

# Artsmark framework

## Criteria resource:

### Curriculum Design & Delivery

#### Develop creative children and young people

- Definition:** Where there is a clear commitment to arts and culture, they have a high profile in the curriculum and arts subjects progressively develop the knowledge, skills and understanding of children and young people. The arts can be deployed to support learning in other curriculum areas. The arts and cultural curriculum develops creative children and young people who display their talents in art works and performances.
- Silver:** There is an increasing range of arts activities that give children and young people opportunities to explore their creativity through the arts. Staff have a growing understanding of what quality in the arts and cultural curriculum means for them and this is reflected in schemes of work and curriculum plans
- Gold:** The setting's curriculum has embedded schemes of work that develop a progression of knowledge, skills and understanding for arts and cultural subjects across all phases. Where appropriate, connections are made across the curriculum and the arts are used to support other learning. There is a shared understanding of what quality in the arts and cultural curriculum means and outcomes in arts subjects are strong. Children and young people learn how to create and perform, and the arts and cultural curriculum fosters their creativity.
- Platinum:** The setting demonstrates the impact of an extended and challenging arts and cultural curriculum. It develops creativity, curiosity, craftsmanship and confidence. Children and young people work with their peers, within and beyond their setting, to create and perform their own art works. The setting takes a leadership role in supporting other settings with designing a quality 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 blog by Pauline Tambling writing about the arts, creativity and the whole curriculum.

[The Arts in Schools: The Arts, Creativity & the Whole Curriculum | A New Direction](#)

A Case Study showing how Artsmark supported a setting to develop an engaging and sustainable arts curriculum

[Artsmark Case Study: Curriculum design | A New Direction](#)

An award-winning Key Stage 2 and Key Stage 3 teaching resource using our London as 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.

- » 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 [Curriculum Design and Delivery Artsmark criteria in the assessment framework](#). Which description (Silver, Gold or Platinum), best fits your existing provision?

- » Use the mapping exercise to show that your setting has an increasing range of arts activities (Silver)
- » Supporting staff in delivering a quality arts and cultural curriculum reflected in schemes of work and curriculum plans (Silver).
- » Does your curriculum develop knowledge, skills and understanding for arts and cultural subjects? (Gold)
- » 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