

Artsmark Award Criteria

Artsmark Framework



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Artsmark Framework

This Artsmark Framework provides descriptors for the eight Artsmark Award criteria that exemplify the types of activity and evidence we would expect to see at each of the three award levels: Silver, Gold and Platinum. It should be used alongside Arts Council England's [Quality Principles](#) when planning, delivering and evaluating your arts and cultural provision.

The Artsmark Framework will support you to:

- Review your current provision and strategic approach to arts, culture and creativity with colleagues and senior leaders
- Set aims and objectives for your Artsmark journey in your [Statement of Commitment](#)
- Monitor progress towards achieving your objectives throughout your journey
- Identify appropriate evidence of impact to collect along the way
- Evaluate your journey and the impact it has had on your whole setting when writing your [Statement of Impact](#)

We recommend you make use of our [guidance and resources](#) on the Artsmark website to help you on your Artsmark journey. This includes templates and guidance to help you to complete your Artsmark submissions, support from our national delivery partner Goldsmiths, University of London, as well as teaching resources and information for specialist settings.

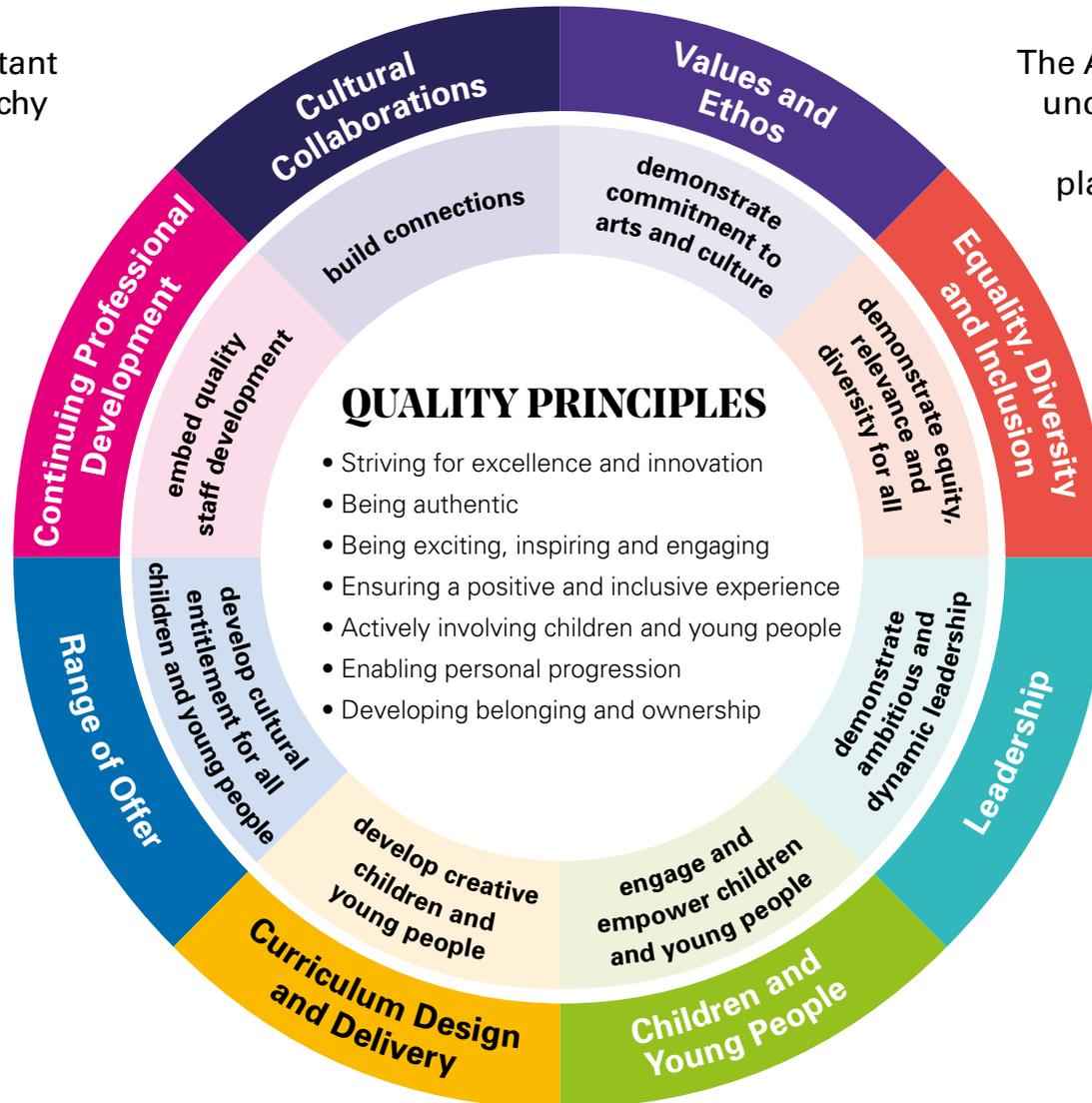
The Arts Council will use this Artsmark Framework when assessing your Artsmark submissions (the Statement of Commitment and Statement of Impact), to determine an appropriate award level. To achieve higher award levels, it will need to be evident in your submissions that you meet the expectations for lower levels as well. Visit the Artsmark website to find out more about [how we award](#).

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Artsmark criteria at a glance

Each criterion is just as important as the next. There is no hierarchy or specific order to these.



The Arts Council's Quality Principles underpin the Artsmark criteria and should be embedded in the planning, delivery and evaluation of your Artsmark journey.

