



**A.N.D**

A new direction for arts,  
culture and young london

# NPO Goal 5 Information Session

# Agenda

1. Overview of Sector Support Organisation and expectation from ACE about NPO work with CYP
2. Context for London – what do we need and how can we better organise?
3. The specific ACE priorities for NPOs:
  - The Cultural Education Challenge
  - Local Cultural Education Partnerships
  - Artsmark
  - Quality principles
  - Arts Award
  - Digital work

## A New Direction helps London create, think and learn

A New Direction works to ensure that all children and young people get the most out of London's extraordinary creative and cultural offer.

We work through influencing, case-making, supporting and showing why culture and creativity matters to children, young people and the future of London.





## We want London to be a city where:

- Cultural education is the best in the world
- Young people are able to access and influence culture
- The right platforms are in place to identify and nourish young people's creative talents

This is the right of all young Londoners - regardless of wealth, geography or luck.

# Why creativity and culture matters



## SKILLS

They build skills which are important for doing well at and school and progressing into work or higher education.



## ECONOMY

They nurture the future talent needed to power London's economy.



## HAPPINESS

They are crucial to personal development and the stimulation of imagination, empathy and the appreciation of culture.

# A New Direction as Sector Support Organisation

## Developing support services or networks for increasing and improving provision for children and young people

- Develop and facilitate improved services for children and young people
- Co-ordinate strategic activities that provide meaningful engagement opportunities for children and young people

## Bridge activity

A universal role to improve the delivery of arts and cultural opportunities for children and young people in England, providing an environment in which cultural education can flourish both in and out of school.

Facilitation, working between the cultural and education sectors. Bridge Organisations are not expected to directly deliver arts and cultural opportunities for children and young people, although an organisation may undertake wider education and learning work through its core business.

Taking a lead facilitation role in the development of the Cultural Education Challenge and the resulting Cultural Education Partnerships

# Opportunity to work together better

## What does this mean?

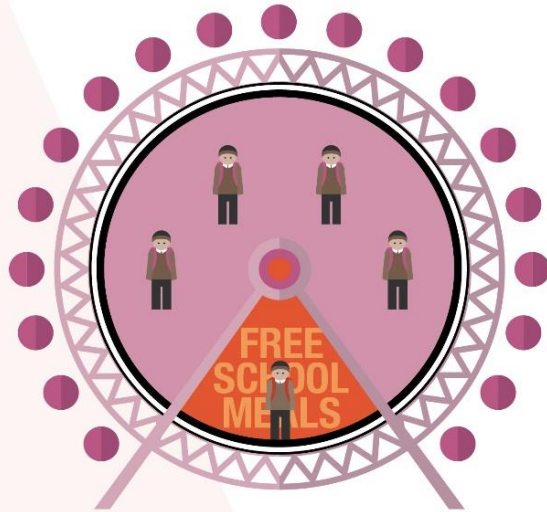
- Awareness of strategic challenges and alignment around key problems
- Sharing information and assets
- Active collaboration
- Small and large actions



# Six challenges have emerged from our research as being crucial considerations for London and the Cultural Education Sector

LONDON IS THE **6TH**  
RICHEST CITY IN THE WORLD  
But 1 in 5 school pupils qualify  
for free school meals.

Economically disadvantaged  
young people are less likely to visit  
an exhibition or attend an event at a  
museum/gallery than their peers.



**0.5M**

children below the  
age of 20 in London  
live below the  
poverty line.

**80%** of

children from the  
richest homes are  
read to every day.

But only **40%**

of children from the  
poorest homes are  
read to every day.

**WHY IS CULTURAL ENGAGEMENT  
AMONG ECONOMICALLY  
DISADVANTAGED YOUTH  
DISPROPORTIONATELY LOW?**

How can we support  
greater engagement in  
cultural activity for all  
young Londoners?

Can we ensure family  
income does not  
determine access  
to culture?

## Priority issues for London and the cultural sector

THE CREATIVE AND CULTURAL  
SECTOR IS PARTICULARLY DENSE  
WITHIN CENTRAL LONDON.

64%

of school pupils live in  
outer London.



2 IN 5

Londoners aged  
between 11–25 have not  
been to an art exhibition  
or live music event in  
the last year.

1 IN 5

Londoners under  
19 say that  
theatres and art  
centres are difficult  
to get to.

