



dot-art Schools: An Interactive Online Art Competition

dot-art Schools is an interactive, online, inter-school, art competition, taking part on an annual basis and culminating in an exhibition in Liverpool city centre. Open to primary and secondary schools in the Liverpool City Region. It is designed to nurture talent, raise ambition, and take art out of the classroom and into the real world. With the current threats to creative subjects on the national curriculum, dot-art Schools offers a way of keeping young people engaged with the arts, allows them to see a creative career path, and encourages them to attend exhibitions and engage with culture, outside of school.

HOW IT WORKS

During the **Autumn and Spring terms**, each school creates and selects **25 pieces** of student work which they feel best represent the talents of their students. These art works are submitted to their dot-art Schools page by **February Half Term**, then put on display to the world via the dot-art Schools website. (schools.dot-art.com)

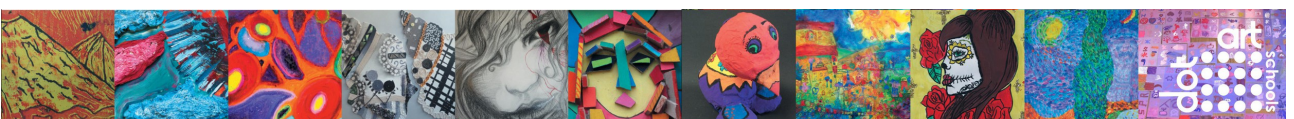
Students from all the schools in the programme, as well as the general public, will be able to **vote** for their favourite piece of art. During the Summer term, an **exhibition** will be held showcasing the top works from each participating school in Liverpool city centre.

PRIZES

The overall winner of the **Secondary School** entries will win a **scholarship to dot-art**, giving them a year's membership to dot-art's network, allowing them to showcase and sell their work alongside professional artists. (See: <http://services.dot-art.com>) Two runners up, as well as the winner, will win a selection of **art materials** and tickets to the latest **Tate Liverpool** Exhibition.

The overall winner of the **Primary School** entries will win a place on **dot-art Stars** arts workshops. Two runners up, as well as the winner, will win a selection of **art materials** and tickets to the latest **Tate Liverpool** Exhibition. All exhibiting artists will be awarded **certificates**.

This annual programme will encourage healthy competition between students and schools, as well as driving traffic to the site and therefore increasing the audience for the students' work and the profile of the school. This provides a fantastic way of celebrating the art work created and the school's commitment to arts education, and demonstrates the quality of art produced to parents, families, local authorities and the wider community.



2012-13 COMPETITION

During the pilot year, 19 schools across the city region took part, the exhibition was then held at the Domino Gallery, where the Lord Mayor of Liverpool presented the prizes and certificates.

Key Facts 2012-13:

19 schools participated.
380 student art works displayed online.
1240 votes cast
5500 unique visitors to the website
55 student art works were showcased to the public in a city centre gallery for 10 days.
250 (est) visitors to the exhibition.

Feedback from schools:

"We have just looked at the art work on the website, the work looks amazing. We are so happy with the quality of all of the schools submissions. You have done a great job!"
"I have just looked at our page and I am very impressed with the whole project"
"What a fantastic event!"
"It has been a long time since we have had something of this calibre in the city to promote and celebrate the work of our young artists"

Feedback from exhibition visitors:

"What a fantastic level of skill from such talented young people"
"What talented youth we have in Liverpool, so impressed with all the artwork presented"
"A lovely exhibition with some excellent work on display, hope it encourages many of the exhibitors to become artists of the future"
"I didn't realise the work was all by people under 15! Rather inspiring"

Key Dates 2013-14:

2nd September 2013 – School recruitment for 2013-14 programme begins
20th December 2013 – Deadline for schools to sign up
14th February 2014 – Deadline for schools to submit work for competition
March – April 2014 (dates TBC) – Online voting period
Mid May – mid June 2014 (dates TBC) – Exhibition of winning works

Further details:

Website: schools.dot-art.com
Twitter: twitter.com/dotartschools
Facebook: facebook.com/dotartSchools

Contact:

Beth Harvey, Project Manager, dot-art Schools: beth.harvey@dot-art.com / 0845 017 6660

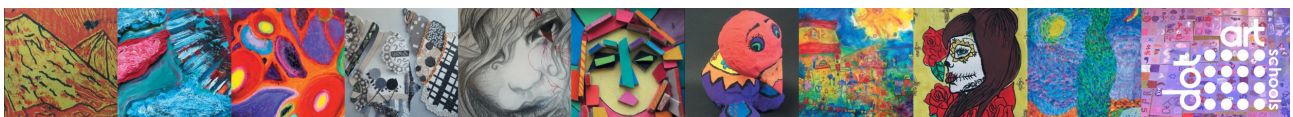


LOTTERY FUNDED



Supported using public funding by

**ARTS COUNCIL
ENGLAND**





dot-art Schools

An Interactive Online Gallery programme for Art Students.

