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**Artsmark** –  
the national programme  
that enables schools,  
further education colleges  
and youth justice settings  
to evaluate, celebrate  
and strengthen a quality  
arts offer

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# Foreword

## Dame Liz Forgan



Philippa Gedge Photography,  
November 2011

Congratulations on your award.

Since its inception in September 2000, Artsmark has been at the forefront in recognising a school's commitment to providing top quality dance, drama, music arts and design education. It has raised the profile of schools across the country, demonstrating to parents and carers that a school takes the arts seriously. And with the current Ofsted framework setting out the need for schools to consider the cultural development of pupils, there has never been a better time to improve the artistic and cultural education your school offers.

Arts Council England believes a high-quality cultural education is every child's birthright. There is real evidence that studying the arts provides tangible benefits for children and young people by contributing to their wellbeing and developing both their intellectual capacity and their practical skills. This year I had the chance to visit The Charles Dickens School, which has achieved Artsmark gold, and where creative teachers use the arts to help even very young children grow in confidence and eloquently express themselves. As we become more and more reliant on our ability to think creatively, whether in terms of engineering, research or design, these skills are going to be more important than ever.

This year we have worked closely with artists and children and young people to update our celebration material. The certificates and toolkit feature new artwork made by young people and we have created this new support book, with case studies and information on how to sustain your quality arts provision.

Backed by key partners including the Department for Education and the Department for Culture Media and Sport, Artsmark is just one way Arts Council England is working to develop the provision of quality arts education in schools and other education settings as we look to ensure that every child and young person has the opportunity to experience the richness of the arts.

Congratulations once again and enjoy celebrating your success.

**Dame Liz Forgan**  
Chair, Arts Council England

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# Supporting statement

Rt Hon

Michael Gove MP

Secretary of State for Education

Ed Vaizey MP

Minister for Culture,  
Communications  
and Creative Industries

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Congratulations on receiving your Artsmark award.

Giving all children the opportunity to experience and learn about culture in all its forms is vitally important. We have some of the finest arts organisations in the world, and a long tradition of excellence in the arts. Children benefit hugely from the different perspectives and experiences that the arts can offer, and we are grateful to you for working so hard to give your pupils those opportunities.

For over a decade Artsmark has helped schools to deliver this ambition and we would like to record our gratitude for your commitment and dedication to ensuring that every child and young person has the opportunity to experience the richness of the arts and culture.



**Rt Hon Michael Gove MP**  
Secretary of State for Education



**Ed Vaizey MP**  
Minister for Culture,  
Communications and Creative Industries

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# Introduction

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Artsmark round 12 has been the most successful round to date with 1,750 schools and other education settings engaging with the programme.

This is a really encouraging number and demonstrates that schools and other education settings are willing and want to engage with more challenging criteria and we'd like to congratulate you on being part of this success.

We were also pleased to invite further education colleges and youth justice settings to become part of the Artsmark community this year, in fact, 70 per cent of National Skills Academy for Creative and Cultural founder colleges applied.

The focus of Artsmark is to support Arts Council England achieve its goal of ensuring every child and young person has the opportunity to experience the richness of the arts by ensuring they have access to high-quality provision.

Gaining an Artsmark at any level shows that an education setting is committed to the cultural development of the young people they work with. By offering public recognition of commitment to the arts by the settings and its staff, Artsmark supports them to raise their profile and continue improving their practice.

From September 2012 onwards, Trinity College London will deliver Artsmark. They also manage the Arts Award on behalf of Arts Council England and we believe that the delivery of both Artsmark and Arts Award through one provider will help support a more joined up cultural education for children and young people and make it simpler for you to engage with both programmes.

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## What's next?

We have produced a toolkit as a resource to dip in and out of when planning your arts education provision.

### It includes:

- resources to illustrate how schools and other education settings can sustain and develop a quality arts offer, involve young people and strengthen partnerships
- case studies presenting outstanding examples of a quality arts offer
- award material featuring six unique works of art by professional artists in collaboration with children and young people; all six works are in the toolkit for you to display as part of your Artsmark celebration
- newly designed certificates and plaques (for schools achieving Artsmark gold three or more times)
- a poster to help advertise your Artsmark celebrations (the poster and artwork will be available for download from the Artsmark website [www.artsmark.org.uk/celebration](http://www.artsmark.org.uk/celebration)).

Also don't miss the new map on our website to help you easily identify other Artsmark settings and our bridge organisations across England to use when developing partnerships and working with the wider community.

## Bridge organisations

The Arts Council will be funding 10 'bridge organisations' over the next three years. These will use their experience and expertise to connect children and young people, schools and communities with art and culture.

This includes connecting schools and settings with Arts Council England national portfolio organisations and others in the cultural sector, including museums and libraries.

Further information on the 10 bridge organisations, including contact details and how they can support you, can be found on the Artsmark website at [www.artsmark.org.uk](http://www.artsmark.org.uk).

We hope you find these resources useful when planning your arts provision and congratulations once again on your achievement.

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**'The National Skills Academy recognises and develops skills opportunities for those entering and already employed within the creative and cultural sector. Introducing Artsmark to the further education sector will allow training provision and arts activity in colleges to be audited, celebrated and improved. By encouraging collaborations with professional artists and practitioners, Artsmark rewards creative collaborations, industry engagement and links with the creative industries. Students in Artsmark colleges can be assured that the arts are taken seriously and that links with cultural employers are encouraged within the college.'**

**Pauline Tambling** Managing director of National Skills Academy for Creative & Cultural

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- 1 Clacton Coastal academy is committed to raising students' self-esteem and achievement through their involvement with the Arts, especially Dance through the Clacton Coastal College of Dance (case study i)
- 2 Fish, co-created by glass artist Norma Sales and Lingey House Primary School pupils on display at Gateshead College (case study ii)
- 3 Fish, co-created by glass artist Norma Sales and Lingey House Primary School pupils (case study ii)

- 4 A workshop at the Grenville Pupil Referral Unit (case study v)
- 5 Lingey House Primary School uses national programmes like the National Gallery 'Take One Picture' to enrich their arts provision (case study ii)
- 6 Cooks at Lingey House Primary School making glass decorations (case study ii)

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# Sustaining quality arts education

As well as a kitemark of quality, Artsmark is intended to be a developmental process. Artsmark settings should constantly be looking for ways to develop and improve their provision.