HOW CAN WE ENSURE  
ACCESSIBILITY TO CULTURAL  
RESOURCES FOR ALL YOUNG  
LONDONERS?

Can we refocus London's  
cultural offerings based on  
where young people live?

Can we ensure that future  
cultural plans consider  
accessibility for all young  
people?

## Priority issues for London and the cultural sector

## WHAT IS ARTS & CULTURE TO YOUNG PEOPLE (AGED 13–19)?

“The term ‘arts & culture’ doesn’t alienate me personally but I think for a lot of teenagers in London it would and it’s not really seen as a cool thing to do.” (18yrs)



The strongest spontaneous associations with

### ‘ARTS’

Visual arts  
(Painting and drawing)  
Performing arts  
(Dance and music)

The strongest spontaneous associations with

### ‘CULTURE’

Food & drink (28%)  
Religious events (21%)  
Music (15%)  
Fashion (14%)

## CAN WE COMMUNICATE ARTS & CULTURE MORE EFFECTIVELY?

Can we ensure young people are better able to influence what arts and cultural organisations do?

Can we build cultural provision that children and young people want?

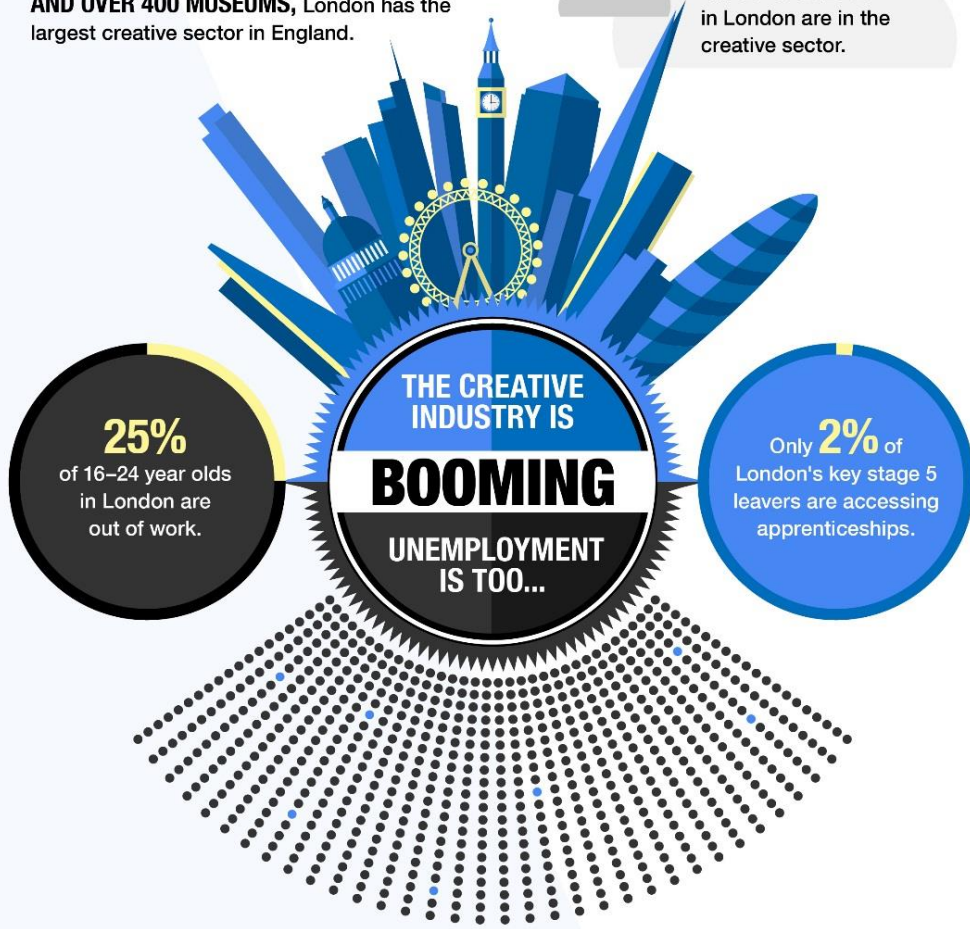
## Priority issues for London and the cultural sector



# ENTRY TO EMPLOYMENT

WITH HUNDREDS OF ARTS ORGANISATIONS AND OVER 400 MUSEUMS, London has the largest creative sector in England.