Quality Principles

Arts Council England's [Quality Principles](#) aim to raise the standard of creative and cultural work being produced by, with, and for children and young people. This set of principles outline ways of working that should be embedded in the planning, delivery and evaluation of your Artsmark journey and will support you to deliver high-quality experiences for your children and young people.

The seven Quality Principles

- 1 **Striving for excellence and innovation** – Is there a real commitment to achieving excellence by, with and for children and young people?
- 2 **Being authentic** – Is it authentic; is it the real thing?
- 3 **Being exciting, inspiring and engaging** – Are children and young people excited, engaged and inspired?
- 4 **Ensuring a positive and inclusive experience** – Does it ensure a positive and inclusive experience?
- 5 **Actively involving children and young people** – Are children and young people actively involved?
- 6 **Enabling personal progression** – Do children and young people progress and know where to go next?
- 7 **Developing belonging and ownership** – Do children and young people feel they belong, and it belongs to them?

Artsmark Awards

On this page you can see an overview of the three award levels: Silver, Gold and Platinum. This overview describes the characteristics of Artsmark schools and education settings at the different award levels.



	Silver	Gold	Platinum
Overview			
Quality of provision	Emergent	Established	Stretching
Pedagogy and practice	Developing	Embedded	Advocating
Impact	Tangible results	Measurable effects	Making a difference

Values and Ethos

Demonstrate commitment to arts and culture

Where arts, culture and creativity are placed at the core of learning, they will be part of the overall values and ethos of individual settings. Arts and culture will thrive when embedded in approaches to teaching, celebrated routinely and valued for their impact on children and young people's learning and lives.

SILVER

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Arts and culture are valued and promoted in the setting, and it strives to ensure that all children and young people can develop and display their arts skills within and beyond the core timetable.

Children and young people have opportunities to explore their creativity and enhance their wellbeing through enjoying and engaging in arts and culture, and emerging links to creative practitioners model the arts as careers.

GOLD

G

Arts and culture are valued for their own sake, and for their wider contribution to wellbeing, personal development, and the setting's sense of community.

For primary aged children, arts and culture are linked to wider learning opportunities. Secondary aged students are offered a range of arts qualifications and other avenues to extend their engagement in arts subjects.

The setting develops children and young people's ability to express their creativity through the arts and draws attention to the creative and cultural industries as career choices.

PLATINUM

P

Arts and culture are deployed strategically to develop creativity and enhance achievement. They impact positively on wellbeing and strengthen the setting's community.

The setting advocates widely for arts and culture, sharing its vision with other settings and supporting them to develop their own vision for arts and culture.

The setting actively promotes the creative and cultural industries as career choices within and beyond the setting.

Equality, Diversity and Inclusion

Demonstrate equity, relevance and diversity for all

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 fosters good relations and contributes to eliminating discrimination. Equitable access ensures that all children and young people, including those with protected characteristics¹, 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 to the arts and inclusiveness is monitored.

Arts and cultural provision is representative of the diversity of the setting as well as wider society and fosters 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 helps 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.

¹The Equality Act 2010 makes it 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'

Leadership

Demonstrate ambitious and dynamic leadership

Where arts, culture and creativity thrives, there is strong commitment and ambitious leadership, with effective planning, clear milestones and methods for evaluating impact.



SILVER

Artsmark is clearly outlined in the setting's development or improvement plan. Senior leaders and Arts Leads are increasing the breadth and depth of arts learning opportunities and they actively monitor the Artsmark process.



GOLD

Through the whole setting's planning, senior leaders drive and develop arts and cultural teaching and learning for all groups of children and young people. They review and revise plans to improve the quality of provision and outcomes.

Governors/trustees are kept informed and review creative and cultural activity.



PLATINUM

Governors/trustees and senior leaders take responsibility for evaluating provision and its impact. They oversee the strategic development of arts and culture to implement the setting's vision.

Leaders share evidence of good practice across a wide range of settings and advocate for the positive impact of arts and culture on all children and young people.

Children and Young People

Engage and empower children and young people

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

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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 helps them make sense of themselves, their world, and contributes to their wellbeing.

GOLD

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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

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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.

Curriculum Design and Delivery

Develop creative children and young people

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

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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

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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

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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.

Range of Offer

Develop cultural entitlement for all children and young people

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

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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

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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

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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.

Continuing Professional Development

Embed quality staff development

Continuing Professional Development (CPD) of staff's knowledge and skills is an essential ingredient in quality arts and cultural provision. It builds the confidence of staff to apply the arts within teaching in new ways; it helps enthuse and empower staff to engage more deeply with arts, culture, and creativity.

SILVER

In-house CPD opportunities support the setting's broader Artsmark ambitions. Staff are sharing good practice and are exploring external CPD opportunities, including drawing on digital resources.

GOLD

The setting has collaborated with other settings, organisations, and practitioners to develop staff's knowledge, skills and understanding across a range of arts. Such collaborations have improved practice and helped to deliver a quality arts and cultural curriculum that fosters the creativity of children and young people. CPD has impacted positively on the arts and cultural offer.

PLATINUM

Leaders have a strategic approach to the development of their own staff and others. Whilst continuing to invest in its own staff's training, the setting showcases quality teaching of arts and culture and shares its knowledge, skills and learning with other settings.

Key staff support, develop and lead CPD beyond the setting, using digital media where appropriate to support the dissemination of good practice. The setting can show that it is developing the confidence, skills and understanding of staff in a range of other settings.

Cultural Collaborations

Build connections

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

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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

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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

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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.

Useful links

Artsmark Award: artsmark.org.uk

Training and support: artsmark.org.uk/support

Music Hubs:
artscouncil.org.uk/musiceducationhubs

Creativity Exchange:
creativityexchange.org.uk

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