

Artsmark self-assessment

framework resource:

3. Children and young people engagement

Engage and empower children and young people

Definition: Where the arts thrive, children and young people have ownership of their creating and performing and are encouraged to experiment and take risks. They are enthusiastically engaged in a wide range of arts and cultural provision which inspires them and gives them joy. Exploring and expressing their views through the arts contributes to their personal development and wellbeing.

Silver: The setting strives to increase engagement in opportunities to create and to perform. Children and young people are engaged in, and excited by, opportunities to develop and display their talents. In the planning of arts and cultural experiences, the views of children and young people are considered. Arts and culture help them make sense of themselves, their world, and contributes to their wellbeing

Gold: There is high engagement in arts and cultural provision and the setting demonstrates the developing voice and influence of all children and young people. They contribute actively to the planning and delivery of authentic arts, cultural and creative experiences and take ownership of their engagement and personal progression within the arts. Through creative use of the arts, children and young people explore and give voice to issues that are important to themselves and their communities. There is more targeted use of arts and creative provision to address wellbeing. Arts and cultural activity uplifts and inspires children and young people and contributes to their personal development.

Platinum: Children and young people are given ownership of their creative use of the arts. Their voice has impact and influence within the setting and they may act as coaches, advocates or ambassadors for quality provision and learning in the arts, within and beyond the setting. They may use their creativity in the arts to engage with, and contribute to, the wider community and to give voice to issues that affect their communities and their world. Children and young people value their engagement in arts learning and benefit from the setting's strategic approach to fostering wellbeing through the arts.

In our experience, many schools feel that they achieve this criterion at silver level but understand that for gold and platinum levels there is a need to plan for opportunities to put children and young people at the heart of decision-making in planning, curating and delivering arts within the setting.

How are you doing this in your school?

Useful information

Below are links which might be useful for those looking to develop this area of the Self Assessment Framework.

Evaluating SEND pupil engagement in the arts -

<https://www.anewdirection.org.uk/blog/send-pupil-voice-in-the-arts->

Children and Young People's engagement through co-creation

<https://www.anewdirection.org.uk/resources/artsmark-resources-and-supporting-documents/self-assessment-framework-resources>

Artsmark: Planning for Impact – Effective questions and good answers

<https://www.anewdirection.org.uk/asset/4498/view>

Activities & questions

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

- » How are children and young people currently engaged with planning, curating and delivering arts activities within your setting?
- » Does your school currently have a school council and are their opportunities for the arts to be on the agenda at these meetings?
- » Does your setting have a good understanding of the range of arts skills that your children and young people possess?

- » Is there a staff member in your setting that can support pupil engagement in the arts in your setting?

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

- » **Arts Week** – a great opportunity for young people to get involved in the programming of a dedicated week of arts in your setting.
- » **Arts Award** - a unique qualification that supports children and young people grow as artists and art leaders, inspiring them connect and with and take part in the wider arts world by taking on challenges in the arts.
- » **School Newsletter** - opportunities for children and young people to write about their own arts experiences in school.
- » **Assemblies** - a chance for children and young people to share their arts skills and knowledge with their peers.
- » **Lunch time clubs** – older pupils may enjoy the opportunity to run a lunch time arts club with younger pupils, sharing their skills and knowledge.

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

- » To **actively involve children and young people** and empower them to voice their ideas.
- » To strive for **excellence** in planning, delivery and reflection of their Arts Award.
- » To **develop belonging and ownership** for children and young people by enabling them to curate a newsletter shared with the students, teachers, parents and the wider community.
- » To enable children and young people to produce **exciting and engaging** material to share in assemblies.
- » To support **personal progression** for those children and young people who want to take a leadership role in planning and running lunchtime activity and supporting other children in learning their chosen art form.

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 engagement, progression and 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 for children and young people engagement. Which descriptions below (Silver, Gold or Platinum), best fits your existing provision?

- » Striving to increase engagement opportunities to create and perform (Silver)
- » Involving children and young people in the planning of arts and cultural experiences. (Silver)
- » Demonstrating the impact of developing pupil voice by involving children and young people actively in the in planning and delivering arts and cultural experiences. (Gold)
- » Utilising the arts to support wellbeing (Gold)
- » Evidencing how children and young people's voices have impact and influence within the setting and over time how children and young people are supported to become ambassadors for the arts in your school and within other settings. (Platinum).
- » Supporting children and young people to give voice to issues that affect their communities and their world. (Platinum)
- » Ensuring that your setting has a rigorous monitoring and evaluation process in place to document the positive impact that arts and cultural provision has on your children and young people. (Platinum)

Next steps for your Artsmark journey

- » Auditing existing provision for pupil engagement in policies, curriculum, governance structure and mapping future provision against the Artsmark criteria
- » Developing a more robust evaluation framework to evidence the impact of arts and culture provision on students.
- » Establishing new systems for tracking and documenting pupil progress in the arts

- » Using the quality principles to develop new provision
- » Planning how to share good practice on pupil engagement with other settings and/or identifying settings who can share expertise