1/6 JOBS in London are in the creative sector.



HOW DO WE ATTRACT AND FACILITATE YOUNG LONDONERS INTO CREATIVE CAREERS?

Can we ensure all young people benefit from the growth and employment opportunity in creative and cultural industries?

Can we break down existing barriers to secure greater diversity within London's creative and cultural sectors?

Priority issues for London and the cultural sector



**330,000** MORE PEOPLE IN LONDON since 2008. From 2011–2021 the population is expected to rise by 1million.



\*Equivalent of 360 new schools.

## Priority issues for London and the cultural sector

**PARK ROYAL**  
50,000 JOBS BEING CREATED  
22,000 NEW HOMES

**ELEPHANT & CASTLE**  
£3 BILLION REGENERATION PROGRAMME  
4,000 NEW HOMES BEING BUILT

**NINE ELMS**  
£8 BILLION INVESTMENT & 25,000 JOBS  
16,000 NEW HOMES

**THE ROYAL DOCKS**  
£22 BILLION INVESTMENT  
11,000 NEW HOMES

**HOW DO WE ENSURE CULTURAL EDUCATION IS PART OF THE FOUNDATION FOR LONDON'S GROWTH AND DEVELOPMENT?**

Can we create new models of working which cement the provision of cultural education for all?

How can cultural education be permanently woven into future regeneration and planning agendas?

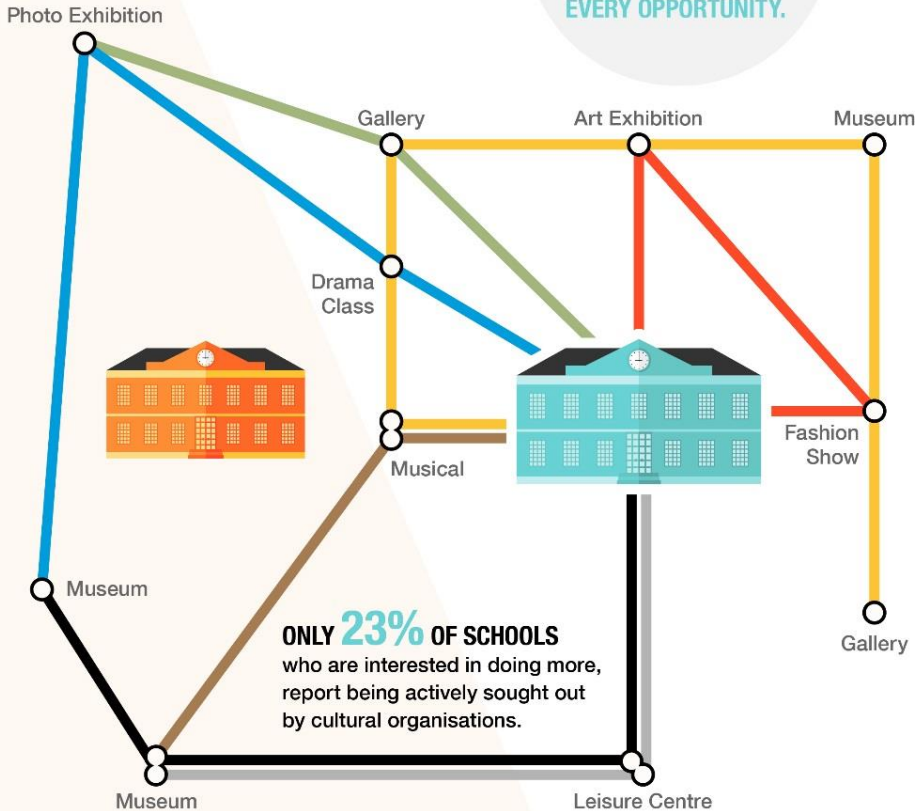
**86%** OF SCHOOLS

feel lack of information is a barrier to their cultural engagement.