Sign-Up Form

Please complete and return by email to schools@dot-art.com.

fax to: 0870 1412116,

or post to: dot-art Services,

16 Queen Avenue,

Castle Street,

L2 4TX

Name of School.....

Year 6 ☐

Year 9 ☐

Name of Contact Person.....

Position.....

Email address.....

Direct / Mobile Phone Number.....

Signature:.....

By signing this form you are agreeing to:

Paying the fee of £150 per school year when invoice is issued in January 2014

Photographing and submitting the work of 25 students, along with relevant information i.e. Dimensions, medium.

Advertising the competition internally and externally, and campaigning for people to vote for their favourite works.

Framing and delivering the top 3 works, as announced from the public vote.

Encouraging students to attend the prize giving ceremony.

Providing photography opt-out consent forms for students attending the prize giving ceremony.

Collecting the works after the exhibition has ended.

Completing full evaluation forms for the school, pupils and parents at the beginning and end of project.

dot-art Schools agrees to:

Provide an appropriate artist to host workshops (for extra fees) when required.

Upload the 25 works on to your school's own page on the dot-art schools website.

Provide a platform for participating schools to promote their own art department news and activities.

Organise and hang an exhibition of students work at a city centre location.

Provide marketing materials for schools including digital and hard copy voting posters, exhibition leaflets and exhibition posters.

To distribute 20,000 leaflets to locations across the region.

Present certificates to all students featured in the exhibition

Present prizes to the top 3 overall winners, as judged by an appropriate panel.

To market the competition and exhibition through issuing press releases and social media.

To work with a variety of partners and supporters, including local authorities to raise the profile of the competition.

Respond to feedback and suggestions, to constantly evolve the programme.

dot-art Schools

An Interactive Online Art Competition for Year 6 and Year 9 Art Students.



dot-art Schools is an official **Arts Award Supporter**, and can support parts of each level of the awards. *Ask for more details.*

Arts Award Discover (around 20 hours to complete, 7-25 years)
Experience artists and their work: We can offer workshops with artists (at an extra cost)

Arts Award Explore (around 25 hours to complete, 7-25 years, Entry Level 3 qualification)
We offer a chance for young people to display their work & talk about it to their group or to visitors

Bronze Arts Award (around 40 hours to complete, 11-25 years, Level 1 qualification)
Go to an arts event record your views: We can offer a platform in which students can publish their exhibition reviews.

Silver Arts Award (around 60 hours to complete, 11-25 years, Level 2 qualification)
Arts events review shows, exhibitions or events: We can offer a platform in which students can publish their exhibition reviews, to share your views with others.

Gold Arts Award (around 90 hours to complete, 11-25 years)
Form a view make the case for an arts issue: We can offer a platform in which students can publish their exhibition reviews, to share your views with others.



dot-art Schools can support you in your **Artsmark status**.

There are many ways in which you can use your involvement with dot-art Schools to support your application for Artsmark Status, *please ask us for more details*:

Promoting awareness, respect, appreciation and enjoyment of the range of cultures and values within schools life and outside school, locally and globally.

Identifying potential and nurturing talent.

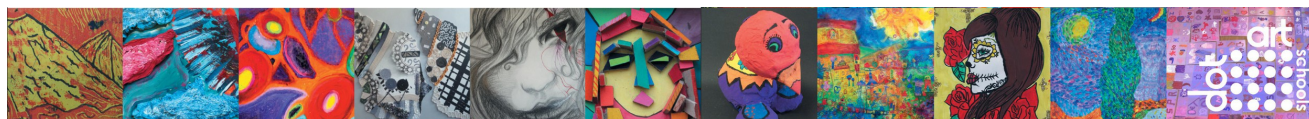
Holding regular celebration events

Recognising arts development and achievement

Engaging with professional artists and/or organisations.

Sharing progress activities and achievements with the local community.

