

## How Arts Award supports the Artsmark Journey (2019-2020)



*The King's School Worcester*

Understanding the two terms:

- [Artsmark](#) celebrates settings that champion the arts and strive for excellence in their provision.
- [Arts Award](#) recognises the creative development of individual young people, and provides a framework which can support your [Artsmark](#) application.

Arts Award provides measurable results for demonstrating the impact of your arts and cultural goals and ambitions. It demonstrates commitment to a broad and balanced curriculum offer, as well as contributing to SMSC /Personal Development requirements as defined by the Ofsted School Inspection Handbook. This resource looks at the ways Arts Award can contribute towards your school achieving Artsmark.

**Arts Award's stated standing within Artsmark is:** *'Artsmark supports Arts Award which recognises the creative development of individual young people',* while the 'Values and Ethos' segment of the self-assessment tool for Platinum level states that schools working towards Platinum *'should be actively working towards, or have an awareness of, Arts Award's qualifications for young people.'*

## Including Arts Award in the Statement of Commitment

### **Q1: How do arts and culture currently play a role within your setting's strategic values?**

If your setting is already delivering Arts Award, this is where you can explain how the award is supporting your current arts and cultural values and wider ethos. Include any delivery of the award within your arts curriculum as well as how it is used across the curriculum.

Some useful reminders about the value of Arts Award: Arts Award illustrates the principle of '*developing the whole child*' through the skills and abilities supported by the assessment framework. It also demonstrates the pedagogical importance of the arts in school by: embedding the arts across the curriculum; valuing and supporting students' individual progression; raising standards through achievement of qualifications; improving on the quality of teaching; and providing an accessible qualification to any child of any learning ability or background.

### **Q3: Looking at the Artsmark Award criteria, where does your setting currently have strengths and where would you like to develop?**

Considering your setting's current Arts Award activity, how has this been helping you to meet the Artsmark criteria (see back page)? For example, have you been able to recognise particular strengths in youth arts leadership through Arts Award activity, or have your plans enabled you to develop strong partnerships with arts organisations or other settings? If you do not already offer Arts Award, but this will be part of your goals and ambitions for Artsmark, this is your opportunity to explain why including Arts Award will enable your whole setting to develop.

### **Q4: What are the goals and ambitions for your Artsmark journey and what steps will you take to achieve these?**

Here you can talk in practical terms about your Arts Award delivery plans over the coming two years, for example the levels of the award you aim to offer and the year groups that might take part. You will be able to use your Arts Award achievement data to monitor progress and help evaluate the impact of your journey.

Arts Award can play a role in cross-curricular planning, providing a flexible framework to support inclusion of the arts within other curriculum areas and establish a whole-school approach. It can also facilitate developing school partnerships to introduce an integrated approach to Arts Award delivery, whereby Silver and Gold students deliver their leadership activity for Discover and Explore levels. Arts Award offers the opportunity to build partnerships with other centres and arts and cultural organisations, and can be used to provide clear outcomes of your journey.

### **Q5: What support will you need and what resources will you commit to achieve your goals and ambitions?**

In-house Arts Award adviser training could be part of plans to invest in CPD and also lead to whole school planning for Arts Award provision. The use of Arts Award Supporter organisations and Trinity's Arts Award support offer could also count towards utilisation of external expertise, as could any work done with visiting practitioners or local arts and cultural organisations. Arts Award is eligible for [Education Funding Agency \(EFA\) funding](#), offering the opportunity to generate income towards arts activity. Trinity also offers Access Fund grants to centres delivering to young people for whom access and inclusion is an issue.

**Q6: How will you know you have achieved your goals and ambitions? What will success look like and how will you evidence it in your Statement of Impact?**

Your setting's Arts Award achievement data can be used as evidence of the impact of your goals and ambitions on pupils/students. Young people's reflection and feedback, that is logged as part of the Arts Award process, will also serve as valuable qualitative evidence. This might range from their reactions to a visiting performance or partnership with an arts organisation, to the positive impact that an arts event they have organised has had on the wider community. This will be valuable information when completing Q3 and Q4 of the Artsmark Statement of Impact later on, so do keep copies of those logs and portfolios.

## **Arts Council England's Quality Principles (QP) underpinning Artsmark**

The Artsmark Statement of Commitment and Statement of Impact ask you to embed the QPs throughout, clearly referencing them in your examples. Arts Award can contribute to all seven of the QPs as follows:

- ▶ Striving for excellence and innovation**  
*High quality outcomes; quality of resources and enabling access; allowing time for activity and feedback/reflection built in; flexible framework allowing for innovative delivery in all art forms*
- ▶ Being authentic**  
*Real-life experiences and opportunities in the arts world; using art forms in authentic ways and encouraging young people to engage with artists*
- ▶ Being exciting, inspiring, and engaging**  
*New art works introduced; maximising the 'way-in' for learners and being accessible to all; allows for young people to work in art forms relevant to them*
- ▶ Ensuring a positive and inclusive experience**  
*Be inspired as part of an audience experience; learning 'hands-on'; participatory and individual creativity, evidencing in a range of accessible media*
- ▶ Actively involving children and young people**  
*Giving learners the opportunity to lead on activity, plan and share; putting the individual learning journey at the heart*
- ▶ Enabling personal progression**  
*Personal expression and development evidenced in log books and portfolios, embracing individual needs; progression opportunities through different levels which can be signposted*
- ▶ Developing belonging and ownership**  
*Showcase work; share learning in the wider community; young people engage with others across settings and take the lead in future plans*

## Supporting the Artsmark criteria

If you have already completed the Artsmark Self-Assessment, you'll know that in addition to the QPs there are eight Artsmark criteria which will be used by Arts Council England to assess your setting's Statement of Commitment and Statement of Impact. Here are some ideas of how Arts Award can support you to meet the Artsmark criteria during the course of your journey:

1. Values and Ethos	Enabling access to arts and culture over a longer period of time, e.g. by including Arts Award in KS4 arts offer. Promoting career choices in arts and culture, introducing industry professionals. At Platinum level actively working towards or having an awareness of Arts Award
2. Leadership	The setting's improvement plan includes a commitment to delivering Arts Award, with an embedded approach that is led by more than one trained staff member and commitment to securing budget to fund moderations which are used to measure impact
3. Engaging children and young people	Strengthening pupil voice through planning, sharing and leadership opportunities for Arts Award. Using an integrated approach to enable children and young people to engage their peers e.g. Silver participants deliver workshops for Discover groups
4. Curriculum design	The award can be used to structure cross curricular projects and can support engagement in non-arts subjects. Using available Arts Award resources to connect with Literacy, English and Drama, Music, Arts and Design, Computing, History
5. Range of offer	Including the Arts Award offer in clubs and activities outside normal teaching hours. Using the framework to ensure all children and young people have access to arts and culture as participants and as audience members
6. Continued professional development	Providing access to Arts Award adviser training and support opportunities to members of staff, either at public courses or by organising in-house training courses in the setting from Trinity College London.
7. Partnerships	Collaborating with arts and cultural organisations to offer a range of experiences at all Arts Award levels, engaging with Arts Award Supporters, sharing resources and activities with other settings.
8. Equality and diversity	Using Arts Award guidance regarding access and inclusion to ensure that all children and young people have the opportunity to participate in the award. Enabling a diverse range of evidencing techniques for all abilities and sharing good practice examples with other settings.

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