**SOME SCHOOLS**

**FIND IT HARD** to get information about London's cultural offer **AND OTHERS GRAB EVERY OPPORTUNITY.**



## Priority issues for London and the cultural sector

**WHY DO THE MAJORITY OF CULTURAL ORGANISATIONS AND SCHOOLS REPORT DIFFICULTIES IN WORKING WITH EACH OTHER?**

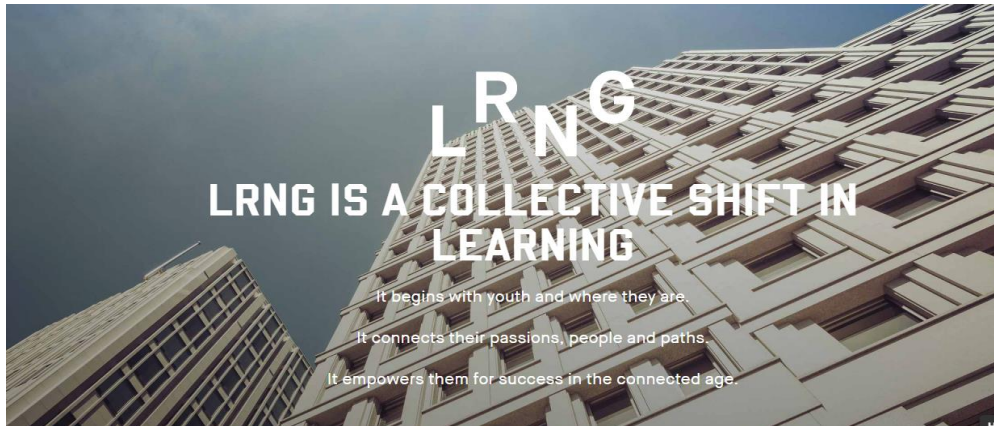
How can we create more opportunities for school pupils to engage with cultural organisations?

How do we ensure all schools have an opportunity to work with cultural organisations, not just the best connected?

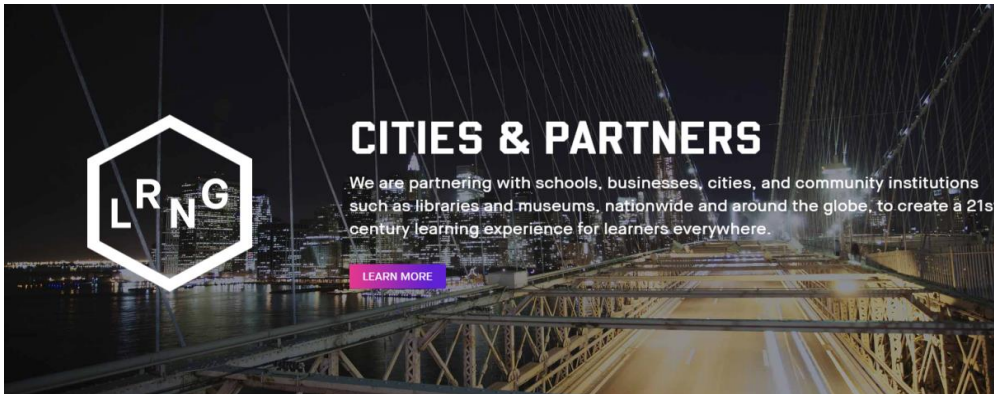
# New emergent opportunities:-

- **MATs and Free Schools**
- **The Mayor's cultural infrastructure plan and London curriculum**
- **The 'creativity' agenda and hunger for joined up approaches that enable CYP to compete**
- **Renewed focus on careers guidance and reform of FE**
- **More 'place-based' local solutions**

## Joint work of value



## Innovation in city based learning pathways





## Innovation

NEW YORK - Mayor Bill de Blasio, Comptroller Scott M. Stringer and Schools Chancellor Carmen Fariña today announced how the City will spend an unprecedented \$23 million in additional arts funding for New York City schools. The City will hire 120 new arts teachers at middle and high schools that are underserved, improve arts facilities across the City, and foster exciting partnerships with some of the City's renowned cultural institutions. The new investment will reach thousands of students with new classes and activities in music, dance, visual arts and theatre.

