

Equality, Diversity and Inclusion

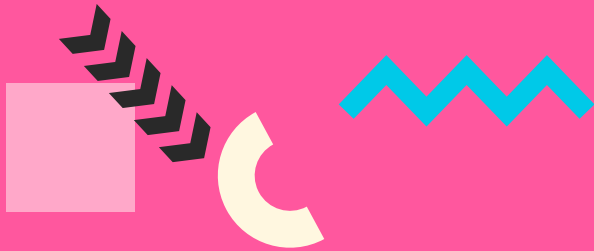
An Artsmark Criteria Resource



In this resource, we aim to:

...help you understand, address and fulfil the Equality, Diversity and Inclusion criterion in the Artsmark Framework through:

The Equality, Diversity and Inclusion criterion: an extract from the Artsmark Framework.



Questions and Activities: a series of prompts that relate to your existing provision and future plans.



Arts Council's Seven Quality Principles: a look at how the Quality Principles can be mapped to your aims and activity.



Models for engaging with the Equality, Diversity and Inclusion criterion: co-created models tested by Artsmark settings and Artsmark Partners.



Further support and resources: help when planning your programmes and writing your documents.



The Equality, Diversity and Inclusion criterion

1

Inclusive and relevant arts and cultural provision that celebrates a diverse society can play a significant part in developing children and young people's understanding and valuing of diversity. Arts and culture foster good relations and contribute to eliminating discrimination. Equitable access ensures that all children and young people, including those with protected characteristics*, can be creative and have rich arts and cultural experiences and opportunities.

SILVER

The setting strives to give all its children and young people equitable access, and inclusiveness is monitored.

Arts and cultural provision are representative of the diversity of the setting as well as wider society and foster good relations, whilst supporting personal development and wellbeing.

GOLD

The setting identifies and addresses issues and opportunities relating to diversity, equitable access and inclusiveness in its provision in arts and culture.

It evidences the impact of planning in the arts which celebrates and reflects the diversity of the setting and of society. Arts and cultural provision help children and young people to make sense of themselves and of each other, promoting tolerance and an understanding of a range of cultures.

PLATINUM

The setting demonstrates the positive outcomes of strategies that use arts and culture to minimise discrimination and foster good relations within its community. Children and young people are actively involved in promoting the values of tolerance and respect through arts and culture.

Links with creative practitioners and the cultural community reflect the diversity of society, and leaders actively promote equitable access to, and diversity in, arts and culture within and beyond the setting.

Source:
Artsmark
Framework

* **The Equality Act 2010** states it is against the law to discriminate against anyone because of age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation. These are the 'protected characteristics'.

Considering the descriptors above as they manifest in your setting...

- How does your setting celebrate diversity? What factors direct/inform this?
- How do you ensure that all children and young people have equitable access to a full programme of experiences and opportunities?
- How do you empower those in disadvantaged groups?
- How does your provision help children and young people to make sense of themselves and of society?
- How are arts and culture used to challenge discrimination?
- How do you select cultural partners and how do you co-design projects that are relevant and accessible?
- What evidence do you have to show your commitment to reflecting and valuing diversity in your setting: e.g. equality action plan, school improvement plan, curriculum map, tracking data, governors' minutes.

Thinking about your existing provision and future plans a bit more...

- How can you involve children and young people in designing and curating activity?
- How can you move beyond discrete events and projects to a more integrated approach?
- How can you reach further into your community to make new cultural connections?



What kind of activities could you consider for this criterion?



Celebrations and Festivals

International evenings, cultural festivals and performances can foster good relations and promote community cohesion.



Projects and Events

Visits, workshops, themed weeks, displays and collaborations can help children and young people to make sense of themselves and others and can challenge pre-conceived ideas.



Nationwide Initiatives

Black History Month, LGBTQ+ Month, International Women's Day are examples of initiatives that reach out beyond your setting.



Extra-curricular Activity

This can be targeted at specific groups as well as complementing curriculum provision for all.



