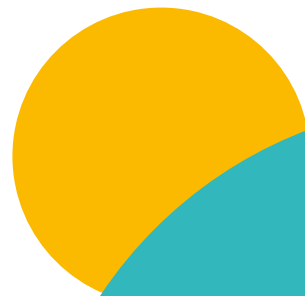




Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Artsmark Award Criteria Self-Assessment Framework



Artsmark Award criteria

- 1 Values and ethos
- 2 Leadership
- 3 Children and young people
- 4 Curriculum design
- 5 Range of offer
- 6 Continued Professional Development
- 7 Partnerships
- 8 Equality and diversity

This Self-Assessment framework breaks down the Artsmark Award criteria against the three award levels: Silver, Gold and Platinum.

It also describes how to use Arts Council England's Quality Principles in your planning, delivery and evaluation.

These criteria will be used to assess your Statement of Commitment and Statement of Impact (formerly Case Study) and award your Artsmark level.

You should use this Self-Assessment framework to:

- Audit your current arts and cultural provision with colleagues and senior leaders before your Development Day
- Set goals and ambitions for your Artsmark journey in your Statement of Commitment
- Monitor the development and delivery of your goals and ambitions

- Collect evidence to support statements about the impact of your goals and ambitions
- Evaluate your journey and the impact it has had on your whole setting
- Reflect on the impact of your goals and ambitions when writing your Statement of Impact
- Plan the ongoing development of your arts and cultural provision and understand your award level

Artsmark is delivered in partnership:

Arts Council England manage the registration, application and assessment of your award.

Submit your completed Statement of Commitment and Statement of Impact to: artsmark@artscouncil.org.uk

Your Bridge organisation offers ongoing support throughout your Artsmark journey, including support with writing your Statement of Commitment and Statement of Impact. Find your Bridge organisation online: <https://www.artsmark.org.uk/Bridge>

Quality Principles

Arts Council England's Quality Principles aim to raise the standard of work being produced by, with and for children and young people.

This set of principles outline ways of working that should be embedded in your planning, delivery and evaluation.

They should be used by all settings throughout the Artsmark journey.

Each principle is followed by an associated question to get you thinking about how to apply them to your specific setting.

The seven Quality Principles:

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

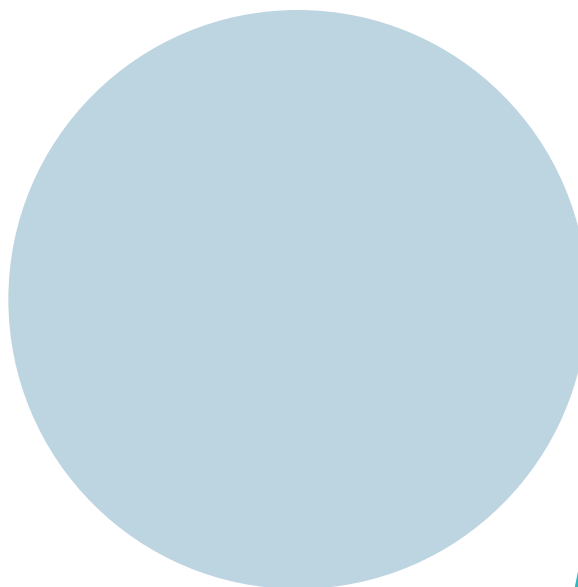
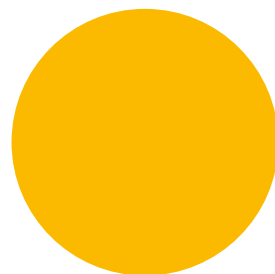
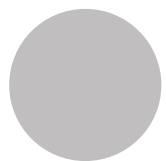
Keep these in mind – how are you achieving them?

Artsmark Award criteria

On this page you can see an overview of the three award levels – **Silver**, **Gold** and **Platinum**. This overview gives you a brief insight into what we expect to see from Artsmark schools and education settings at the different award levels.

The expectation builds through the award levels. It is expected that to meet the requirements for Platinum, you also meet those for Silver and Gold.