## How did they do this?



# Specific priorities

## Quality Principles and targeting need

- how you will include the **Quality Principles** across your programme
- how you will identify and meet the demand of different audiences of children and young people, including those who are less engaged, have protected characteristics, are less advantaged or are under five years old
- how you will improve your collection of data about children and young people with protected characteristics (to include socio-economic background)
- how you will work with partners who can help you reach targeted groups

# Specific priorities

## Quality Principles

- striving for excellence and innovation
- being authentic
- being exciting, inspiring and engaging
- providing a positive and inclusive experience
- actively involving children and young people
- helping personal progression, and developing belonging and ownership

## Specific priorities

### **Cultural Education Challenge:**

How you will demonstrate a broader commitment to the Cultural Education Challenge, advocating and supporting arts and cultural provision in schools through either of the following:

- senior leadership becoming school governors
- permit staff the time to undertake duties as school governors

# Specific priorities

## Partnerships

How you are working in, and how you will make progress in, strategic partnerships by either:

- taking a central role and taking the lead in Cultural Education Partnerships, or
- taking a central role and being actively involved in Cultural Education Partnerships.

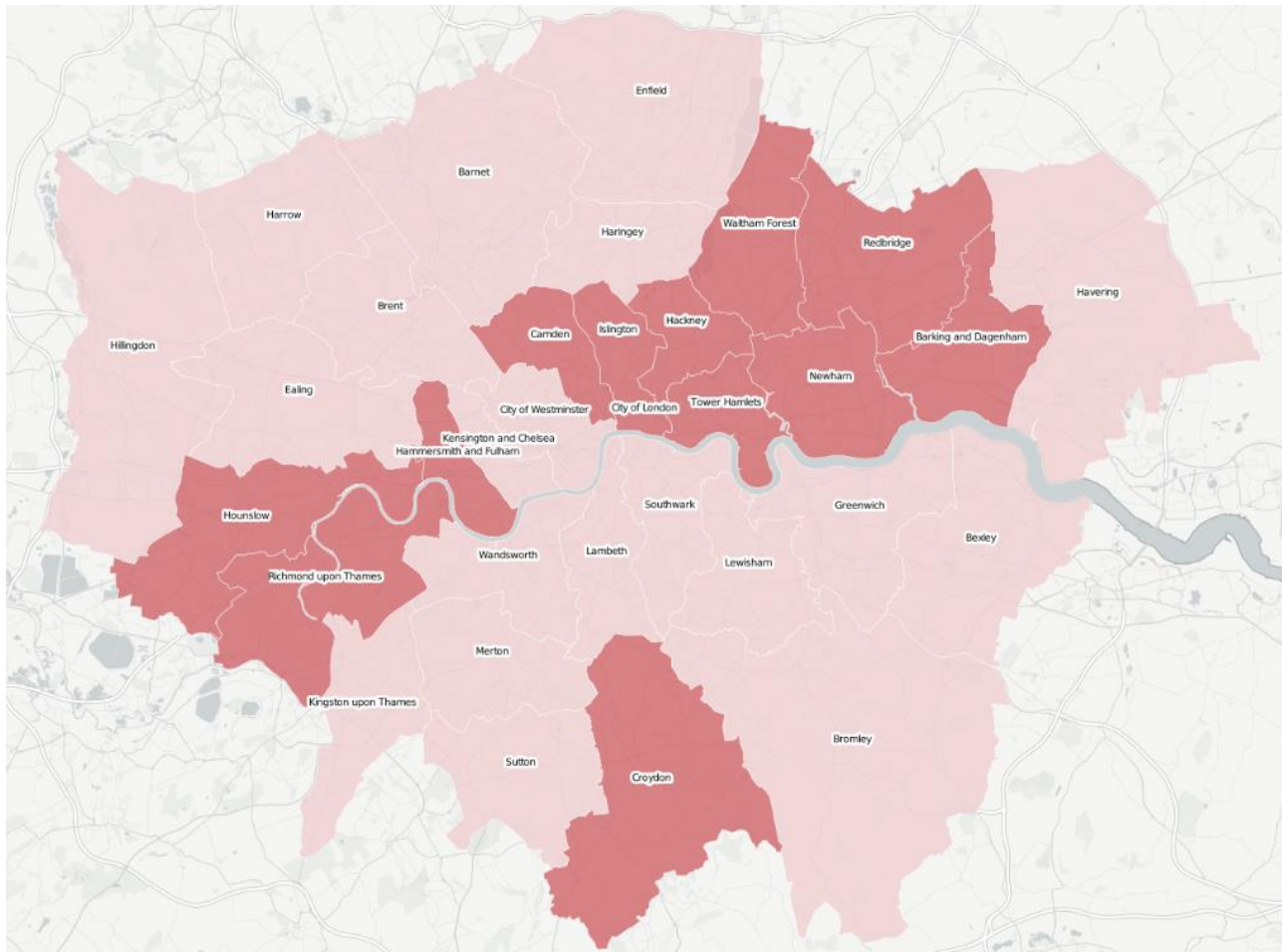
## What are local cultural education partnerships?

