

Artsmark framework

Criteria resource:

Range of offer

## Develop cultural entitlement for all children and young people

Headline: Arts and culture prosper where the range of offer is broad, relevant and inclusive. Such an offer includes equitable opportunities for children and young people to create and to experience the joy of their own and others' performances. As active participants and audiences, they appreciate arts and culture within and beyond the setting.

**Silver:** Engaging and relevant creative and cultural learning experiences are emerging within and outside of the timetabled day. Opportunities for performance and for showcasing a range of children and young people's work in the arts are developing.

Teachers are exploring how their arts and culture offer reflects the diversity of the setting and of society.

**Gold:** Children and young people enjoy a broad arts and cultural offer through timetabled teaching and other opportunities, projects, events, trips and visitors. There are many opportunities to be creative and to perform in the arts, to access culture, see live performances and evaluate art works in a range of media. Digital media may be used to create and to access culture.

Arts and cultural experiences are inclusive and representative of the diversity of society.

**Platinum:** There is a rich arts and cultural offer for all children and young people. They are engaged in a wider range of challenging and stretching arts and cultural activity, which includes more alternative arts subjects and the creative use of digital technology. Children and young people have a wide range of opportunities to be creative and to perform within and beyond the setting.

Through inclusive and relevant arts and cultural experiences, children and young people demonstrate an understanding and appreciation of diversity within arts and

culture. The setting evidences the leadership role it has taken in supporting a range of other settings with developing quality provision.

In our experience, Artsmark schools may have a real strength in one or two different art forms but may not have the time or resources to offer a wider range of arts and cultural experiences.

## Activities & questions

These activities and questions have been designed to help you develop your range of offer throughout your Artsmark journey.

- » What arts and cultural clubs are programmed at lunch times and after school?
- » How are the arts taught within curriculum time?
- » How will you ensure that all students have the opportunity to perform, see live performance, and to create and evaluate artworks in a range of media?
- » How will you be able to evidence that challenging arts and culture experiences are stretching student's knowledge, skills and understanding.

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

- » Audit your current lunch time and after-school provision. Identify your strengths and the gaps and plan to address those gaps in your Artsmark action plan.
- » Plan for creative approaches when teaching curriculum subjects and meet with subject leads within your setting to discuss this further.
- » Draw up an action plan ensuring that all students are involved in arts and cultural activity across your two-year Artsmark journey and that you can evidence a range of offer. See action planning examples below.
- » Plan for impact by using questionnaires, focus groups and data to evidence what students gain by accessing a wide-ranging arts offer in your setting. See links to further resources below.
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What purpose do each of these activities serve? How are they mapped against the Quality Principles?

- » To ensure you have a baseline document to plan for excellent and innovative future arts and cultural offers and broaden your extra-curricular offer.
- » To be authentic in your commitment to a range of offer that is broad, relevant and inclusive.
- » To ensure a positive and inclusive experience by identifying gaps where students are not accessing arts and culture provision.
- » To enable personal progression through participating in challenging and stretching activity and evaluating its impact.

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

- » Demonstrating engaging experiences, showcasing work and working towards a more diverse offer (Silver)
- » Establishing inclusive arts and cultural provision through timetabled provision and enrichment (Gold)
- » Providing opportunities for students to perform, see live performance and create their own art in a range of media (Gold)
- » Providing a wide range of challenging arts and cultural experiences that stretch student's knowledge, skills and understanding (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
- » Writing an equality action plan
- » Using the Quality Principles to develop new provision
- » Developing partnerships and sharing practice with other settings

## Useful information

Below are links to documents which might be useful for those who would like to know more about how to develop your arts and cultural offer:

LookUp database. An online tool helping London schools to navigate, search and engage with arts and cultural organisations and opportunities

<https://lookup.anewdirection.org.uk/>

A blog by Jane Werry, Director of Music at Hayes School explains how Artsmark has helped them develop the range of their arts offer available to students.

<https://www.anewdirection.org.uk/blog/artsmark-case-study-range-of-offer>

Artsmark: Planning for and Evaluating Impact

Ideas and activities for all stages of your Artsmark journey

<https://www.anewdirection.org.uk/asset/7577/download>

Artsmark: Evidencing Impact

Plan ahead for the kinds of evidence you could gather to show impact.

<https://www.anewdirection.org.uk/asset/4984/download>