Having a sustained partnership with an arts organisation.



dot-art Schools: How it can support your Artsmark application



This documents aims to highlight how specific areas of the Artsmark application can be addressed and met by the dot-art Schools Project.

Please see extracts below and highlights in red.

PART ONE

Focuses on the *quantity and range* of your arts provision and the numbers of students taking part. The online application does the calculations for you.

Working with artists and arts organisations:

dot-art Schools can be used as 1 of your named art partners. dot-art Schools can also provide links to a variety of artists, who work in different art forms.

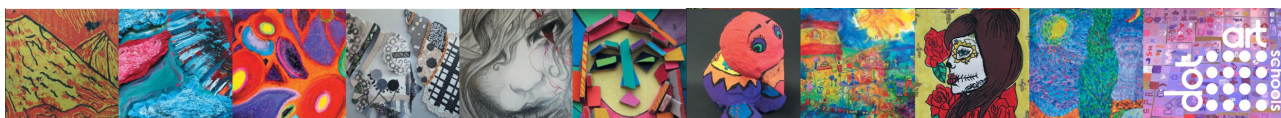
PART TWO

Focuses on *identifying examples* of your arts provision to demonstrate what happens and why across the arts provision in your school and other setting.

The arts in your school

- **What is included in the arts in your school** and why are they an important entitlement for all students?
- How do you know that your arts provision is of quality?
- What **arts experiences** are offered to students to engage them in and with a range of cultures?
- How do you use and **promote the arts** to develop learning in non-arts subjects in the curriculum?
- What positive impact does your arts provision have on students' behaviour, engagement, aspiration, their self confidence and self esteem and attitude to learning?

The dot-art Schools programme provides a unique way to measure art work alongside output from other schools. The dot-art Schools programme allows students to experience the local art world through working with dot-art and a City Centre Art Gallery. Through the pilot year of the project, feedback was given that, behaviour, engagement, aspiration, self confidence, self esteem and attitude to learning in students was significantly increased through taking part in this programme.



Excellence and wider impact

- a) (all settings) How do you **identify potential and nurture talent** in the arts?
b) (primary only) How do you **recognise arts development and achievement**?
b) (secondary phase only) **How do you recognise arts development and achievement outside of GCSE, AS/A2, BTEC, GNVQ, HNC/D achievements**
c) (secondary schools only) How do you provide arts related advice and guidance
- How does your school consult with students to enable them to play an active part in developing the arts provision in your school?

2.7 **Gold** (additional question for Artsmark Gold)

- a) How can students develop leadership skills in the arts?
- b) How do you formally **recognise or celebrate** the development and achievement of leadership skills?

Top students are placed into the dot-art Schools programme, and the winners get the opportunity to exhibit in a city centre gallery and compete for a scholarship.

A skilled workforce

- Describe how you ensure that your staff team are individually and collectively skilled in the arts by:
 - a) Explaining how your school identifies teachers' development needs in the arts?
 - b) Explaining how **professional development** impacts on teaching and learning in the arts?

2.8 **Gold** (additional question for Artsmark Gold)

How has **engaging with professional artists** and/or arts organisations impacted positively on staff and their teaching?

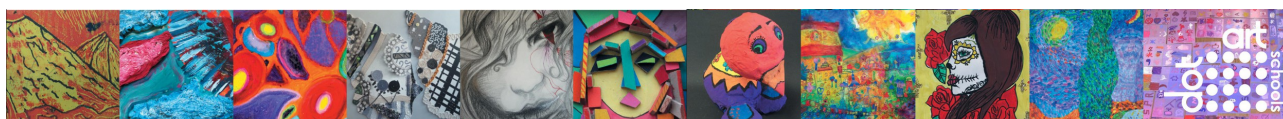
dot-art schools plans on hosting regular CPD training events for art teachers with partnerships with cultural organisations and artists across the region. dot-art schools can also help teachers to engage with artists and arts organisation.

Your school in your community

- How do you **share your progress**, activities and achievements with parents, carers and the local community? (not including other schools)

2.9 **Gold** (additional question for Artsmark Gold)

How do other schools/settings benefit from your school's best practice and strong leadership in arts education?



The dot-art Schools programme provides several ways for parents, carers and community members to share and celebrate arts achievements, both online, and in person through final exhibition.