In this section we look at how your Artsmark application can support further development and highlight key themes for development that have come out in Round 12 applications.

Due to the fact that only 2% of applications came from non school settings this section is currently more focused on schools practice

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# 1 Using your Artsmark application to inform future developments

- i Reflecting on your application and assessment
- ii Evaluating the quality of arts education in your school/setting

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## 2 Key themes identified in Round 12

- i Monitoring and recording progression in the arts
- ii Young people as arts leaders
- iii Arts Award

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## 3 Strengthening your Partnerships

- i Working with professional artists and arts organisations
- ii Working with Partner Schools
- iii Working with Community Partnerships
- iv Working with Local Industry

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## 4 Case studies

- i Quality arts offer — urban secondary school
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small urban special school for PMLD and ASD pupils
- v Wider community — small rural federation primary school
- vi Partnerships — rural secondary school

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# **1 Sustaining and developing a quality arts offer**

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## i Reflecting on your application and assessment

Having achieved the nationally recognised Artsmark or Artsmark gold, or if you are working towards Artsmark, means that you are a school or other education setting that is committed to and values rich and high quality provision of the arts for all children and young people.

The Artsmark process of application and assessment also provides you with a great opportunity of developing and sustaining this provision in the future.

### Consider the following questions:

- When you were completing your application, which sections were especially challenging and why?
- What did you learn about these sections as a result of the assessment process?
- How would you answer them differently now and what action do you plan to take to ensure you can address any areas that need to be improved or developed.

## ii Evaluating the quality of arts education in your school/setting

The Artsmark process provides an excellent opportunity for evidence to be gathered that can clearly identify the value of high quality arts education. Very many schools have reported that the process of engagement in the arts has resulted in increased confidence and self esteem in pupils or that it has changed the behaviour of challenging pupils, improved attendance or impacted on achievements in other subjects. However, not all schools are able to identify specific evidence to demonstrate this.

### Consider the following:

- Find ways of recording comments made by teachers and other staff members, pupils, their parents and other carers when they note that confidence, self-esteem or behaviour has changed. Ask how it has changed and why did it change?
- Track attendance records and see if there are differences when arts experiences are being provided.
- Ensure teachers note when engagement in dance or music for instance has impacted on a pupil's understanding in maths and ask them to identify how they know that it made a difference.

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‘It was through dance lessons at school that a world of opportunity and freedom opened up for me. To be able to express myself now through my work is entirely down to this first opportunity. I wholly support a programme that offers young people the chance to experience the same high-quality arts education. Experiencing and participating in the arts can genuinely change the direction of someone’s life and it is in our schools that these first encounters should take place.’

**Hofesh Shechter** one of the UK’s sharpest contemporary choreographers

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## **How can you gather measurable evidence that you are providing quality within your arts curriculum?**

Use the Artsmark application 'How to answer' guidance, which offers ideas and approaches to gathering evidence for evaluating quality (Section 1.2 of Part 2) including the following:

- noting and recording pupils' outstanding arts achievements in and outside the curriculum. Many schools regularly publically congratulate their pupils on their achievements, but this information isn't necessarily recorded
- benchmarking pupils' arts achievements against other schools/ settings – work with partner schools or your network of schools or at subject network meetings to find simple approaches to gather evidence and share data
- recording comments from partners advisors or teachers from outside your school or setting.
- (Secondary only) noting numbers of pupils progressing to specialist further education or higher education courses in the arts (if applicable)
- recent (last three years) and relevant Ofsted comments about high quality of arts education, or clearly related areas
- relevant exam results (secondary/special schools only) and other achievement data (if applicable)
- ensuring pupils are regularly given formal as well as informal opportunities to provide feedback on arts experiences in the curriculum and extra-curricula activities and using their feedback to inform future experiences

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‘Artsmark schools endorse the belief that achievement and participation in the arts are essential components in nurturing happy and confident young learners.’

**Stephen Belinfante** Arts Advisor for Worcestershire County Council

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‘When creative writing is taught well it can have a huge impact on students’ ability to think critically, communicate clearly, inspire others, express themselves and understand complex issues and emotions. Artsmark helps us all – governors, teachers, students and employers – to better understand, deliver and celebrate high-quality arts education.’

**Dame Lynne Brindley** Chief Executive of the British Library

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‘This Government is firmly committed to cultural education, which is why we recently commissioned Darren Henley to conduct a full review of cultural provision in schools. I’m delighted to see the return of Artsmark, which will help to give thousands of children access to high quality arts provision in schools. I’m sure that the scheme will help not only to inspire our artists of the future, but their audiences too.’

**Ed Vaizey MP** Minister for Culture, Communications and Creative Industries

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## **2 Key themes identified in Round 12**

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## i **Monitoring and recording progression in the arts**

The teaching of knowledge, skills and concepts in the arts is as important as any other subject. Most schools have procedures in place for identifying targets and monitoring progression in relation to achievement in art and design and music. Some secondary schools also have clear routes for progression in dance and drama, but many primary schools, although providing dance and drama, do not always identify what pupils can achieve in these subjects and how they might progress. For instance, a typical topic is 'The Romans', where the pupils take on the role of Roman soldier talking to their son or daughter, then both making a personal diary entry the night before a battle. Teachers will often identify the clear insights and learning that pupils demonstrate in relation to their knowledge of the historical period or the quality of their writing, but not identify how pupils were also able to express the feelings of that soldier and his child through their use of their voices, their language and their physical expressions and gestures.

