

Artsmark Part 2 application criteria questions 2014/2015

(Primary, secondary, pupil referral units and special schools)



Examples should be drawn from the previous academic year, or the year you are currently in. We use the term 'student' to cover all terms used across different phases of school, college and other organisations, such as children, young people, pupil and learner.

Question	Guidance for answers	Why do the criteria ask for this?
Vision and quality		
<p>2.1 Arts vision</p> <p>What is included in the arts in your school and why are they an important entitlement for all students?</p>	<p>Provide either:</p> <ul style="list-style-type: none"> a link to your published curriculum on your website to show how the arts are included <p>or</p> <ul style="list-style-type: none"> a current statement or an extract from a working document from your school (max 400 words) <p>Your curriculum or statement must include:</p> <ul style="list-style-type: none"> a definition of the arts within your school how the key art forms are delivered within and beyond curriculum time information about your approach to inclusion, accessibility, cultural diversity, student voice, the nurturing of talent and the leadership opportunities for students information on your approach to work with professional artists and arts organisations 	<p>Artsmark schools are serious about their commitment to the arts and are able to clearly communicate to the public what is on offer and the importance of it. Getting this vision right will support and underpin the rest of your application as everything else is about putting it into practice.</p> <p>Here is a chance to celebrate what is embedded in the core values of your school.</p>
<p>2.2 Quality & progression</p> <p>Please explain your organisation's approach to monitoring quality and student/learner progression in the arts.</p>	<p>Please tell us why you believe that your arts activities are of a high quality. Explain your school's approach (max 150 words). Provide examples from two accepted art forms (for Artsmark level) or four accepted art forms (Artsmark Gold level) of how this information has modified teaching (max 150 words each).</p> <p>Arts Council England is developing a set of quality principles for arts and cultural education in collaboration with the arts sector. This may be useful when identifying what quality looks like for your organisation.</p> <p>As a member of the Artsmark network, you will be signposted to examples of good practice that link to the wider quality principles developed by Arts Council England. You will also be able to use offline and online tools to help you collect this information.</p>	<p>All schools want to provide high quality teaching and learning experiences. How students (and their teachers, parents and carers) know they are making progress through their subjects is an important aspect of demonstrating evidence of the quality of provision in the arts.</p> <p>Measuring the quality as well as the quantity is important to demonstrate that you are investing in your arts provision as effectively as possible.</p>



Question	Guidance for answers	Why do the criteria ask for this?
<p>2.3 Non arts subjects</p> <p>How do you use and promote the arts to develop learning in non-arts subjects in the curriculum?</p> <p>a) Explain why your school thinks this is valuable (max 100 words).</p> <p>b) Provide two examples in non-arts related subjects of how the use of the arts has developed learning among students and staff (max 150 words for each example).</p>	<p>Examples can be from the same art form, but need to address two different non-arts related subjects.</p>	<p>As a school that values the arts and the approach to teaching and learning that the arts inspires, it is important that the benefits are experienced across the curriculum. Using the arts in non-arts subjects can enrich learning and help students to make connections.</p>
Impact and opportunity		
<p>2.4 Engaging with cultures</p> <p>What arts experiences are offered to students/learners to engage them in and with a range of cultures?</p>	<p>Drawing on more than one accepted art form, provide two examples of arts experiences that promote awareness, respect, appreciation and enjoyment of the range of cultures and values within school life and outside school, locally and globally (max 150 words for each example).</p> <p>Examples can be drawn from local as well as international experiences.</p>	<p>We live in a culturally diverse society and the arts are a great way of ensuring students learn from and value the cultures that are around them. Your examples provide you with an opportunity to describe how your students make connections with a global world.</p>
<p>2.5 Positive impact</p> <p>What positive impact does your arts provision have on students'/learners' behaviour, engagement, aspirations, their self-confidence and self-esteem and attitude to learning?</p>	<p>Provide two examples which identify how your arts provision has impacted on any two of the areas indicated in the question (max 150 words for each example).</p>	<p>Identifying where the arts has had real impact on students and their approach to school life is important and will help your school to continue to champion the arts, particularly in times of curriculum change.</p> <p>Statistical evidence alongside examples helps to strengthen the case and celebrate your school's achievements more widely.</p> <p>Evidencing how the arts can positively influence students will be invaluable for schools to continue to develop and grow this area of work (eg making funding applications, receiving donations, etc).</p>
<p>2.5 Gold</p> <p>Additional question for Artsmark Gold</p> <p>Provide any data, statements (eg Ofsted) or other statistical evidence you have that helps to demonstrate this impact.</p>	<p>Examples could include reduction in behaviour reports, results from questionnaires, pupil evaluations, increase in attendance, increase in attainment levels, SATs achievements, etc (max 200 words).</p> <p>As a member of the Artsmark network, you will be signposted to further examples and guidance on this question.</p>	

