Developing the ORIM-Arts Framework
Daring Discoveries: Arts-Based Learning in the Early Years
University of Sheffield, School of Education and Doncaster Community Arts

BACKGROUND

There has been a persistent concern that too little attention is paid to young children’s experience of the arts and to educators’ capacity to include arts-based learning as an integral part of early childhood education.

In this context, the Daring Discoveries project was developed and evaluated in collaboration with Helen Jones and Hannah Verrow of darts (Doncaster Community Arts).

AIMS

- To design, develop, implement and evaluate an artist-in-residence project in six early years settings.
- To identify the impact on children’s learning.
- To identify the impact on early years practitioners.

RESEARCH DESIGN

Development

Artists and practitioners worked together to develop the project in ways which met the needs of settings and children.

Implementation

Artists Moya Sketchley and Katie Matthews led eighteen sessions in each of the six settings. Settings were chosen to represent a range of provision and the birth to five age range: two from Sure Start projects (a library and a playbus), one LEA nursery class, one LEA reception class, and two private day nurseries. A total of 214 children and 37 practitioners participated.

Evaluation

- 324 hours of observations
- Over 8,000 photographs of all sessions
- Interviews with practitioners and artists
- Views of parents
- Video recording of sessions.

OUTCOMES

The ORIM-Arts Framework

The project involved identifying adult strategies to provide children with arts-related opportunities, recognition, interaction and models using an adapted version of the ORIM framework. The ORIM and the Arts framework distinguishes four strands of development in the arts (materials and experiences, imagination, skills and ‘talk about the arts’). It also identifies four key roles for settings and artists whereby they can provide Opportunities, Recognition, Interaction and a Model of users of the arts for each strand of development identified in the framework.

Planning and reflection using the ORIM framework can help to identify aspects of developments in the arts, and in adults’ roles where more work might be needed.

Children’s Learning

- Children were observed engaging in all areas of learning identified in the Foundation Stage and Birth to Three Matters.
- Artists working alongside practitioners enhanced children’s learning experience.

Implications for future practice

Guidelines for practice have been developed for artists working in early years settings.

PUBLICATIONS
