

Artsmark framework

Criteria resource

Cultural Collaborations

Build connections

Headline: Collaborations with creative practitioners, arts and cultural organisations (including Music Hubs and libraries) and other educational settings and networks can contribute greatly to quality arts and cultural education and experiences. Children and young people, as well as staff, benefit from working with performers and professionals from the creative and cultural industries. Arts and cultural collaborations can strengthen relationships with families and the wider community.

Silver: The setting is beginning to engage with creative practitioners and organisations to support a broader range of arts experiences and to enthuse participants to explore learning in more creative ways.

It is exploring opportunities to establish collaborations with other educational settings and networks. Opportunities are emerging to engage pupils' families and for children and young people to take part in events that connect them with their local cultural community.

Gold: The setting has collaborations in place which improve the quality of teaching and learning and are developing the cultural community by linking to local creative practitioners and organisations. Leaders are connected to cultural organisations and arts educational networks, and the setting may share its resources and facilities with the community and with other settings where appropriate.

The setting signposts creative and cultural learning opportunities that are available through arts and cultural organisations. Arts and cultural activities strengthen the setting's sense of community and support family and wider community engagement.

Platinum: The setting demonstrates its strategic approach to partnership development and resource sharing, actively engaging in existing networks. It is dynamic in leading partnerships and creating new collaborations to support other settings.

The setting has built deep connections with its community through the arts. Leaders contribute to developing the cultural community at a strategic level with arts and

cultural partners and others.

In our experience, Artsmark schools aspire to work with a range of arts partners but sometimes do not necessarily have the time or resources to fulfil these aims.

At the Artsmark Development Training, there are opportunities for other schools to recommend arts organisations they have worked with and to share ideas for identifying external arts provision for London schools that is either free or low cost.

Artsmark Partners have undergone training to understand the Artsmark process for schools and map their arts and cultural offer against the Quality Principles and the Artsmark criteria.

A New Direction's LookUp platform is a searchable database of arts organisations in London. You can search by art form, key stage and whether you would like to work specifically with an Artsmark Partner organisation.

Click here to visit LookUp



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

Activities & questions

These questions have been designed to help you develop your partnerships and collaborations with arts organisations when writing your Statement of Commitment.

- » Which arts organisations has your school worked with in the past?
- » Do any of your staff, parents or partner schools have any recommendations of arts professionals and arts and cultural organisations that deliver high-quality programmes with schools?
- » If you have identified a gap in your staff knowledge in a specific art form, is there an arts organisation or arts professional you could identify through [LookUp](#) to support you in developing INSET training to focus on this training need?
- » Are you ensuring that your pupils' experiences with arts venues, arts organisations and arts professionals are providing **authentic experiences** as set out in the Quality Principles?

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

- » **Celebrations** that invite practitioners to share their own culture such as Black History Month, religious and cultural festivals or World Book Day.
- » **Projects, visits and workshops** ranging from one-off experiences through to longer term residencies.
- » **Curriculum areas** where an arts partner could deliver immersive and creative workshops based on topics across the curriculum.

- » **Extra-curricular** activity which could be delivered by outside agencies with specialisms in dance, drama, art and/or music

Where are you already collaborating with others to develop and deliver arts and culture provision? Where could this be extended and enhanced?

- » Who decides on your programme? Is it driven by agreed criteria and/or policies?
- » What role does SLT/ the governing body play in shaping it?
- » Where do you find new partners?
- » Do you move from project to project or is your approach more strategic/ embedded over time?
- » Do activities follow the same pattern each year or are there factors that might determine changes to the programme?
- » Are some artforms better served than others?
- » How do you evaluate the quality of projects and programmes?
- » How do you share activity with parents and the wider community? With other schools?

How are activities mapped against the quality principles?

- » They can introduce **exciting and inspiring** artists who will provide an **authentic** experience for pupils.
- » They offer regular opportunities across a range of art forms and key stages for children and young people to experience **excellent and engaging** arts provision.
- » They offer opportunities for creative approaches to the curriculum using the arts to **enable personal progression** and **ensure a positive and inclusive experience**.
- » They ensure that children and young people have an opportunity to **progress** their skills outside of school and are signposted to opportunities beyond the school setting.

In the Artsmark Framework, which award level (Silver, Gold or Platinum) best describes your existing provision?

- » Children and young people are enthused by working with creative practitioners and arts organisations. (Silver)
- » Families and the wider community are involved in opportunities and collaborations. (Silver)
- » Collaborations are in place that improve the quality of teaching and learning. (Gold)
- » Skills, facilities and resources are shared with other settings and the wider community where appropriate. (Gold)
- » There is a strong relationship with the local Music Hub and other institutions such as libraries and museums. (Gold)
- » There is a strategic approach to forming and sustaining partnerships and school leaders play an active role in new and existing networks. (Platinum)

- » Offering CPD beyond the setting, resource-sharing and collaborative research are all established and part of the setting's offer. (Platinum)

Next steps for your Artsmark journey

- » Map and audit existing provision for arts partners and other education settings.
- » Develop an evaluation framework to show the impact of these partnerships on your setting and other settings you work with. Where are the gaps?
- » Establish systems for tracking and documenting partnerships.
- » Research and reach out to other arts and cultural organisations through Lookup or your Local Cultural Education Partnership.
- » Map your planned arts and cultural provision against the Quality Principles.

Useful

information

Below are links to useful documents and resources.

LookUp database -



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

Artsmark Partner information from Arts Council England -

www.artsmark.org.uk/artsmark-partnership-programme

The seven Quality Principles -

www.anewdirection.org.uk/asset/3803/view

Artsmark Case Study blog - Lindsay Corbin from St Joachim's Catholic Primary School talks about how partnership working helped them achieve Artsmark Gold

www.anewdirection.org.uk/blog/artsmark-case-study-building-partnerships