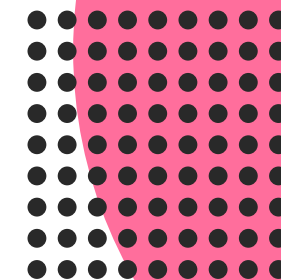
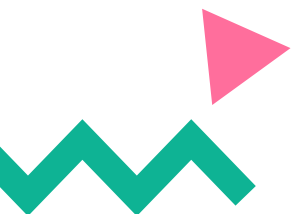
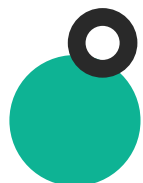
CPD

Existing expertise and new partnerships can inform, enrich and strengthen understanding and responsiveness.



Practice and Resource-sharing

Sharing and networking are an important strand of the Artsmark process and can support consistency and innovation.

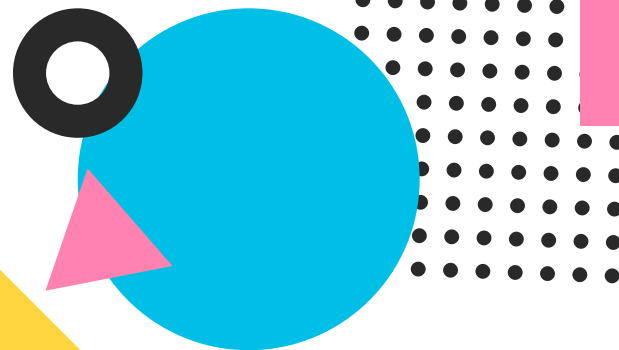


Arts Council's Seven Quality Principles

3

How could you demonstrate the Quality Principles with respect to this criterion?

- Demonstrate excellence in policy and practice, with inclusion and diversity as driving forces.
- Offer authentic experiences that reach out and connect with the wider community.
- Design and deliver a curriculum that is relevant and responsive.
- Develop belonging and ownership where all children and young people have equitable access and feel valued.
- Actively involve children and young people in creating a culture of respect and tolerance.

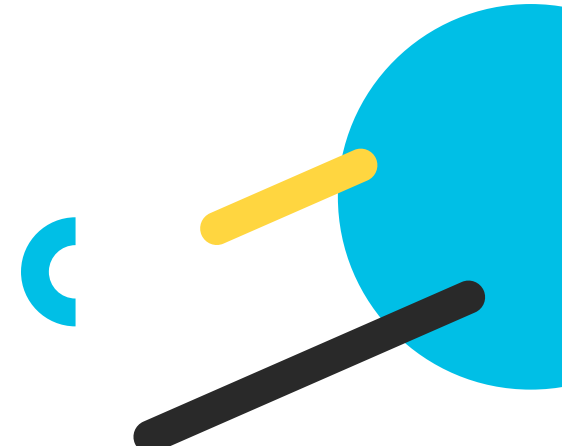


Models for Engaging and Empowering Children and Young People

4

Through our innovative Artsmark Co-Creation Programme, we showcase three models responding to the Equality, Diversity and Inclusion criterion that can inspire you and be adapted for your setting.

A New Direction invited three Artsmark schools and three Artsmark Partner organisations across a range of art forms to come together and each co-create an arts activity that addresses the criterion, using their combined skills and expertise. The activities were designed for teachers to be able to lead with confidence in their own setting.



Model 1

Using Shakespeare to explore themes of identity, gender and sexuality



Model 2

Introducing a new art form (opera) and celebrating the diverse artists within it.



Model 3

Creating an improvised jam that's accessible to all, including those with complex needs.





Model 1 – Using Shakespeare to explore themes of identity with Park High and Shakespeare's Globe

Using key characters and speeches in Shakespeare to explore, through drama, ideas around identity, sexuality and gender.

Overall aims:

- To create a safe creative space for children and young people to utilise Shakespeare's cannon to explore their own attitudes around identity, sexuality and gender.
- To demystify Shakespeare's text and enable children and young people to see themselves in the stories.

The partners: >>>>>>

Park High School is a large, diverse secondary school based in Harrow. Two thirds of students are of Asian, predominantly Indian, heritage. The proportion of students who speak English as a second language is high. The aim for the school was to ensure more diversity is taught creatively across the curriculum to provide opportunities and develop a wider range of cultural arts experiences for students.