Question	Guidance for answers	Why do the criteria ask for this?
<p>2.6 Potential & talent</p> <p>Primary schools only</p> <p>a) How do you identify potential and nurture talent in the arts?</p> <p>b) How do you recognise arts development and achievement?</p> <p>Secondary schools only</p> <p>a) How do you identify potential and nurture talent in the arts?</p> <p>b) How do you recognise arts development and achievement outside of GCSE, AS/A2, BTEC, GNVQ, or HNC/D achievements?</p> <p>c) How do you provide arts related advice and guidance?</p>	<p>a) Provide one example as a short case study of how you identify potential and nurture talent in the arts (max 300 words).</p> <p>b) You will need to be able to demonstrate that you offer:</p> <ul style="list-style-type: none"> • Arts Award or another nationally recognised award in the arts (max 100 words) <p>and/or</p> <ul style="list-style-type: none"> • regular celebration events/opportunities (internal or external) each academic year (max 100 words) <p>All four key art forms must be adequately represented. You should be able to demonstrate at least one out of the two options provided.</p> <p>c) For secondary schools only: provide a description of arts-related advice and guidance that is available (max 200 words).</p>	<p>Many successful artists and arts practitioners say that their school experiences awakened and nurtured their talents. Having an approach in place that enables your school to offer this is essential to supporting students' potential in the arts to be reached. The connections and opportunities that specialist arts teaching staff bring should be recognised and celebrated.</p> <p>Providing opportunities for formal recognition (outside of core exams) demonstrates your commitment to supporting students' progression.</p>
<p>2.7 Leadership & consultation</p> <p>How do you consult with students/learners to enable them to play an active part in developing your arts provision?</p>	<p>Outline how students contribute their ideas to decisions made about your arts provision (max 150 words). Provide two examples (max 150 words for each example).</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • through an arts committee as part of the student council/forum • using surveys of students' opinion/feedback/ideas • using subject student representatives to reflect opinions across the school <p><i>This question is different from the leadership question at Gold level as it focuses on decisions on how to consult students; 2.7 Gold focuses on opportunities for leadership within an art form.</i></p>	<p>Giving pupils/students a genuine voice and acting on their ideas is important in all phases and can add so much to the sense of belonging and level of engagement across the school. Opportunities through the arts have led the way in this in many schools (for example through the delivery of Arts Award).</p>

Question	Guidance for answers	Why do the criteria ask for this?
<p>2.7 Gold</p> <p>Additional question for Artsmark Gold</p> <p>a) How can students/learners develop leadership skills/responsibility in the arts?</p> <p>b) How do you formally recognise or celebrate the development and achievement of leadership skills?</p>	<p>a) Identify at least two examples of how students develop leadership skills/responsibility in the arts (max 200 words). Examples could include:</p> <ul style="list-style-type: none"> • buddying (all phases) • assisting with classes and workshops (all phases) • delivering workshops and projects (secondary) • responsibilities for an arts area or activity in the school (all phases) • sharing skills in or outside the curriculum (all phases) • being arts ambassadors at different events and with visitors to the school (all phases) <p>b) You will need to be able to demonstrate that you offer:</p> <ul style="list-style-type: none"> • Arts Award – a national qualification for individual students <p>and/or</p> <ul style="list-style-type: none"> • another award, programme or qualification recognising arts leadership. This can be an internal, local or national scheme for primaries, and should be a nationally recognised scheme for secondary schools (max 100 words each). <p>As a member of the Artsmark network, you will be signposted to further examples for this question.</p>	<p>Developing skills in leadership through the arts is hugely motivational and not only increases students' sense of responsibility, but it develops them as role models and extends their understanding of the role of the teacher and facilitator. All of this has positive benefits throughout the school.</p> <p>Recognising emerging leadership skills and responsibility helps a school to structure this area of work, offering progression opportunities across all phases of education and enabling students to achieve a national qualification at secondary school.</p>
A skilled workforce		
<p>2.8 Staff skills development</p> <p>Describe how you ensure that your staff team are individually and collectively skilled in the arts by:</p> <p>a) explaining how your school identifies staff development needs in the arts (max 400 words)</p> <p>b) reflecting back on training that has taken place over the previous academic year or that is planned for the current year to provide examples of professional development in the arts (max 400 words)</p> <p>c) using the examples identified to explain how staff have developed their skills, knowledge and understanding and how they have applied this to their practice (200 words).</p>	<p>Examples could be drawn from: working alongside artists, conferences, external or internal training events, lesson observation in your own or another school, mentoring through arts practice, participation in or audience participation within art forms, subject networking meetings, etc.</p> <p>For Artsmark level, provide an example from each of two different key art forms (two examples total).</p> <p>For Artsmark Gold level, provide an example from each of the four key art forms (four examples total).</p>	<p>With increasing pressures on budget and resources, Artsmark wishes to recognise schools that are finding innovative approaches to managing ongoing professional development.</p> <p>Reflecting on these opportunities will help your school to gain an insight into the impact, and inform future plans for further development in this area.</p>

