design. There was a critical moment when students had to sacrifice individual ideas to produce a collaborative piece that formed the background of the work.

Year 10 students used role-play to rehearse how to guide year six pupils to develop designs for the sculpture. They visited the primary school to work with pupils and to ensure that each pupil contributed to the final design.

The project reflected the importance of 'work-related learning' and the social and emotional aspects of effective learning, such as self-awareness, managing feelings, motivation, empathy and social skills in PSHE. It also incorporated 'community involvement' central to Citizenship.

## How well did the school achieve its aims?

By working alongside an artist, students' design sheets showed competence in analysing and evaluating issues such as the client's requirements, budget, and site surveying procedures. The finished work reflected a sound understanding of the required standards of professional practice.

Students worked independently and collaboratively, taking different roles in teams. This focused on the 'the social and emotional aspects of learning'. Their art and design teacher observed that after the project students had improved motivation and ability to manage feelings. Through mentoring year six pupils, students were able to reinforce their learning and build up confidence and self esteem. This led students to produce work of improved quantity and quality.

When interviewed students said that positive relationships with year six developed into friendship as pupils joined the school in year seven.

This has made an impact on the cohesiveness of the school community. Throughout this project students played an 'active role in the life of their schools, neighbourhoods, communities'.