Shakespeare's Globe has a long history of co-creation. They believe firmly in the benefits of drawing on the expertise of educators involved in working directly with children and young people (CYP). Shakespeare's Globe takes an active approach to Shakespeare, utilising rehearsal room techniques to unlock Shakespeare's language. It is therefore democratic in its nature, relying on input from participants in order to co-construct meaning: 'We focus on the process over the product, empowering participants to feel that they have a voice and a right to be heard when it comes to interpreting Shakespeare.'

Model 1 – Using Shakespeare to explore themes of identity with Park High and Shakespeare’s Globe

What they did:

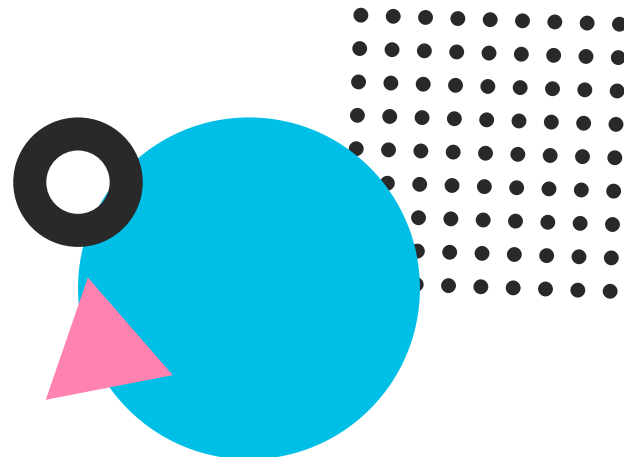
The arts organisation and school created six weekly drama workshops using a range of Shakespearean text. They worked closely together to select relevant lines from Shakespeare around the theme of identity, gender and sexuality which the pupils were able to explore, create their own skit and perform on the Globe stage!

Extension activity

To create contemporary alternative ‘what if’ scenarios to Shakespeare’s plays exploring issues around identity, gender and sexuality. For example, what if Antonio and Bassanio from **Merchant of Venice** were more than just friends? If Mercutio from **Romeo and Juliet** lived in contemporary society, how might he define his identity?

An adaptable model:

Shakespeare’s Globe offers free teaching resources on <https://teach.shakespearesglobe.com/library> Any setting can use these lesson plans as part of their Drama and English curriculum. A setting can identify a particular Equality, Diversity or Inclusion issue in their setting and find an appropriate Shakespearean play or sections of text that align with that issue. Exploring the layers of narrative and characterisation within the Shakespeare text will lead to further discussion focused on current issues.



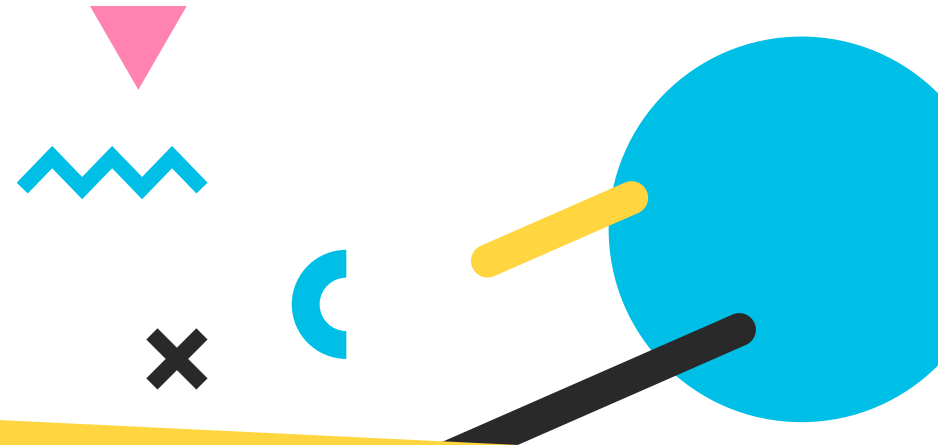
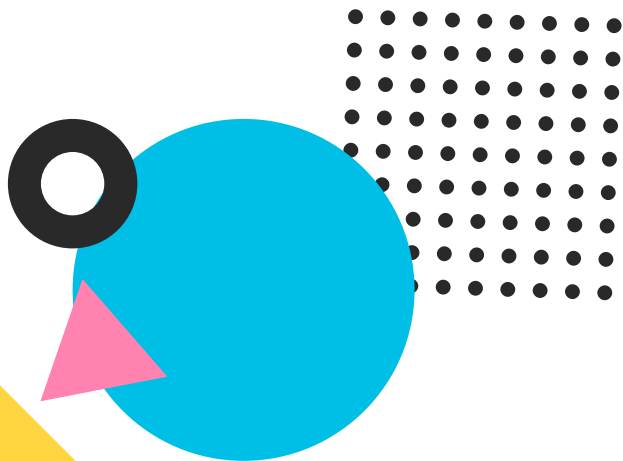
Model 1 – Using Shakespeare to explore themes of identity with Park High and Shakespeare’s Globe