Some primary schools however, are addressing this and building on the use of assessment for learning strategies in all lessons. One tiny rural school in West Sussex, for instance, is developing routes of progression of skills in art and design, dance, drama and music. A simple progression chart draws out key skills with statements that all pupils can access such as 'I can put movements together to create (choreograph) a dance' or 'I can repeat rhythms in music'. Through the 'I can' charts, most importantly children, but also teachers, parents and carers know what the child can do and how s/he can progress. This provides great evidence of achievement in the artform.

Alongside this, schools are expected to provide for the spiritual, moral, social and cultural development of young people. This kind of topic on the Romans, for instance, or specialist area of study in secondary schools in all of the arts, provides perfect opportunities to reflect on the creative process and cultural context for the spiritual and moral dimensions of their creative arts study. By making or identifying these opportunities, the creative arts will contribute significantly in an Ofsted inspection to the way in which the wider curriculum addresses these issues.

In connection with this and in relation to quality, schools will also find it useful to reference the document that maps Artsmark against the new Ofsted Framework found at [www.artsmark.org.uk/resources](http://www.artsmark.org.uk/resources). The resources page is a really useful section of the website including links to a wide range of publications relevant to Artsmark.

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## ii Young people as arts leaders

One of the sections of Artsmark focuses on young people as arts leaders. It has been exciting to see how many schools and other education settings of all phases are harnessing and supporting not only those who are talented in the arts, but those who have a real interest and enthusiasm in the arts too. As well as offering opportunities for leadership via Arts Award, schools are identifying arts ambassadors or arts leaders (from 7–18 years old) who take on such roles as developing young leaders and/or through getting involved in Arts Award (more details at the end of this section)

These Arts leaders or ambassadors take on such roles as:

- supporting younger pupils in the chosen artform alongside a teacher
- being the arts representative and advocate on the school council
- being one of the front of house hosts when there is any sort of arts event at the school
- modelling an activity for the class
- taking responsibility for updating visual information about local performances, workshops, exhibitions etc.
- running a lunchtime or after school club with guidance and support from a member of staff
- working with another pupil to support an after school club in another school
- contributing to the school website in consultation with a member of staff
- encouraging others to get involved in the arts

## iii Arts Award

Arts Award is a great way of supporting and developing young people as artists. It is run by Trinity College London in association with Arts Council England. Arts Award has five levels, four of which (Explore, Bronze, Silver and Gold) are accredited qualifications and Credit Framework (QCF). Discover is an introductory level. Much more information about the Award can be found on the excellent Arts Award website [www.artsaward.org.uk/schools](http://www.artsaward.org.uk/schools) or contact [enquiries@artsaward.org.uk](mailto:enquiries@artsaward.org.uk). The Award is already established in many secondary schools and other settings and there is already great interest in Discover and Explore, open to ages 7–25 which launched in April 2012.



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1 A theatre workshop at Kentisbore Primary School. The school leads training in aspects of the arts for other schools (case study v)

2 A dance workshop at Kentisbore Primary School (case study v)

3 A dance workshop at Kentisbore Primary School (case study v)

4 Kentisbore Primary School students during a workshop at the local dance studio (case study v)

5 A dance workshop at Kentisbore Primary School (case study v)

6 Leading a teacher's workshop at the Royal Academy of Arts with an exhibition of Recycled Art inspired by Dale Chihuly (case study iv)

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## **3 Strengthening your Partnerships**

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## i Working with professional artists and arts organisations

Many Artsmark schools have established excellent partnerships with artists and other arts practitioners. Some have been established for several years and Creative Partnerships helped launch many new partnerships with some exciting ways of working together. Some Artsmark secondary schools are generous in ensuring that their local partner schools have access to working with the artist in residence if they have one at the school, or to have access to masterclasses for pupils who are talented. Some outstanding, cost-effective partnerships have also been created through school networks that share funds to ensure they can all experience working with an artist or group of artists. Local arts centres, theatres and other arts venues usually have a strong commitment to education and not only invite schools and other settings to their varied arts events, but welcome other links too, for instance the celebration of dance and music in schools, theatre festivals and spaces for exhibitions of pupils' art work. An Artsmark school will often seek out these sources and create new opportunities for young people.

In some local authorities there are arts personnel who support and advise schools and other settings and are extremely knowledgeable about arts practitioners including professional artists. Local bridge organisations can also be contacted for advice. A map showing your nearest bridge organisation is available on the Artsmark website. Schools will still need to carry out all safeguarding procedures, but using local networks can help set a project in motion. The area which seems to challenge some schools, however, is evaluating partnerships with artists/arts organisations. One way of doing this is through the use of a virtual scrapbook, such as the one produced by Creative Junction, which can be accessed at [www.creativejunction.org.uk/signpost-2/partnership-information](http://www.creativejunction.org.uk/signpost-2/partnership-information).

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**‘It is vital that children engage with the arts early in their lives. The arts contribute to the development and wellbeing of children and young people. They inspire future audiences and the next generation of artists and arts leaders. Artsmark is an invaluable programme for education settings to benchmark their arts provision and ensure children and young people are engaging with broad, high-quality arts from a young age.’**

**Dame Liz Forgan** Chair, Arts Council England

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‘The arts have a vital role to play in the educational and personal development of young people; equally, they can contribute hugely to the dynamism, vibrancy and identity of a whole school. Artsmark is a great way of acknowledging and encouraging these things, and also the exciting contribution that collaborations with arts organisations and artists can make to a school’s provision.’