Question	Guidance for answers	Why do the criteria ask for this?
<p>2.8 Gold</p> <p>Additional question for Artsmark Gold</p> <p>How has engaging with professional artists and/or arts organisations impacted positively on staff and their practice?</p>	<p>Using two examples covering different accepted art forms, describe the process, impact and benefits of staff engaging with professional artists (max 200 words for each example).</p> <p>Guidance in defining professional artists and arts organisations: practitioners, venues and companies in any accepted art form, including those additional to the school staff, that make at least part of their living (or have in the past) through their arts practice. As a guide, full-time staff should not be included, but part-time staff can where they are also a practising artist. External input is encouraged. Please note artists in residence, music education hubs and Bridge organisations do count where involved in direct delivery of provision.</p>	<p>Schools of all phases see the benefits in finding and working with artists who bring different experiences as well as new knowledge, skills and techniques to the school. By identifying what it was that made these experiences worthwhile for the staff, you will support your school in developing this area of work and maximise the potential of all experiences with the professional arts sector.</p>
Community and collaboration		
<p>2.9 Community</p> <p>How do you share your progress, activities and achievements with the community?</p>	<p>Provide at least two examples, one regarding parents/carers and one for the wider local community (max 200 words for each example).</p> <p>Examples could include: through your website, newsletters, performances and concerts in and outside school, festivals, competitions, partnerships with residential homes, celebration events, etc.</p> <p>You cannot include work with other schools in this question.</p>	<p>By reflecting on how you share and celebrate the arts in your school with parents and carers and the local community, your school can both celebrate what you do and identify other activities that you might do.</p> <p>Profiling your school's achievements and opportunities can be very advantageous to the whole school, and also helps to maintain and build the status of the arts.</p>
<p>2.9 Gold</p> <p>Additional question for Artsmark Gold</p> <p>How do other schools or community organisations benefit from your school's best practice and strong leadership in arts education?</p>	<p>Reflecting on one example, provide a description of how this works and what you do (max 300 words).</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • leading arts-based transition activities between primary and secondary • leading training for other schools/settings to improve arts teaching and learning • leading a joint arts-based project with other schools/ organisations • allowing other schools and organisations access to your specialist resources or teaching staff <p>You will need to provide a quote from the organisation in the example (with their contact details) describing how they benefit from your arts facilities, activities, leadership, etc (max 300 words).</p>	<p>Artsmark Gold schools are seen as leaders of good practice and are therefore well positioned to support other schools. By collecting feedback from other schools you can really see the benefit you can offer, and help to inform how you build on this area. Engaging with other schools can also usefully feed into your school's practice.</p>