Mapping against the Equality, Diversity and Inclusion criterion:

- This programme celebrates a diverse society ensuring that children and young people reflect on their own point of view to eliminate discrimination.
- The programme identifies and addresses issues and opportunities relating to diversity and inclusiveness in the provision.

Mapping against the Quality Principles:

- Using Shakespeare’s cannon to actively involve children and young people by inviting them to explore issues within the text, ensuring belonging and ownership.
- Ensuring a positive and inclusive experience for those children and young people who do not see themselves represented in Shakespeare’s cannon.





Model 2 – Celebrating and exploring diversity in opera with James Wolfe Primary and Pegasus Opera Company

Students were introduced to opera showcasing diverse classical artists through recordings. They then created their own compositions inspired by their school values.

Overall aims:

- To introduce opera as a new art form, exploring singing, drama and composition.
- To celebrate and champion diverse role models in opera.

The partners: >>>>>

James Wolfe Primary School and Centre for the Deaf is a larger than average primary school in Greenwich. Half of the pupils are from global majority backgrounds and the proportion of disabled pupils and those with special educational needs is above the national average. The setting ensures that its provision meets the needs of all pupils. They encourage positive relationships, and pupils respect and celebrate differences. They currently celebrate a school-wide international evening and celebration of Black History Month. To give more confidence to staff, they are keen to extend their curriculum with source material reflecting the diversity of their students to fit with yearly topics.

Pegasus Opera Company has a mission to champion classical artists from African and Asian heritage. They make opera accessible and inclusive by championing classical artists of diverse backgrounds into local schools and community groups and on opera stages in the UK. They celebrate the rich music of African, Asian and Caribbean artists using creativity to challenge and advocate for positive change.



Model 2 – Celebrating and exploring diversity in opera with James Wolfe Primary and Pegasus Opera Company

What they did:

The programme consisted of six practical music workshops: four led by class teachers and two led by the Pegasus Opera Company. These consisted of music appreciation, unlocking the art form -spotlighting diverse artists in opera - and supporting children in composing their own music inspired by the school's values.

Class teachers who did not have a specialist background in music used **Strofe** with the children which is a free online interactive composition programme for Key Stage 1 and Key Stage 2. Children could create their own compositions and write and perform their lyrics in class.

Extension activities

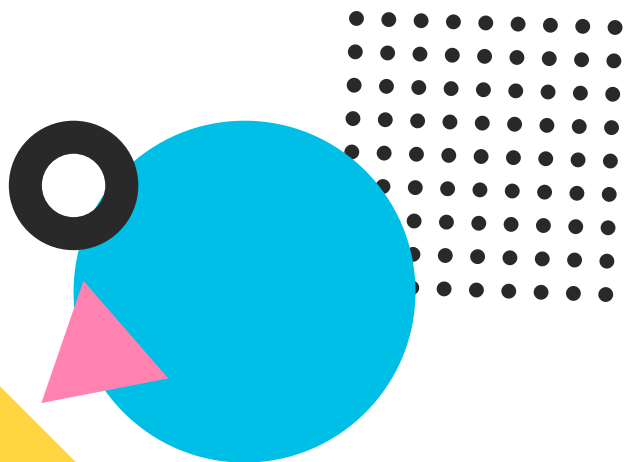
To nominate a student composer of the month in school where a student shares their composition with an audience and talks about the process of creating their work.

