

# Artsmark self-assessment framework resource: 4. Curriculum Design

## Embed a diverse curriculum

**Definition:** The value and impact of a broad arts and cultural curriculum is firmly embedded in the curriculum offer across the whole setting.

**Silver:** The setting has clear schemes of work and programmes of study to show an increase of knowledge, skills and understanding for arts and cultural subjects, across all phases. The setting uses an arts and cultural curriculum to help children and young people explore or make connections in other subjects.

**Gold:** The setting's curriculum demonstrates an understanding of, and a commitment to establishing, high quality arts and cultural provision that connects subjects and learning outcomes across all phases and links to the whole setting's pedagogy

**Platinum:** The setting demonstrates over time that their curriculum offers an extended and wide variety of learning opportunities in more alternative arts and cultural subjects. Students have the opportunity to have greater input into what they learn, how they learn and how they record their learning. The setting demonstrates the leadership role they have taken in supporting other settings with designing their curriculum.

In our experience, schools understand the value of embedding arts and culture in the curriculum but sometimes are not sure where to start making connections and what to include.

How are you doing this in your school?

## Useful information

A Case Study discussing the ways creative programmes have supported the development of creative teaching and learning.

[www.anewdirection.org.uk/knowledge/resources/creative-teaching-learning](http://www.anewdirection.org.uk/knowledge/resources/creative-teaching-learning)

My Creative Schools Learning Resource – a selection of tools and case studies and writing based on the learning between artists and teachers.

[www.anewdirection.org.uk/resources/a-new-direction-resources/my-creative-schoollearning-resource](http://www.anewdirection.org.uk/resources/a-new-direction-resources/my-creative-schoollearning-resource)

An award-winning Key Stage 2 and Key Stage 3 teaching resource using our capital city to bring the national curriculum to life.

[www.london.gov.uk/what-we-do/education-and-youth/london-curriculum/sign-london-curriculum](http://www.london.gov.uk/what-we-do/education-and-youth/london-curriculum/sign-london-curriculum)

## Activities & questions

These activities and questions have been designed to help you when writing your Statement of Commitment or Statement of Impact.

- » How do you evidence an increase in pupil knowledge, skills and understanding for arts and cultural subjects?
- » Does your setting currently use any cross curricular approaches that you want to highlight?
- » How do the SLT ensure there is a broad and balanced curriculum in your setting?
- » What pedagogical approaches do you use e.g. Growth Mindset, Mastery, Philosophy for Children? How could these approaches contribute to establishing high quality arts teaching and learning?

### What kind of activity could you consider for this section?

- » Arts Week where all students have opportunities to engage in arts and cultural provision across one week usually leading to a final sharing of work with invited parents and the wider community.
- » Projects, visits and workshops with arts organisations that can be linked to the curriculum topics
- » Creative resources for nationwide initiatives such as Black History Month, LGBTQ+ Month, International Women's Day
- » Themed weeks
- » Cross-curricular work through themes, topics activity targeted at specific groups

### What purpose do each of these activities serve? How are they mapped against the quality principles?

- » To celebrate **excellence** in the arts within your setting and offer an extended and wide variety of **authentic** learning opportunities.
- » Using the expertise of arts organisations to facilitate an **exciting, inspiring and engaging** way to introduce, develop or review a topic/theme.
- » To identify **positive and inclusive** creative resources which introduce and explore other cultural traditions and minority and/or disadvantaged groups
- » To **enable personal progression** by enhancing the teaching of the curriculum (as part of PSHE, Social Moral Spiritual and Cultural education)
- » To **innovate** by using the arts as a tool to teach other curriculum areas e.g Music with Maths, Drama with History etc)

### Start by mapping your current arts and culture provision. You will have started this at your development day.

- » Are the activities accessible to all students?
- » Who decides on the programme? Is it driven by agreed criteria and/or policies?
- » What role does SLT/ the governing body play in shaping it?
- » Do the activities follow the same pattern each year or are there factors that might determine changes to the programme?
- » How do you evaluate the programme?
- » How do you measure impact on motivation, behaviour, confidence?
- » How do you share activity with parents and the wider community? With other schools?

Look at the Artsmark criteria in the self-assessment framework, Equality and Diversity. Which description (Silver, Gold or Platinum), best fits your existing provision?

- » Use the mapping exercise to show that your setting has clear schemes of work and programmes of study for arts and culture subjects (Silver)
- » Ensuring that you use an arts and cultural curriculum to help children and young people make connections in other subject areas (Silver).
- » Does your setting have curriculum which champions high quality arts and culture provision? Write about the impact your curriculum has had: how did you measure it? where is it documented? What are the key outcomes? (Gold)
- » How will you show the impact of a culturally rich curriculum over time? How has this curriculum given students greater ownership in what and how they learn? (Platinum)
- » How has your setting shared expertise with other settings with designing their curriculum? (Platinum)

## Next steps for your Artsmark journey

- » Mapping and auditing existing provision, policies, curriculum, governance structure
- » Developing a more robust evaluation framework
- » Establishing new systems for tracking and documenting
- » Creating new approaches to curriculum planning
- » Using the quality principles to develop new provision
- » Developing cross curricular links and sharing practice with other settings