Question	Guidance for answers	Why do the criteria ask for this?
<p>2.10 Artists & arts organisations</p> <p>Artsmark level only</p> <p>a) How do you choose and plan which artists and arts organisations to work with?</p> <p>b) How do you evaluate the success and impact of this work?</p> <p>c) Outline a successful example of work with an artist or arts organisation (taken place within the last year) and explain how and why it was successful.</p>	<p>a) Explain your selection criteria when choosing which artists and arts organisations to work with. How do you develop the purpose of the partnership and consider possible outcomes? (max 200 words).</p> <p>b) Explain how you monitor a partnership, identify its impact and evaluate its success (max 200 words).</p> <p>As a member of the Artsmark network, you will be signposted to effective practice in this area.</p> <p>c) Using your responses to questions a) and b), provide one example of an arts partnership (max 300 words).</p>	<p>Effective investment is crucial – you want to see the maximum benefit and impact from any arts project. Being very clear about your processes of selection, planning and evaluation will help you to get the best out of the experience and inform future projects.</p>
<p>2.10 Gold Artists & arts organisations</p> <p>Artsmark Gold level only</p> <p>a) How do you choose and plan which artists and arts organisations to work with in a sustained partnership?</p> <p>b) How do you evaluate the success and impact of this work?</p> <p>c) Outline a successful example of a sustained partnership with an artist or arts organisation (taken place within the last year) and explain how and why it was successful.</p>	<p>a) Explain your selection criteria when choosing which artists and arts organisations to work with. How do you develop the purpose of the partnership and consider possible outcomes? (max 200 words).</p> <p>b) Explain how you monitor a partnership, identify its impact and evaluate its success (max 200 words).</p> <p>As a member of the Artsmark network, you will be signposted to effective practice in this area.</p> <p>c) Using your responses to questions a) and b), provide one example of an arts partnership (max 300 words).</p> <p>You will need to provide a quote from the artist/arts organisation, with their contact details, that describes their view of the project/ partnership and its impact (max 300 words).</p> <p>Guidance on defining a sustained partnership (minimum):</p> <ul style="list-style-type: none"> • at least three occasions of at least one hour with the same students and same artist/arts organisation, not on the same day but within a period of one academic year <p>or</p> <ul style="list-style-type: none"> • one opportunity for staff CPD plus at least two occasions of at least one hour with the same students and same artist/arts organisation, not on the same day but within a period of one academic year 	<p>Sustained partnerships with professional artists or arts organisations can provide an excellent opportunity to build on success and maximise impact. How they are maintained, planned for and measured is particularly important for sustained partnerships to ensure that your school, staff, students and the artist/arts organisation are getting the best possible ongoing experiences.</p>

Question	Guidance for answers	Why do the criteria ask for this?
Reflecting and planning		
<p>2.11 Strengths & development</p> <p>Reflecting on what you have written for previous questions in this application, can you now identify what your particular strengths are and any areas for improvement for arts provision in your organisation?</p>	<p>Identify and describe three areas of strength and at least one area for improvement, and your next steps in achieving it (max 100 words for each example).</p> <p>Examples of strengths or areas for improvement could include:</p> <ul style="list-style-type: none"> • the breadth and range of curriculum delivery • the quality and range of arts resources on offer • the profile and role of the school's arts provision with the community • the quantity and quality of links with artists and arts organisations • the systems in place for monitoring and evaluation of particular art forms 	<p>Looking back over your answers should be a helpful process, as the whole application is designed to be an audit.</p> <p>The process should help you to identify where you have reason to celebrate and where there is still work to do.</p> <p>Building and maintaining a great arts provision is an ongoing process; there are always areas that can be developed further.</p>
<p>2.11 Gold</p> <p>Additional question for Artsmark Gold</p> <p>a) In three years' time, how will your organisation have significantly raised the quality of your arts provision?</p> <p>b) What is your action plan in order to get there?</p>	<p>a) Briefly outline your vision for your arts provision in three years' time (max 200 words).</p> <p>b) Describe your three key steps to achieving this, including building upon effective/successful initiatives or partnerships (max 300 words).</p> <p>This will be an area for specific review on an annual basis.</p> <p>Arts Council England is developing a set of quality principles for arts and cultural education in collaboration with the arts sector. This may be useful when identifying what quality looks like for your school.</p>	<p>Artsmark is designed to be developmental. Setting yourself achievable ambitions for the future will help your school not only maintain your excellent provision, but also strive for improvements.</p>

All applications must be submitted online, via the application portal. You must be registered with the Artsmark network in order to access the portal. This resource outlines the criteria, questions and the purpose of each question and does not replace the application form.