Working with artists and arts organisations

- (Artsmark level only)
 - a) How does your school choose and plan which artists and arts organisations you will work with?
 - b) How do you **evaluate the success and impact** of the work?
 - c) **Outline a successful example of work with an artist or arts organisation during the last year, and explain how and why it was successful.**
- 2.10 (Artsmark **Gold** level only)
 - a) How does your school choose and plan which artists and arts organisations to work with in a sustained partnership?
 - b) **What has been the most successful example of a sustained partnership with an artist or arts organisation?**

*Definition of sustained (minimum): At least 3 occasions where contact time with students is sustained of at least one hour each with the same young people and the same artist/arts organisation (not on the same day) within a period of one academic year. **OR** Where investment in professional development training is provided to staff and combined with at least two hours work with the same group of young people.*

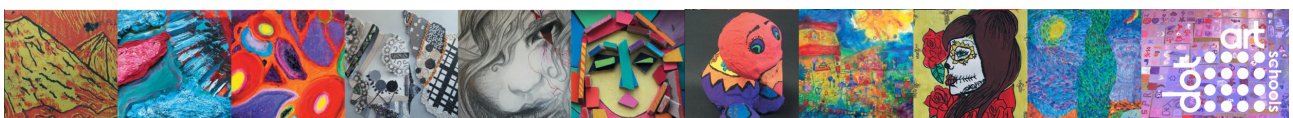
The dot-art Schools programme would aim to meet this criteria.

Strategic development

- Looking back at your application, can you now identify what your particular strengths are and any areas for improvement for arts provision in your school or setting?
- 2.11 **Gold** (additional question for Artsmark gold)
 - a) In three years time, how will your school have significantly raised the quality of your arts provision?
 - b) What is your action plan in order to get there?

Dot-art Schools in an annual programme which aims to build each year. This gives your schools the opportunity to develop a sustained partnership with dot-art and to plan the competition into the schools art provision.

For more information contact: schools@dot-art.com



dot-art Schools: How it fits into Ofsted Recommendations

This resource explores **four themes** linked to achievement: the quality of teaching, the curriculum, and leadership and management in the subject. It uses commentary from the *Making a mark* Ofsted report to prompt self-evaluation and support improvement planning.

The themes are relevant to all educational settings and phases, and draw on other Ofsted reports which focused on providers that achieved, sustained or shared outstanding provision and outcomes.

1. Focusing on the individual

Report recommended that more learners should be given opportunities to reflect on and develop their roles as emerging artists, craftmakers and designers by working with younger students and pupils. **Opportunities for learners to present work to a wider audience through exhibitions also brought benefits to the individual**, including:

deeper reflection on the meaning, purpose and impact of their own work when listening to others' reactions

improved critical and comparative skills through seeing their work alongside the work of other learners or creative practitioners

learning from ideas and experiences they had not encountered themselves

increased self-esteem and the determination to respond competitively

learning to maximise their time in an art gallery, through their involvement in organising and curating an exhibition

increased understanding of career opportunities through exhibiting alongside creative practitioners or in commercial settings.

dot-art Schools provides an opportunity to build confidence and self-esteem in that students present their work to a wider audience, through online and physical exhibition space.

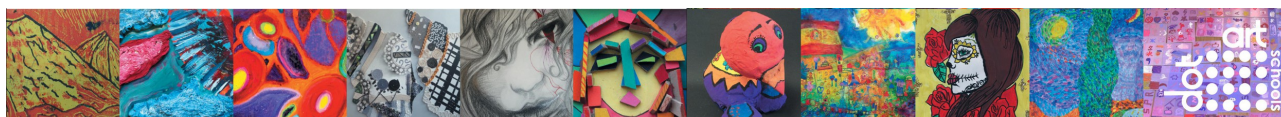
2. Ensuring that expectations are relevant and consistently high

Making a mark identified the ‘subtle and strategic use of assessment, focused on individual pupils’ progress in developing subject-specific skills, knowledge and understanding’ as a feature of highly effective teaching.

Other features included:

skilful use of visual and tactile resources that stimulated learners' curiosity early on and sustained their interest throughout

high priority given to experimentation with ideas and media, supported by judicious and confident use of teacher demonstration



opportunities for learners to make decisions about the scale of work, time taken on different tasks and when to move about or ask for guidance

reviews of practical work, supported by inspiring examples by other learners or creative practitioners, showing how to revisit, refine or combine skills

difficult concepts and language made easy to understand, linking with interests that clearly fascinated learners and creative practitioners alike.

dot-art Schools allows levelling between schools in the region, giving teachers inspiration and healthy competition. dot-art Schools can also provide an artist to host a workshop allowing for experimentation with materials and media.