Compositions created across 6 months could be curated to form a narrative leading to the production of a unique opera.

An adaptable model

All settings can choose a common theme based either on a topic or the setting's vision statement and use online free music software to create compositions.

Teachers can research global majority-led, London-based arts organisations such Pegasus Opera Company, Chineke! Foundation and Talawa Theatre Company and offer it to their classes to watch and discuss.



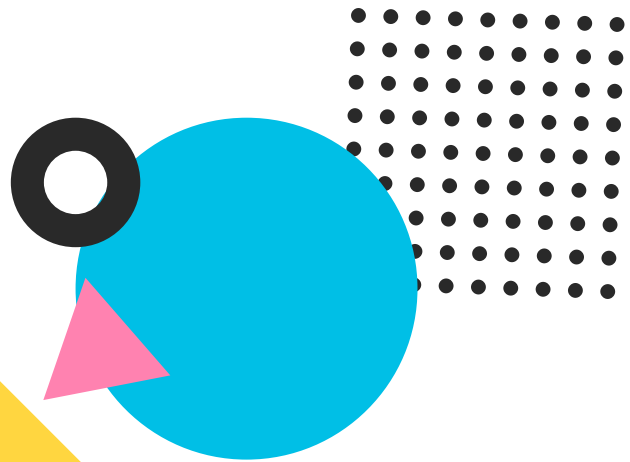
Model 2 – Celebrating and exploring diversity in opera with James Wolfe Primary and Pegasus Opera Company

Mapping against Equality, Diversity and Inclusion Criteria:

- This programme contributes to eliminating discrimination in an art form (opera) where there is under-representation in terms of diversity and disability.
- This programme helps children and young people to make sense of themselves and of each other by being exposed to role models in opera that reflect their diversity.

Mapping against the Quality Principles:

- Ensuring a positive and inclusive experience for children and young people who will see classical artists that reflect their diversity and demystify the opera artform.
- The programme enables personal progression as students have the opportunity to create compositions based on issues important to them and have the opportunity to build a score as simple or as complex as they like.





Model 3 – Creating an improvised sensory jam with Tuke School and The Roundhouse



XXXXXXXXXXXXXX

Overall aims:

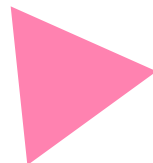
- To give voice to the voiceless
- To create a space where responses to stimuli are spontaneous and authentic and where decisions can be made collaboratively
- To develop a deeper understanding of evaluating engagement of students with profound and multiple learning difficulties

The partners: >>>>>>

Tuke School is based near Peckham Rye in the borough of Southwark and is a positive, focused and welcoming community for students with a range of disabilities supported by a multidisciplinary team of teachers, support staff and therapists. Driven by its values – creativity, opportunity, achievement and positivity – the school offers a personalised approach that respects the rights, interests and talents of the individual.

The Roundhouse is a hub of inspiration in the borough of Camden where artists and emerging talent can grow as creative individuals. Through music, media and performance projects, young people develop their skills and confidence and find new perspectives and directions.

A live performance space, it showcases the work of local and international artists working in the fields of music, spoken word, theatre and circus.



Model 3 – Creating an improvised sensory jam with Tuke School and The Roundhouse

What they did:

Following reciprocal visits to both school and venue, the partners developed an environment where students could respond to stimuli in their own way and contribute to a sound and light jam.

In one of the large classroom spaces, artists installed a range of sound-making devices, projectors, screens and live feed, supported by three practitioners/musicians.

Students and staff entered the space, free to engage as they wished, revisiting installations and taking their time to explore. What began as separate, independent stations and activities gradually developed a more collaborative process, as rhythms emerged and students responded more fully to the practitioners.

The session invited support staff to play a key role in encouraging and engaging students and it also gave the Roundhouse partners insights to inform their own evaluations and planned improvements to access.