Overview	Silver	Gold	Platinum
Quality of provision	Emergent	Established	Stretching
Pedagogy	Develop confidence	Develop good practice	Opinion former
Impact	Tangible results	Measurable effects	Making a difference



These criteria are explained in detail over the next pages. Remember to consider the Quality Principles alongside the criteria.

1. Values and ethos

Promote arts and culture in your values and ethos

<p>Definition</p>	<p>The setting actively promotes a lifelong love for learning and enjoyment of arts and culture through a range of experiences and opportunities. This is reflected in the setting’s environment, ethos and the shared language used to celebrate and promote their achievements in arts and culture.</p>	
<p>Silver</p>	<p>Gold</p>	<p>Platinum</p>
<p>The setting values each arts subject and promotes arts and culture for the value they have, including appropriate timetabling. Children and young people have the opportunity to develop their skills over a longer period of time.</p>	<p>At primary level, the setting clearly links arts and culture to wider learning opportunities for children and young people so that they can apply their arts learning in a wider context.</p> <p>At secondary level, the setting offers a range of suitable arts qualifications so that children and young people can increase their knowledge, skills and understanding of arts and cultural subjects and be directed to other resources and providers.</p>	<p>The setting demonstrates over time that they actively promote, from an early age, arts and cultural industries as genuine career choices, and promote opportunities to experience working alongside industry professionals.</p> <p>At secondary level, the setting demonstrates the impact of a credible arts offer at KS4, which may include arts GCSEs with good levels of take-up.</p> <p>The setting should be actively working towards, or have an awareness of, Arts Award’s qualifications for young people.</p>

2. Leadership

Demonstrate leadership

<p>Definition</p>	<p>The setting's development or improvement plan clearly demonstrates an ongoing commitment to the quality of provision and the breadth of arts and cultural education offered across the whole setting. Clear milestones and methods of evaluating impact are in place.</p>		
<p>Silver</p>	<p>Gold</p>	<p>Platinum</p>	
<p>Artsmark is clearly outlined in the development or improvement plan, and all teaching staff understand the ambitions for arts and culture, and are engaged in developing these across the whole setting.</p>	<p>A senior leader drives and develops arts and cultural provision across all phases to establish and maintain good practice.</p> <p>Leadership makes sure all staff take responsibility for this and can provide evidence of the whole setting's planning for arts and culture.</p>	<p>The setting demonstrates that a named governor takes responsibility for monitoring arts and culture.</p> <p>Senior leaders advocate for the impact of arts and culture and share good practice across a wider range of settings.</p>	

3. Children and young people engagement

Engage children and young people

<p>Definition</p>	<p>All children and young people can talk enthusiastically about, and demonstrate their knowledge, skills, understanding and experience of, a broad range of high-quality arts and cultural provision. The setting uses the Quality Principles to plan and measure the impact of engagement.</p>	
<p>Silver</p>	<p>Gold</p>	<p>Platinum</p>
<p>Children and young people’s art is showcased and displayed effectively, and planned arts and cultural events have a high take-up in the setting.</p>	<p>The setting can demonstrate the impact of developing the voice of children and young people by involving them in planning and delivering authentic arts and cultural experiences.</p> <p>Children and young people take ownership of their engagement and personal progression within the arts.</p>	<p>The setting demonstrates over time that children and young people are ambassadors for high-quality provision and learning, and take a leadership role in delivering continued professional development (CPD) opportunities in and out of their own setting.</p> <p>The setting can demonstrate the effect arts and cultural provision has on outcomes and skills development for their children and young people, in a wide range of arts and cultural experiences.</p>

4. Curriculum design

Embed a diverse curriculum

Definition	The value and impact of a broad arts and cultural curriculum is firmly embedded in the curriculum offer across the whole setting.	
Silver	Gold	Platinum
<p>The setting has clear schemes of work and programmes of study to show an increase of knowledge, skills and understanding for arts and cultural subjects, across all phases.</p> <p>The setting uses an arts and cultural curriculum to help children and young people explore or make connections in other subjects.</p>	<p>The setting's curriculum demonstrates an understanding of, and a commitment to establishing, high-quality arts and cultural provision that connects subjects and learning outcomes across all phases and links to the whole setting's pedagogy.</p>	<p>The setting demonstrates over time that their curriculum offers an extended and wide variety of learning opportunities in more alternative arts and cultural subjects.</p> <p>Students have the opportunity to have greater input into what they learn, how they learn and how they record their learning.</p> <p>The setting demonstrates the leadership role they have taken in supporting other settings with designing their curriculum.</p>