3. Creating the conditions for learners to flourish

In discussions with inspectors, learners regularly cited **visits to art galleries, work with creative practitioners and community-based projects as their most memorable experiences of the subject.**

The factors which contributed to effective enrichment strategies included:

subject leaders who were imaginative and resourceful in identifying opportunities to conduct joint visits with other curricular subjects

subject leaders who built and sustained a partnership with an art gallery, and devised opportunities for gallery educators to visit lessons in school or see the work that followed a visit

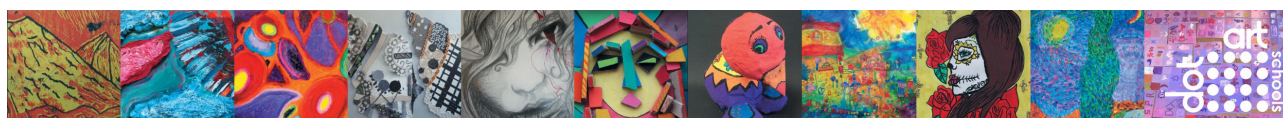
communication with parents and carers that made them aware of exhibitions in local art galleries or creative practitioners that they could visit with their children, making clear their value

a culture where teachers and students in secondary schools shared their talents as creative practitioners with primary schools

the use of an artist, attached to the school, to help learners understand how the work of a creative practitioner evolves and responds to the changing economic climate

strong support for all aspects of the subject from school leaders, including a commitment among senior managers to ensure that all learners received their cultural entitlement through enrichment activities.

Students will be encouraged to visit the exhibition that themselves or their peers are featured in. They will also have the option to work with a specifically trained creative practitioners.



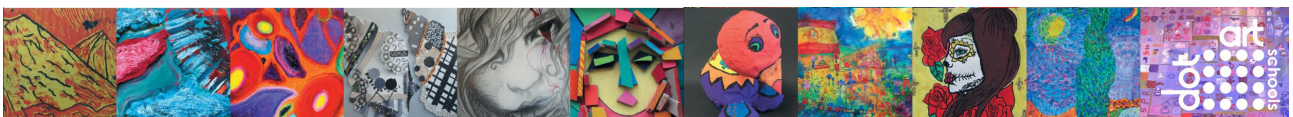
4. Developing and sustaining external links.

Subject links, not necessarily with others working in education, enriched the quality of teaching. For example, the report found that **‘teachers who forged long-standing links with the creative and cultural sector used problem-solving approaches and managed collaborative activities particularly well’**. Highly effective subject teaching often drew on contemporary practice to contextualise the subject and show how different times and cultures continue to influence art, craft and design.

Creative practitioners contributed to raising achievement. In primary schools, ‘non-specialist teachers were effective in promoting good progress where their subject knowledge and skills were enhanced by a visiting artist, craftmaker or designer’.

In colleges, more teachers worked to their own specialist strengths, often informed by their continuing work as a creative practitioner that helped to sustain their links with art galleries or develop community-based projects. They had greater capacity for in-house subject training.

dot-art Schools is an easy way of developing and sustaining an external link. dot-art Schools is an annual programme that will develop and grow from year to year.



dot-art Schools: How it fits into the National Curriculum

Key Stage 3 Art and Design

Relevant areas and targets which can be met / contributed to by this programme have been selected from the curriculum below.

The importance of art and design

“In art, craft and design, pupils **reflect critically on their own and other people’s work**, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently. They develop an appreciation of art, craft and design, and **its role in the creative and cultural industries** that enrich their lives.”

1. Key Concepts

- 1.3b **Cultural Understanding:** Understanding the role of the artist, craftsperson and designer in a range of cultures, times and contexts.
- 1.4a **Critical understanding:** Exploring visual, tactile and other sensory qualities of their own and others’ work.
- 1.4d **Critical understanding:** Analysing and reflecting on work from diverse contexts.

4. Curriculum Opportunities

The curriculum should provide opportunities for pupils to:

- 4c **Respond** to the school’s location and local cultural influences
- 4d **Engage** with contemporary art, craft and design, working with creative individuals and in creative environments where possible
- 4g Make **links** between art and design and other subjects and areas of the curriculum.