**Paul Reeve** Director of Education, Royal Opera House

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## ii Working with partner schools

As well as teachers networking with each other at meetings, Artsmark schools can often enhance their provision by bringing pupils together. An example of this is a special school where a highly talented dance teacher has encouraged and developed her students, many of whom have complex needs, in performing some outstanding work in dance. Each week these students work alongside mainstream pupils in primary schools. Both sets of young people gain hugely from the work and the relationships between all those involved is excellent. Some schools of all phases have talented and experienced specialist arts teachers and there are some great examples of opportunities that have been provided by a specialist in one Artsmark school supporting staff in another school. In one cluster of primaries and a special school, this collaboration led to teachers gaining much increased confidence and skills and resulted in improved and exciting new opportunities for music, including a music festival in which each of the schools takes part. Secondary schools on the whole are more likely to have specialist teachers in the arts and some have been especially generous in sharing their skills with primary and special school colleagues. However, primary schools usually provide broader learning opportunities where pupils are constantly encouraged to make connections between their learning in different subjects. A good Artsmark secondary school will welcome opportunities for teachers to observe and work together with primary or special colleagues and so the partnerships lead to benefits for all those involved.

### Consider the following:

- Do you have resources you can share, for example specialist ceramics facilities such as a kiln, a dance floor, an outdoor drama space, sets of musical instruments or, of course, a specialist teacher?
- Are there opportunities to collaborate on a joint project that would lead to clear and identifiable benefits for both? If so what might these be?

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### iii Working with community partnerships

Local communities can also be a resource for partnerships, which can be valuable for Artsmark schools and can enrich community links. One school has established excellent relationships with its local traveller community through providing a room for parents and children to share stories and reading activities, and groups of children have enjoyed listening to stories from the oral tradition round camp fires. Another school has made links with its local Chinese community and this year was able to learn the dance of the dragon to welcome in the Chinese new year.

Many Artsmark schools have long established relationships with other community groups including residential homes for the elderly. The very best practice can be shown when the residents themselves are able to influence and take a full part in the partnership – for instance sharing ideas for concerts or storytelling sessions and taking part in them as well. This is real intergenerational work, that brings mutual benefits – the key to a real partnership that has equity at its core. A great example of this was seen in a primary school which devised a partnership with its local care home on the theme of play. They met once a week for six weeks to learn and experience each others' games, toys and playground songs. Both communities learnt new skills and formed positive relationships. Older citizens used interactive gaming and pupils learnt playground songs and games from the past. A whole topic was devised to deepen these two communities' understanding and appreciation of one another and will be further developed when studying World War Two.

### iv Working with local industry

Creative and media industries often work in small companies within a community and their contribution to developing awareness of the employment industry together with their skills will raise the creative aspirations of young people. Companies schools have worked highly successfully with such companies and there have been benefits to both partners. The companies already working with schools have welcomed older students being on placement with them and have become involved in wider links with the school. Every six months one company rents paintings which have been created by A-level art students to hang in their offices and public spaces of their building; providing revenue for the art department and saving the cost of renting commercially promoted work.

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## **Case studies**

These case studies focus on a particular area of practice and might help support you when considering possibilities for extending/improving your arts education provision. There are two case studies in relation to part one of the Artsmark application and one case study for each part of section two.

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- i **Quality arts offer**  
Urban secondary school
- 
- ii **Quality arts offer**  
Urban primary school
- 
- iii **Pupil development**  
Small urban SEN community school  
ages 4–19
- 
- iv **Continuing professional development**  
Small urban special school for  
PMLD and ASD pupils
- 
- v **Wider community**  
Small rural federation primary school
- 
- vi **Partnerships**  
Rural secondary school

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## Assessment criteria

Pupils gain access to arts experiences covering a range of perspectives and practices, including an appreciation of different approaches to the arts locally, nationally and globally. Answers should include examples from across the arts, such as art and design, dance, drama and music.

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## Why it meets criteria

This example demonstrates how pupils can access various arts experiences and increase their appreciation of different approaches to the arts locally, nationally and globally.

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# Quality arts offer

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## Urban secondary school Clacton Coastal Academy

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### How do you give pupils experience of the arts from a wide range of places, practices and perspectives?

Our students gain experience from a wide diversity of places, working with different arts organisations who provide alternative experiences for our students. By working with Graeae Theatre Company, students have developed their knowledge and understanding of how an inclusive theatre company works. They have learnt how to adapt movement and sound in order to accommodate all cast members through joint projects. This has furthered their understanding of how a performance incorporating cast members with physical, mental, social and learning needs can be devised.

Students are encouraged to use dance, media, art and music through our competency curriculum, which involves 'The Mantle of the Expert'. This places students in roles to research and develop their understanding of issues surrounding stereotyping, ethnicity and faith. We have weekly podcasts throughout the school, which are often high in arts content. For example, pupils critique local and national art exhibitions and theatre visits through this medium, most recently to the Victoria and Albert Museum where they looked at fashion through the ages. We are currently exploring positive urban music styles and contemporary culture with global percussive music traditions from Brazil and Nigeria, using the skills of local musicians. This allows us to draw comparisons and make links between urban music and global perspectives in traditional and contemporary percussive music making. We also have a local resident dance company on site and their inclusive approach and alternative teaching style is proving very successful in increasing boys participation in dance, and accreditation through the Royal Academy of Dance.

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‘First awarded the Artsmark Gold in 2007, the school was excited by the prospect of undertaking a detailed audit of its arts provision. It became a celebration of the school’s commitment to building on the already extensive opportunities to ensure that all students had access to an exciting and diverse arts curriculum.

Now, as a specialist Performing Arts School recognised as ‘outstanding’ by Ofsted in February 2011, the impact of the Artsmark on heightening awareness and exploring the school’s capacity for change has been invaluable. Over the years cross-curricular links have increased and the arts are now fully embedded across all subject areas. The award has certainly contributed towards staff engagement with the arts in recognising the value they have in developing students’ pride and self-esteem.

In addition the gold standard has raised the profile of the school within the local area and promoted the outstanding arts provision. Parents, governors and members of the community regularly attend events and student participation continues to be extremely high.

Gaining an Artsmark award is a rigorous process that encourages thorough self evaluation and recognises existing strengths and opportunities for development. The Artsmark endorses the school’s provision and credibility as an arts provider and Friern Barnet School would strongly encourage other education institutions to apply.’