Cultural, arts, civic, commercial, governmental organisations coming together with schools, youth sector and/or parents, children and young people to focus on the key issues for cultural education in their place.

A New Direction's model is locally driven, rooted in the specific challenges and opportunities for places, and sustainable – not proscriptive/one size fits all.



# Current areas for A New Direction



## Specific priorities

### **Partnerships – current options for engagement**

Join #ANDtogether – universal site for advertising content to schools

‘Adopt’ an outer London borough or connect with people who could help – music hubs, LA officers or partnerships – via AND

Play a more strategic role in steering a partnership? (Like Lyric, Waterman’s and Barbican?) Talk to us

In one of the target 7 areas ? or would like to work in these areas? We can advise. Camden Spark, Barking and Dagenham and East London Partnership all ready for potential interest.

Key questions – understanding of Artsmark, Arts Award offer, clarity of purpose and length of commitment

## Specific priorities

### Artsmark, Arts Award and Digital

How you will contribute to at least two of the three priorities for goal 5:

- how you plan to encourage and support schools to achieve the **Artsmark Award**
- how you will support children and young people to achieve the **Arts Award** as either a supporter or a centre
- how you will use **digital technology** as an effective way of: reaching children and young people by developing specific creative content, captured content or cultural learning content offering opportunities to children and young people to create their own content

## Specific priorities

### Artsmark

Artsmark encourages schools to provide opportunities for their students to create, compose and perform as well as to visit, participate in and review extraordinary work.

Artsmark Award helps schools to deliver a high quality arts and cultural education and provides an excellent way of demonstrating this to their communities and to Ofsted.

Artsmark supports schools commitment to high quality art and cultural education

Artsmark has been redesigned, by schools for schools, to make it relevant and straightforward.

## Specific priorities

### Artsmark

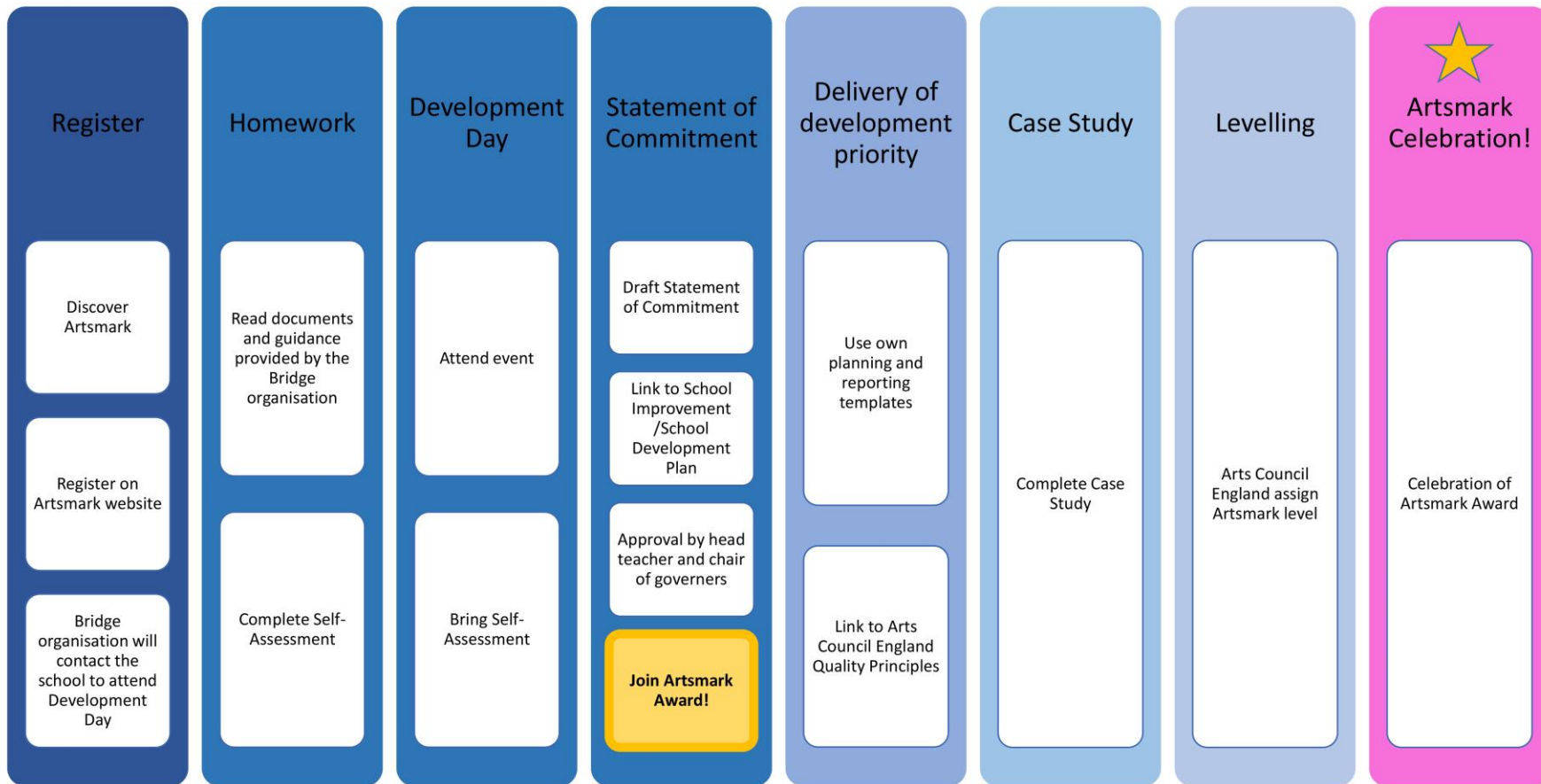
For schools, the benefits of Artsmark include:

