

Arts Council England

Quality Principles

The quality principles create a framework that can help you to plan, develop and evaluate your arts and culture provision. They invite you to consider process as well as product, the nature and value of the artist's practice and the ethos of your setting with respect to excellence and inclusion.

Below are some prompts you may find useful when working with the quality principles.

Striving for excellence and innovation

- What is new about what we're doing? What makes it stand out?
- How do we strive for excellence in planning, delivery and evaluation?
- How do we encourage a culture of risk-taking and trying new things?
- How can we ensure that 'excellent' doesn't become 'elitist'?

Being authentic

- Does our activity connect with real-world experiences?
- Do we work with arts professionals to stretch our understanding and create opportunities for real briefs and work experience?
- Does our work have integrity? Is it truthful?

Being exciting, inspiring and engaging

- How do these qualities manifest in our setting?
- Is participation in the arts leading to achievement/ engagement in other areas of school/ social/ work life?

Ensuring a positive and inclusive experience

- What does a positive experience look like? Does it have to be happy?
- What systems are in place to reward and celebrate achievement?
- How are we ensuring access for all and monitoring take-up?
- Have we assessed possible obstacles and taken steps to remove them?

Actively involving children and young people

- How are we empowering young people to voice their ideas, questions and challenges?
- What evidence do we have that young people's input has been sought, recorded and acted upon?

Enabling personal progression

- Who is making progress and how does this manifest?
- What systems do we have for monitoring progression?
- Are we signposting opportunities beyond our setting?
- Are we rewarding courage, perseverance and resilience as well as the quality of the end product?

Developing belonging and ownership

- What can people belong to (teams, projects, clubs)? Who has a stake?
- How can we show pride in our collaborative enterprise?
- Do we see an impact on participants' health and wellbeing?

Quality Metrics for Participatory Arts

Quality Metrics for participatory arts	Related QPs for work involving children and young people
Organisation: The project was well organised.	1 (excellence)
Enjoyment: I had a good time.	3 (exciting, inspiring)
Authenticity: It felt like a real artistic experience.	2 (authentic)
Respect: I was treated as an equal.	4 (positive, inclusive)
Voice: My ideas were taken seriously.	4 (positive, inclusive)
Contribution: I felt like my contribution mattered.	5 (actively involving)
Belonging; They made me feel part of the team.	5 (actively involving)
Support: People in the group supported each other.	4 (positive, inclusive)
Feedback: I got helpful feedback.	6 (progression)
Experimenting: I felt comfortable trying new things.	4 (positive, inclusive)
Acceptance: I felt like I could be myself.	4 (positive, inclusive)
Friendship: I felt close to other people involved in the project.	7 (belonging)
New people: I got to know people who are different to me.	3 (exciting, inspiring)
Stretch: I did something I didn't know I was capable of.	6 (progression)
Achievement: I was amazed by what we achieved.	1 (excellence)
Artistic skills: I improved my artistic skills.	6 (progression)
Opportunity: The project opened up new opportunities for me.	6 (progression)
Motivation: I feel motivated to do more creative things in the future.	3 (exciting, inspiring)