**Jeremy Turner** Head teacher, Friern Barnet School, third time Artsmark gold in Round 10

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## Assessment criteria

Able to identify appropriately the areas of strength and weakness of the arts at school/setting. Answer must include at least one area for improvement.

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## Why it meets criteria

This example describes how their strengths in art and design are celebrated in the school environment and wider community. It identifies two clear areas of improvement that focus on increased child initiated and led extra curricula music activity.

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# Quality arts offer

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## Urban primary school Lingey House Primary School

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### What are the strengths and weaknesses of arts education at your school/setting?

We have many strengths most notably in our art and design provision. As a fourth-time applicant to the Artsmark award we pride ourselves in the quality of our indoor and outdoor learning environment. Our displays encompass large 3D works, sculpture, textiles, poetry, creative writing and photographs. We have long-term partnerships with arts organisations and specialist artists, and use national programmes like the National Gallery 'Take One Picture' resource to enrich our provision. We also have established community links partnering local schools and colleges, which enable us to access talent and showcase our work successfully within our local community. Most recently glass artist Norma Sales has co-created work with children, parents and friends of our school. We have designed and created glass fish, using highly technical processes from drawing on acetate, sandblasting and enamelling. Gateshead College is to exhibit the children's work.

Our arts policy allows us to look strategically at areas of development. We have identified two key objectives: greater use of ICT as a teaching tool to encourage a wider variety of teaching and learning styles and independent learning. It is our intention therefore to implement child initiated ideas for a music technology club using the ICT Cubase package. This will involve Inset in order to use this resource effectively. We also hope to increase opportunities for leadership through facilitating a 'lyrics and tunes' club, which will be run by and for our children and is linked to our aim of raising standards in literacy. Pupils will write, compose and perform their own songs with the aid of the Cubase system by the summer term.

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# Pupil development

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## Small urban SEN community school ages 4–19

Castle Business and Enterprise College

2.4

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### How can pupils begin to develop leadership skills in the arts?

Many of our pupils have truly blossomed during the time they have been completing their Bronze Arts Award. The number of pupils achieving Bronze has increased by 50 per cent over the last year and as a result we have now begun to offer GCSE in Art and Design for 40 per cent of our current year 10 students. We try to provide a variety of activities within the arts that encourage creativity and inspire pupils to initiate arts activities they feel confident in.

Our pupils were very successful in creating Banksy style stencils and spray painted silhouette images. They were eager to develop leadership skills by holding a small workshop where they demonstrated the techniques and processes used to create their own work. The workshop session was very successful and since then their skills have extended into the performing arts.

Some of our older students have run lunchtime workshop sessions in dance and photography. Students who had previously been involved in the Banksy project participated in a dance workshop with a professional dancer and used the skills they had gained to run a dance workshop at lunchtime. They used QuickTime video clips as a tool for teaching the routine to others, working autonomously, using their own experiences and knowledge to inform and inspire others. Pupils did extremely well at demonstrating their leadership skills, working well as a team and encouraging others.

As a special school, we often find that new pupils join us midway through a year. Our pupils are now very good at welcoming new pupils and show brilliant group leadership skills in demonstrating equipment; showing where resources belong and modelling the way we use different media.

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### Assessment criteria

Pupils are encouraged to begin to develop leadership skills in the arts, appropriate to their age/ability. Answer should include one example.

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### Why it meets criteria

One clear example is provided which links the involvement of pupils in the Arts Award to increased pupil led activities, leadership skills and new academic provision. It describes age appropriate arts activity, which is facilitated by the school and developed by input from a professional dancer. It is also of interest as it shows how different art forms have been used to share learning between pupils and promote positive behaviour.

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## Assessment criteria

CPD has taken place for teachers of art and design, dance, drama, music and English over the last two years. The main learning outcomes have been identified.

Strategy for identifying training needs, allocating resources and identifying opportunities for continuous professional development to improve teaching and learning in art and design, dance, drama, and music.

The approach includes induction for new staff, teaching assistants and support for Initial teacher training students.

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## Why it meets criteria

The school provides a clear example of how they identify training needs by adopting a strategic approach which links to their School Improvement Partner. As a result they are able to identify training needs and allocate resources effectively. They meet criteria by showing that they have an induction process for new staff, cascade learning internally and deliver whole school training in the full range of the arts.

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# Continuing professional development

iv

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## Small urban special school for PMLD and ASD pupils Kingsley High School

3.1

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### How do you improve teaching and learning in the arts through continuous professional development?

Staff training needs are identified through regular structured staff consultation and whole school contributes to the school improvement plan. This allows us to identify subject specific and whole school training needs in the arts. Staff development needs are further identified through appraisal and performance management cycles, which identify areas of school need and individual interest. Resources are allocated to develop training and invest in new or better use of equipment, arts materials, costumes and teaching aids.

In autumn 2011 we developed a whole school Inset using music to find new approaches in cross-curricular teaching and learning styles and we are now able to use it fully in productions and themed cultural days. We employed a dance practitioner last year and have found new movement based techniques and choreography skills involving floor and air patterns to help our PMLD wheelchair users better participate in dance.

Our training needs are managed and developed by the school's continuous professional development leader with weekly staff training events, visits to other schools to see practice in drama and opportunities for joint working with our link school being sought as appropriate to the development need, for example with the school's music therapist. All new members of staff participate in an induction programme, which involves observation of teachers of the arts. Teachers meet regularly to share teaching ideas and plans for arts subjects and involve teaching assistants in wider planning discussions. Moderation of work is undertaken both internally and externally, providing staff with a more comprehensively agreed understanding of what work looks like at particular levels. Furthermore, the art teacher has worked with the music NQT to share knowledge culminating in an outdoor exhibition and performance in the school grounds. As a result we have extended our music resources and now have recordings ranging from Bach to Katy Perry. Furthermore, the art teacher has contributed to three publications relating to the teaching of art in special education and most recently delivered a teachers workshop at David Hockney's Royal Academy exhibition.