5. Range of offer

Establish a wide-ranging arts and cultural offer

Definition	The setting can demonstrate that they provide wide-ranging and high-quality arts and cultural experiences, during and outside normal teaching hours, for all children and young people.		
Silver	Gold	Platinum	
The setting can demonstrate that consistent arts and cultural experiences have been developed for all children and young people. This may include clubs and activities that go beyond formal teaching.	The setting can provide evidence of established arts and cultural provision that makes sure all children and young people have opportunities to perform, see live performances, and to create and evaluate artworks in a range of media.	The setting can demonstrate that children and young people have continuous access to a wider range of challenging arts and cultural experiences that are stretching their knowledge, skills and understanding.	

6. Continued Professional Development

Offer staff development opportunities

<p>Definition</p>	<p>The setting can provide evidence of a clear commitment to CPD across the breadth of arts and culture for all members of staff, and has allocated appropriate resources for this.</p>		
<p>Silver</p>	<p>Gold</p>	<p>Platinum</p>	
<p>The setting can provide evidence of regular in-house opportunities for sharing and developing good practice in educators' knowledge, skills and understanding of arts and cultural education.</p>	<p>The setting can provide evidence that they have worked with professional artists and organisations to develop educators' knowledge, skills and understanding of delivering high-quality arts and cultural education, collaborating to produce quality teaching resources, and this is having measurable effects on the quality of provision.</p>	<p>The setting showcases high-quality teaching of arts and culture by offering CPD opportunities to other settings and sharing resources over time.</p> <p>Key staff support, develop and lead CPD beyond the setting, and can provide evidence of the difference this is making.</p>	

7. Partnerships

Develop valuable partnerships

<p>Definition</p>	<p>The setting can demonstrate that they understand the value of working with a broad range of partners to provide and deliver high-quality arts and cultural education.</p>		
<p>Silver</p>	<p>Gold</p>	<p>Platinum</p>	
<p>The setting can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision.</p> <p>The setting is exploring opportunities to work in partnership with other settings.</p>	<p>The setting can demonstrate that it has developed partnerships with a range of arts and cultural organisations and can provide evidence of the positive impact on outcomes for children, young people and staff.</p> <p>The setting is working in partnership with other settings, sharing resources and good practice.</p> <p>Settings should be engaged with their local Music Education Hub.</p>	<p>The setting can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people and staff.</p> <p>The setting has established larger scale partnerships with other settings that they share expertise with.</p>	

8. Equality and diversity

Ensure equality and diversity for all

<p>Definition</p>	<p>The setting's Public Sector Equality Duty (PSED) evidence, or equivalent evidence, demonstrates a commitment to equality of education and the opportunity for all pupils and young people with protected characteristics (as defined in the Equality Act 2010) to take part in arts and cultural experiences.</p>	
<p>Silver</p>	<p>Gold</p>	<p>Platinum</p>
<p>The setting has evidence of arts and cultural opportunities within their PSED evidence.</p>	<p>The setting can demonstrate the impact of arts and culture in their PSED evidence.</p> <p>The whole setting shows an understanding of, and commitment to, equality of opportunity to arts and cultural experiences.</p>	<p>The setting demonstrates that a named governor takes responsibility for Spiritual, Moral, Social and Cultural (SMSC) learning.</p> <p>The setting shares good practice with other settings.</p>

Useful links

Artsmark Award: artsmark.org.uk

Bridge organisations: artsmark.org.uk/Bridge

Music Education Hubs: [artscouncil.org.uk/
music-education/music-education-hubs](https://artscouncil.org.uk/music-education/music-education-hubs)

Arts Award: artsaward.org.uk

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