

Artsmark and Dance

A practical guide to support you in developing dance provision as part of your Artsmark journey.



Introduction

This guide will support you to develop your dance provision and can be used to deliver against your Artsmark priorities. It can help:

- Audit your dance provision
- Identify areas for development
- Improve the quality of your dance provision
- Support you to embed dance across the curriculum
- Support Artsmark Partners to understand your needs

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How to use this guide

- This guide should be used alongside the Artsmark Framework
- Examples are provided of what good practice might look like but these are only suggestions. This is not an exhaustive list and you don't need to have all these suggestions in place to achieve your award
- The Arts Council's Quality Principles should be considered in planning, delivery and evaluation
- Discuss this guide with Artsmark Partners who are supporting you with your dance provision
- This guide will not be used as part of assessing your Artsmark award



Artsmark Criteria	What might good dance provision look like against the Artsmark Criteria
1 Values and ethos Promote arts and culture in your values and ethos	Regular dance activity is used to improve and develop both mental and physical health of pupils. The setting demonstrates they value pupils' interests and skills by offering dance as part of a varied curriculum. Pupils have access to dance qualifications and can use dance as part of Arts Award.
2 Leadership Demonstrate leadership	There is commitment from SLT and with their support, the PE/Dance lead values the importance of high quality dance teaching. They will drive and develop dance participation and performance across the setting. They support staff in understanding how high quality dance teaching can help pupils' creativity, cultural awareness, health and wellbeing.
3 Pupil engagement Engage children and young people (CYP)	The setting runs regular dance performances, ideally with local schools invited to participate, and pupils present their dance work in community spaces and professional theatres. CYP are involved in the development and planning of dance activities and are ambassadors for dance within, and beyond, the setting. The setting will encourage trips to view and engage with professional dance companies.
4 Curriculum design Embed a diverse curriculum	Structured schemes of work are used involving choreography, performance and appreciation that can be shared as good practice with other settings. These include cross-curricular links to allow pupils to learn in a physical and creative way. The curriculum will include different dance styles experienced through a range of media that are inclusive and offer progression routes for pupils.
5 Range of offer Establish a wide ranging cultural offer	The setting is including opportunities for pupils to see live dance performances. They engage with workshops provided by the dance companies they go to watch and make full use of the resources they offer. Dance teachers attend professional dance performances and are connected to any local dance engagement networks.
6 Continued professional development (CPD) Offer staff development opportunities	Teachers are supported to undertake CPD with dance specialists and take pride and responsibility in keeping up to date on dance teaching and personal development. They understand creative approaches to dance education, inspire pupils, are inclusive and allow for all pupils to progress. They plan performances, share their teaching practice, lesson plans, schemes of work and resources.
7 Partnerships Develop valuable arts and cultural partnerships	The setting works consistently in partnership with their Bridge organisation, local dance organisations, Artsmark Partners and venues to ensure pupils have access to watch, participate and make dance. These partnerships are sustained and mutually beneficial and partners can evaluate progress and make changes to best meet the needs of the partnership.
8 Equality and diversity Ensure equality and diversity for all	The setting offers a curriculum which provides breadth of learning and promotes the spiritual, moral, cultural, social and physical development of pupils. Dance is an excellent vehicle through which pupils can express their own culture and traditions and gain appreciation of diversity in other cultures, creating empathy and understanding of the difference between people.

Further reading

One Dance UK website:

Artsmark Partner, One Dance UK, have lots of practical teaching resources. Some are free, others are available to members, so visit onedanceuk.org/resources. Email info@onedanceuk.org to ask One Dance UK about membership discounts for Artsmark settings.

Dance education governor guide

Arts Council England has developed a handy guide for delivering high quality dance provision for school governors and trustees. Download it from artscouncil.org.uk/DanceEducationGuide or email artsmark@artscouncil.org.uk to request a printed copy.

Dance, PE and Sports Premium

Find out how the government's PE & Sports Premium can be used to improve and increase dance education in primary schools: artsmark.org.uk/DanceandSports

Dance in your area

Contact your regional Bridge organisation to find dance companies, practitioners and Artsmark Partners in your area: artsmark.org.uk/bridge

The Artsmark team is here to help

Call us on
0161 934 4317 or email
artsmark@artscouncil.org.uk

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This guidance was developed
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