Enriching, developing and strengthening their arts and culture provision  
Bringing arts and culture to life

Providing evidence of how a school is meeting its social, moral, cultural and spiritual requirements for Ofsted

Incorporating art and culture into every student's life and learning, knowledge and understanding

Building the confidence, resilience and drive that will help children grow into happy, articulate, successful young people



## Specific priorities

### Arts Award

**Arts Award** supports young people who want to become more involved with arts and culture to build creative and leadership skills and achieve a national qualification. Arts Award is delivered by Trinity College London in partnership with Arts Council England.

Through Arts Award's five levels, children and young people aged up to 25 can explore any artform, including performing arts, visual arts, literature, media and multimedia.

# Specific priorities

## Digital

How you will use digital technology as an effective way of:

- Reaching children and young people by developing specific creative content, captured content or cultural learning content?
- Offering opportunities to children and young people to create their own content?



## Specific priorities

### Digital

**Creative content** or ‘born digital’ content is where digital media and technologies are central to the creation of new artworks and cultural experiences.

**Captured content** is where existing works of art and culture, including performances and cultural collections are produced and distributed digitally to engage and reach wider audiences.

**Cultural learning content** is content about arts and culture that is produced, distributed and experienced digitally to increase cultural knowledge and participation.

# Specific priorities

## Digital Plan & Policy

- Plan should be specific to the nature and needs of your organisation, its activities and ambitions.
- A digital policy and plan needs to show how digital content can support your artistic and cultural ambitions
- How might you innovate, build and maintain audience relationships through this content, in a sustainable way?
- Audit of your digital output / practices
- Understand your audiences / research – who are they, how and in what do they engage? Where are they active online? Why might they engage with you?
- Audience centric / data led approach – align to wider audience planning in your organisation
- Review and evolve plans can evolve – agile approach
- Hard to reach – ‘digital can offer great ways to reach out to younger or more diverse groups, audiences who face challenges accessing arts and cultural experiences, or those who wouldn’t regard themselves as fans of the arts’.

# Specific priorities

## Digital – Cultural Learning Resources?

- Educational game
- Mobile-accessible, browser-based quiz – earning virtual badges
- Behind the scenes videos
- Short films, documentaries, podcasts aimed at young people
- Curated archive collections with accompanying digital material
- Creation of digital platforms and resources that seek to involve people in learning about the organisation
- What educational institutions could be good partners / align with syllabus / curriculum
- Test ideas with young people
- Scalability / used for other activities – cost effective

**A.N.D**

**Thanks**

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culture all