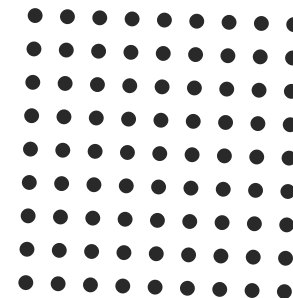
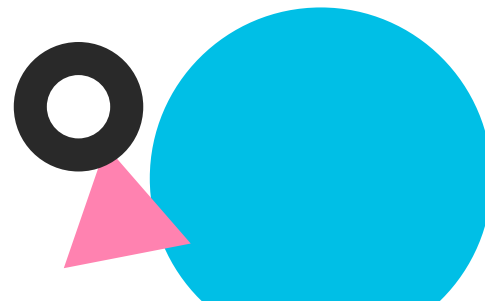
Extension activity

The same - or a similar - session could be delivered again by the school staff, using alternative objects (sound and visual). Experiencing the activity in the partner's venue would be a challenging extension, both in terms of logistics and student confidence.

An adaptable model

This session was designed for smaller groups, especially those that would benefit from having space and flexibility. As delivered here, it was essentially a sensory experience with no fixed outcome but it could be used for directed music composition, inspiration for writing or as one part of a more structured session. The different stations and activities could be designed and built by students.

Key elements are: interactive elements, choice, time, support and an openness to process over product.



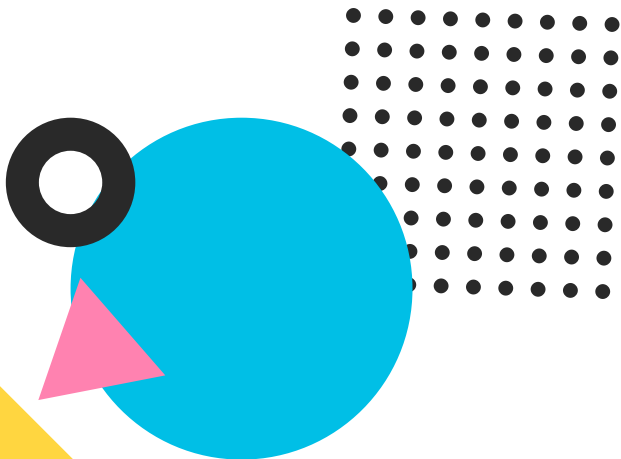
Model 3 – Creating an improvised sensory jam with Tuke School and The Roundhouse

Mapping against Equality, Diversity and Inclusion Criteria:

- Ensuring equitable access and a truly inclusive offer
- Supporting personal development and wellbeing
- Evidencing the impact of planning and evaluation
- Helping children and young people to make sense of themselves and each other

Mapping against the Quality Principles:

- Offering a positive and inclusive experience where young people's choices are facilitated and built upon
- Actively involving children and young people in directing activity as it evolves
- Enabling personal progression as children and young people have time to try and repeat activities and work with professionals



Further support and resources

5

For further support with your Artsmark journey, you can find a full suite of resources on the [Artsmark Resources and Supporting Documents](#) page of our website.

A New Direction offers unlimited one-to-one support calls with our Artsmark Officers, where you can get advice throughout your journey and have your draft Statements reviewed before submitting them to Arts Council England. Please visit our [Artsmark Support Sessions](#) webpage to see upcoming dates and book as often as you need.

The Artsmark framework encourages schools to develop partnerships, including developing relationships with local arts organisations. Check out our [Artsmark Partners](#) webpage to connect with a range of London-based arts organisations with an understanding of Artsmark that could support you on your journey.

If you have any questions or require further support, please don't hesitate to email us at artsmark@anewdirection.org.uk.

Thank you!

With thanks to the following Artsmark Schools and Artsmark Partner organisations for their contributions to this resource:

James Wolfe Primary School

Park High School

Tuke School

Pegasus Opera

Shakespeare's Globe

The Roundhouse

This resource was created by **A New Direction** Artsmark Consultants Lynne Brackley and Sonia Hyams with the support of Programmes Officer, Joyce Voegler and Programmes Manager, Chloe Randall.