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# Wider Community

v

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## Small Rural Federation Primary School

Kentisbeare Primary School

4.2

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### How do other school/settings benefit from the quality of your arts education?

Our school leads training in aspects of the arts for other schools in the Culm Valley Learning Community (CVLC) and the Small Schools Group (SSG). Provision for the arts continues to be given priority and each year the CVLC and SSG plan activities for the children as well as continuing professional development opportunities. Our school is also used as a venue to deliver workshops and arts Inset to other schools. Last year the focus was outdoor learning, which included workshops on outdoor art.

The Head teacher coordinates the SSG and organises non-pupil days and suggested CPD workshops. Also as Chair of the Curriculum Strategy Group in the Learning Community she takes a lead in deciding the initiatives, thus influencing and shaping wider community arts objectives. This year she has involved the 16 schools in an arts project to celebrate the London Olympics. This includes making huge banners to hang in Exeter Cathedral and an arts programme based around the Olympic values.

We also provide performance and workshop opportunities for students from the Grenville Pupil Referral Unit (PRU). The PRU employs professional actors, dancers and musicians to work initially with Grenville students who then come to our school to create various artistic and theatrical presentations, thus creating a mutually beneficial partnership. Furthermore, Exeter University provide students from their Applied Drama Degree course to take part in each project. Consequently each project involves professional performers, university students and school pupils whose age's range from 3–16. This community relationship has allowed us to be involved in the pilot Arts Award for age 7+ students as the PRU are an Arts Award centre. Many pupils and students have benefited in gaining valuable experiences they would never have been able to access without the continuous collaboration between our school, the PRU, university and theatre.

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### Assessment criteria

School/setting has a partnership in place that shows its arts provision and practice is held in high esteem by its partner(s). Signed statement from a partner on school/setting letterhead or email showing the benefits of the partnership. Answer must describe the partnership and explain why it has been successful.

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### Why it meets criteria

This rural school describes how it and other schools benefit from its quality arts provision. It does this by being part of a federation, which helps them to connect and share practice in a rural setting. They take a leadership role in a learning community/forum and manage community relationship with a Pupil Referral Unit which allows the school to break down barriers between two communities increasing knowledge and understanding between them.

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### Assessment criteria

Evidence of a sustained partnership with an artist or arts organisation.  
Two examples of impact linked to this partnership.

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### Why it meets criteria

Two clear examples of impact linked to this partnership are provided. The school describes how the partnership widens the arts offer through enrichment activity and deepens learning by having a professional theatre company located in its school.

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# Partnerships

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## Rural secondary school Wildern School

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### How has a sustained partnership with an artist or arts organisation impacted on your school/setting?

As part of an ongoing collaboration with The Point, a local contemporary arts venue in Eastleigh, Hampshire, we have been able to develop and sustain a variety of arts initiatives, including:

The Multi-Arts group, run collaboratively with The Point. This has met weekly for a number of years and offers extra curricular arts opportunities to students with a variety of complex needs including emotional and physical disabilities. Students from Wildern act as ambassadors by working with the group to support teaching and learning. The impact of this project is reciprocal for both groups.

The Berry Theatre, which opened on the Wildern site in April 2011, is a self-contained professional venue operated by colleagues from The Point (on behalf of Eastleigh Borough Council). Wildern has a close working relationship with The Berry, producing our annual school production as well as dance showcases and music concerts in the venue. Students have also attended workshops and performances, created theatre marketing projects and acted as front-of-house ushers. The impact on students has already been profound, as they have embraced the opportunity to work alongside arts professionals in a real working theatre.



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- 1 A Kingsley High School student designing an art bottle with support (case study iv)
- 2 Adapting equipment to enable all students' access to activities. Shredded tissue was wound around the end of a paint brush to enable Rachel to push it inside the bottle – Kingsley High School (case study iv)
- 3 Students enjoying a Carnival exhibition inspired by Dale Chihuly's glass art, Kingsley High School (case study iv)

- 4 A Lingey House Primary School student ready to do some sand blasting (case study ii)
- 5 A Lingey House Primary School student proudly displaying his glass fish co-created with glass artist Norma Sales (case study ii)
- 6 'We have designed and created glass fish using highly technical process from drawing on acetate, sandblasting and enamelling.' (case study ii)

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# Celebration

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**Celebrating and communicating  
that you are an Artsmark School**

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**Publicise your Artsmark**

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# **Celebrating and communicating that you are an Artsmark School**

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## Celebration events and the press

Many schools and other education settings will have already given thought to how they might celebrate achieving Artsmark or Artsmark gold. It is a great achievement for a school or other education setting so we hope you want to celebrate and showcase this to parents, governors and other influencers. Some schools that were specialist arts colleges continue to use the opportunity to bring together Artsmark schools within their family of schools so that they have a shared event. Others combine the celebration with another arts event, such as an exhibition or a production, concert or open evening. Some may even be fortunate enough to be able to work with their local arts centre in having a celebration evening.

Schools and other education settings might also think about the presentation of their certificate by a special guest. Guest presenters can include:

- your local MP – Arts Council England will write to all MPs setting out Artsmark recipients and the benefits of the scheme but you may also like to contact them directly to invite them to experience Artsmark in action (a template letter is enclosed in this toolkit)
- chair of the school governors
- Director of local authority children’s services or their representative
- Cabinet member in the local authority for children and young people’s services or cultural services
- your local councillor
- a well established local professional artist
- your local authority arts officer
- the director or education officer of a local arts organisation

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# Publicise your Artsmark

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There are a number of ways to inform the local community, parents, governors and key stakeholders of your school's accomplishments in the arts through Artsmark activities.

## Press

Arts Council England will distribute a press release about Artsmark achievements in the region.

