

An Enterprising lesson	
Subject	ART & DESIGN – INVERNESS HIGH SCHOOL – DONALD JACK
Lessons	S1 PROJECT ON SIGNAGE

Brief description

Inverness High School is a School of Ambition. It is a six-year, co-educational, non-denominational, comprehensive secondary school serving the west side of Inverness City, between the river and the Caledonian Canal.

The Signage project was undertaken in the Art and Design department by a class of 20 S1 pupils. The class is timetabled for a double block (110 minutes) per week.

The pupils had been studying street art and graffiti and from that designing signs and posters using lettering creatively.

From an identified need for clearer signage around the aging school building and a need to brighten up the corridors, pupils undertook to put this learning to a practical use.

A DtS grant was applied for to the school enterprise fund and granted. This was used for the purchase of MDF boards, paint and tools.

“Enterprising” it!

1. How we made learning **relevant** by putting into a **real context**

The staff members consulted from the various departments were treated as clients and their wishes were paramount. Pupils took pride in the fact that their work would be on long term display and would serve a purpose in the school.

2 How we encouraged pupils to take **responsibility**

Pupils had roles within their work teams – leader, designing, marketing. Spreadsheets were drawn up of job specs and costings.

Each team was responsible to their team leader, who in turn reported to the clients

The class worked in four groups, approaching subject teachers with a questionnaire to ascertain what was required and present choices about size, sites and colour of proposed signage (a design prototype was used to show what was intended).

3 How we involved partners in learning – building **relationships**

External = Business / Community / Parents & Families

Industrial visit to Acorn Signs, Inverness. Question and answer session with manager. Pupils were introduced to current technologies and commercial applications of signage for architectural, advertising and industrial uses. Career opportunities and work in this area were also explored.

Internal = other adults in school

Staff from all departments in the school were approached by pupils as clients, both for marketing, client preferences, consultation on product development and customer satisfaction.

4 How we **reflected** on its success - assessment

Pupils were able to use peer evaluation throughout and aspects of interpersonal relationships in teamwork were dealt with through experience.

5 **Review** - further ideas for development

Groups of pupils to work on murals for school corridors

6. **Links** with ACfE

Successful Learners

Pupils had ownership of how groups operated. Real context was paramount to the project

Confident Individuals

Interpersonal communication skills and developing leadership was evident in teamworking. Direct contact with adult clients also integral to increasing pupil confidence.

Effective Contributors

The impact of the project is explicit on the school environment

Responsible Citizens

Teamworking and interaction with clients both contributed to pupils understanding how they can take responsibility for working together to improve their direct environment.