However, this toolkit includes a press release that you can personalise to achieve regional media coverage yourself. Add extra details about what makes your school's achievement special and email it to:

- local papers and local radio (including BBC regional stations), letting them know there is someone available for interview
- newspaper photographers, inviting them to a press call on the day you present your Artsmark. This is an opportunity for the press to come to your school to see the excellent work you do
- send your press release to be included in local council newsletters, they are fast becoming a popular addition to traditional press and will spread your message to the local community
- there are a number of online resources that you can contact to host your Artsmark story. Local media all have online content (including BBC region web pages) as well as MP websites, council websites and your own school website
- contact your local MP to inform them about the significant work your school has been doing in their constituency

## In school

Assessors often say that you can tell an Artsmark gold school from the moment you walk into the school gates, such as beautifully created railings that Year 6 pupils made working with a blacksmith, a mosaic created by the whole school community who worked with a mosaic artist, a willow dome planted when Year 1 children worked alongside an artist working with living willow. On entering the school you may see a flatscreen TV showing images and photos of activities pupils experience at the school with the arts being clearly featured along with other subjects, files showing press releases featuring the arts and of course, innovative but relevant display of arts work throughout the corridors and other spaces.

Consider placing your certificate/plaque in a prominent place so visitors can easily see your achievement. You may also like to consider putting a quote from your assessor up in a prominent place. You may also like to display the artwork in this toolkit which has been produced by professional artists and children and young people to celebrate Artsmark round 12.

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## The school website

The school website is a more public arena through which it shares its profile. Exploring the website is often the first information that a parent or other community member or indeed an Artsmark Assessor can access. A good Artsmark school will ensure the arts are clearly featured and some have really exciting images reflecting high quality arts provision.

Don't forget to include the Artsmark logo on your school marketing material, for example your school letterhead or your prospectus

### Does your website clearly reflect that you are an Artsmark school?

The following prompts may help you review and make the most of your website:

- Are there photographs and other images that show your pupils engaging in the arts?
- Does your prospectus feature the arts, so that potential parents and other readers know that the arts are embedded in the life of the school?
- Does the curriculum you share on the website feature the arts?
- Do you have a virtual learning section on your website through which young people can profile their creative learning and achievements and celebrate their work within the safety of the virtual learning environment as well as accessing other relevant arts sites?
- Are your arts clubs shown alongside your sports and other clubs?
- Do your arts leaders or arts ambassadors manage a section of your website to share ideas for arts events etc?
- Do your virtual newsletters include information about the arts?

- Have you used the website to announce your success in achieving Artsmark or Artsmark gold or if you are working towards Artsmark? This could highlight areas of strength and areas you plan to develop further.
- Is the Artsmark/Artsmark gold logo featured?

## Using the Artsmark website

Over 20% of schools are Artsmark/Artsmark gold schools. This provides a great opportunity for networking with other schools/settings as well right across England. The Artsmark website provides further opportunity for you to celebrate the arts in your school, share good practice and learn about some too. The Artsmark team will always welcome examples of outstanding arts experiences to feature in their inspiration zone. The website is a rich resource for new information not only about Artsmark itself but wider relevant resources, ideas and publications. Artsmark schools should use it and be a real part of the Artsmark community that says the arts are an essential part of education for all young people and your school is committed to providing high-quality experiences for them all.

**If you have any Artsmark media queries contact the Arts Council enquiries team on 0845 300 6200 during normal office hours.**



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- 1 Students from Clacton Coastal Academy at a West End workshop (case study i)
- 2 Students from Wildern School acting as front-of-house ushers at their local contemporary arts venue (case study vi)
- 3 A Wildern School pupil exploring lighting behind the scenes at the Berry Theatre (case study vi)

- 4 Silence please, Wildern School students in a local recording studio (case study vi)
- 5 Lingey House Primary School students drawing fish on acetate (case study ii)
- 6 Community Support Officers and parents making glass artwork at Lingey House Primary School (case study ii)

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# Practical

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**1 Artsmark logo guidelines**

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**2 Template letter to MP**

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**3 Template press release**

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# 1 Artsmark logo guidelines round 12

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## This section provides guidance on where and how to use the Artsmark and Artsmark gold logo.

The Arts Council England Artsmark logo must be used correctly. It must only be reproduced from the master artwork supplied and must never be redrawn, modified or enclosed in a box.

### Within text

When referred to in text, the Arts Council England Artsmark should appear in lowercase with initial capitals i.e. Arts Council England Artsmark. The different levels should be expressed as: Artsmark and Artsmark gold

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## The Artsmark logo is available for use on materials as a way of publicising that your school has received this coveted award.

### Where to use the Artsmark logo

To ensure legibility and allow for ease of recognition, a minimum size for reproduction of the Artsmark logo has been set. There should be an area of clear space surrounding the logo which is a minimum of twice the height of the capital 'A' in 'Arts Council' in the logotype as illustrated below.



### Minimum size and clear space

You may wish to use the Artsmark logo on school materials such as: letterhead paper, websites, posters, leaflets, newsletters, invitations, t-shirts, reports, prospectuses, advertising promoting the school or recruiting staff, or even on your school minibus.



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## Reproducing the Artsmark logo in black and white

When the Artsmark logo appears on a dark colour or dark photographic background it must appear white out. When the Artsmark logo appears on a light colour or light photographic background it must appear black.



When using the Artsmark logo on a photographic background, ensure it is positioned on an area of the image where it will be clearly visible.

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## Colour

If your school has received the Artsmark gold award, the Artsmark logo can be used in colour. When this is not possible, the award mark should simply appear black on a light background or white out of a dark background.

### **PANTONE® colours:**

Gold PANTONE 872

### **Process CMYK % colours:**

Gold C000 M017 Y095 K050

### **RGB colours:**

Gold R204 G153 B051

### **Hexadecimal 'websafe' colours:**

Gold CC9933

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## Which files to use

The Artsmark logo is supplied in various file formats suitable for both PC and Macintosh systems. Generally either the 'eps' or 'tif' files can be used on printed materials. The 'jpg' files should be used online where it will only be viewed on screen. The 'png' file formats are for use in PowerPoint presentations.

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## Supervising Artsmark status

The Artsmark team does not have the capacity to monitor the Artsmark status of all settings in detail and cannot deal with complaints about an Artsmark settings' arts provision. However the following rules do apply to a setting during the three years that they hold Artsmark status.

Settings will be surveyed once a year asking them to certify that standards are the same and the statements they made in their application have not changed in that time – this certification will be made by the head teacher/lead worker. If a response to the survey is not received, then the school/setting will be removed from the list of Artsmark organisations and an official letter sent to them informing them they can no longer use the logo.

In addition to this self-certification, the use that is made of the Artsmark logos will be monitored and we reserve the right to inspect the use that is being made by a school/setting on any day on which that school/setting is open, at three days' notice.

All schools/settings holding Artsmark status will be expected to abide by the logo use guidelines above. Any schools/setting found misusing the logo may have their Artsmark status revoked.

Artsmark certificates sent to schools/settings will clearly state the year that a school will need to reapply to continue to hold their Artsmark status.

In the year in which a school/setting needs to reapply they will be contacted by email and letter confirming that they need to reapply in this round to continue to hold their Artsmark status. Any schools that do not then reapply will be informed by letter that their status has lapsed and that they should remove any logos from their website, letterhead and other school publicity materials.

Continuing to the use the logo after Artsmark status has lapsed may result in that school or setting not being able to reapply for Artsmark status in the future.

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## Contacts

From April 2012 Artsmark will be delivered by Trinity College London. Please check the website for up-to-date contact details at [www.artsmark.org.uk](http://www.artsmark.org.uk)

## 2 Template letter to your local MP

This letter and press release are available for download from the celebration section of the Artsmark website

[Date]

[MP Name MP]  
House of Commons  
London  
SW1W 0AA

Dear [MP name MP]

[School name] awarded [Artsmark/Artsmark gold] in your constituency.

We are pleased to announce that Arts Council England has awarded us an [Artsmark/Artsmark gold] in this round. This is the [X] time our school/other education setting has achieved this prestigious national award and we would like to take this opportunity to invite you to our celebration on [date/details of celebration].

Artsmark is the national programme, supported by the Department for Education and the Department for Culture Media and Sport, that enables schools, further education colleges and youth justice settings to evaluate, celebrate and strengthen a quality arts offer.

The award is a recognition of the real commitment a school has made in providing top quality dance, drama, music, art and design for their pupils. But it's not just beneficial for the pupils; it can raise a school's profile, reassure parents and carers that arts provision is a priority and reward teachers and pupils for their efforts.

In an evaluation of the scheme (The impact of Artsmark on schools in England), it was shown that many schools benefited substantially from being involved in Artsmark. They reported an increase in pride and self-esteem of their pupils, improved recognition in their local community and increased professional development opportunities for teachers.

Every school awarded an Artsmark has completed a thorough audit of their arts provision and offers a broad range of arts opportunities for their students in teaching time, out-of-school hours and through partnerships with artists and arts organisations.

If you would like any further details about Artsmark in our school please contact [insert contact details].

Yours sincerely

[Insert contact details]

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## 3 Template press release

### **[School name] awarded [Artsmark/Artsmark gold]**

Arts Council England has awarded [Artsmark/Artsmark gold] to [setting name] in recognition of the school/college's commitment to, and excellence in, arts education. [Setting name] is part of the 1,750 schools in England who received an Artsmark this year.

### **[Name, Head teacher of setting name in location], said:**

[‘Quote from Head teacher.’]

‘I’m delighted that the Arts Council has recognised [setting name’s] dynamic arts education programme. Our students have really enjoyed working with [writer/painter/etc, name of artist, activity description], and I’d like to thank all our staff for their hard work in achieving this award.’

‘Artsmark is more than simply a mark of distinction to us; taking part in the scheme has enabled us to develop our arts provision, and see the students who take part become more self-confident, engaged and excited about learning.’

Alan Davey, Chief Executive, Arts Council England, said:

‘Arts Council England believes that the earlier children are creatively inspired, the more likely they are to have a lifelong engagement with art – something that can transform lives and give young people a voice for their thoughts and feelings.’

‘Artsmark – now nationally recognised as a prestigious and coveted award, supported by the Department for Education and Department for Culture Media and Sport – sets the standard for an outstanding arts provision in schools and other education settings and it’s great to see so many new settings attaining Artsmark this year. This award recognises Setting name’s commitment to providing exciting art experiences and their belief in the power of creativity.’

**Continued over the page.**

## 3 Template press release continued

### Notes to editors:

#### Artsmark

1. Artsmark is a national programme developed by Arts Council England that enables schools, further education colleges and youth justice settings to evaluate, celebrate and strengthen a quality arts offer. The programme is supported by the Department for Education and the Department for Culture Media and Sport.  
[www.artsmark.org.uk](http://www.artsmark.org.uk)

#### Arts Council England

2. Arts Council England is the lead body charged with developing the arts in England. We work to get great art to everyone by championing, developing and investing in artistic experiences that enrich people's lives.

We have produced a strategic framework to focus our work over the next 10 years and encourage a shared purpose and partnerships across the arts. Goal 5 of this framework is to ensure every child and young person has the opportunity to experience the richness of the arts.

To help us achieve this we will fund a network of 10 'bridge' organisations (as part of the national portfolio) that will use their experience and expertise to connect children and young people, schools and communities with art and culture. They will connect schools and communities with other national portfolio organisations and others in the cultural sector, including museums and libraries.

### For further information contact:

[School name]

[Name, Head teacher of setting name]

[Telephone / email]

Arts Council England – Artsmark

The Artsmark team

[artsmark@artscouncil.org.uk](mailto:artsmark@artscouncil.org.uk)

[www.artsmark.org.uk](http://www.artsmark.org.uk)