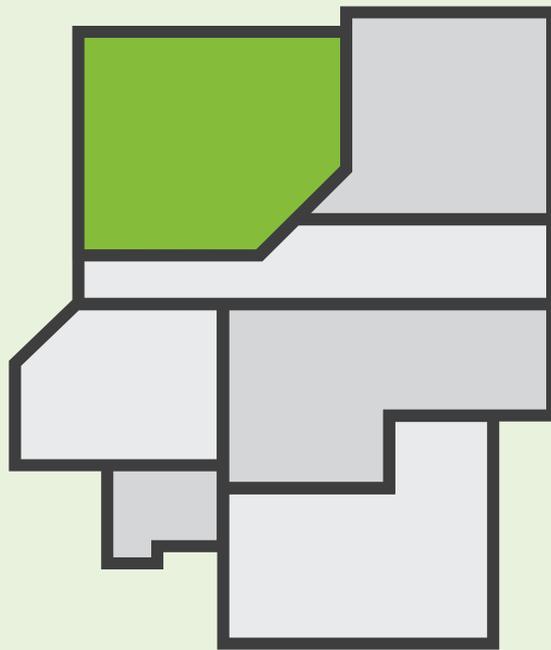


# TEACHERS' TOOLKIT

## Section 1



Making the Case for the Arts in Your School

This toolkit has been created by A New Direction to help you and your school more effectively use and promote the arts and cultural education as a critical component of a balanced, exciting curriculum. The toolkit is comprised of seven sections:

- [Making the Case for the Arts in Your School](#)
- [Leadership and Governance](#)
- [Self-Assessment and Quality](#)
- [Partnerships](#)
- [Continuing Professional Development \(CPD\)](#)
- [Documentation, Evaluation and Assessing Impact](#)
- [Creating an Arts Policy](#)

In each, you'll find basic guidance and definitions of terms, Top Tips for success, exercises and activities, and a list of relevant resources for further research and discussion. Some sections also include Case Studies of schools that have been particularly successful at delivering exciting arts activity.

Each section can be used as a stand-alone guide, or taken as a whole. At the end of each section is a box titled 'Pulling it together', and if you complete this section in all seven toolkit sections you should be ready to take your school's arts programme to the next level.

Most of what's in the toolkit has been inspired directly by best practice in schools, so don't hesitate to tell us how we can make this a better, more effective resource for you.

You can contact us at [schools@anewdirection.org.uk](mailto:schools@anewdirection.org.uk).

# ABOUT A NEW DIRECTION

## **We create opportunity**

**A New Direction is a London-based non-profit generating opportunities for children and young people to unlock their creativity.**

London is one of the greatest creative hubs in the world. Every day, thousands of the children and young people who live here are inspired by the city's culture to unleash their own creative side. They have the chance to develop their skills, talents and passions, becoming people who can thrive in a challenging, changing world and boost our wider society.

But there are also thousands of young people who miss out on London's creative opportunities. Barriers of inequality or simple lack of support stop young people from reaching their creative potential, which has knock-on effects for their chances of personal fulfilment and success in later life.

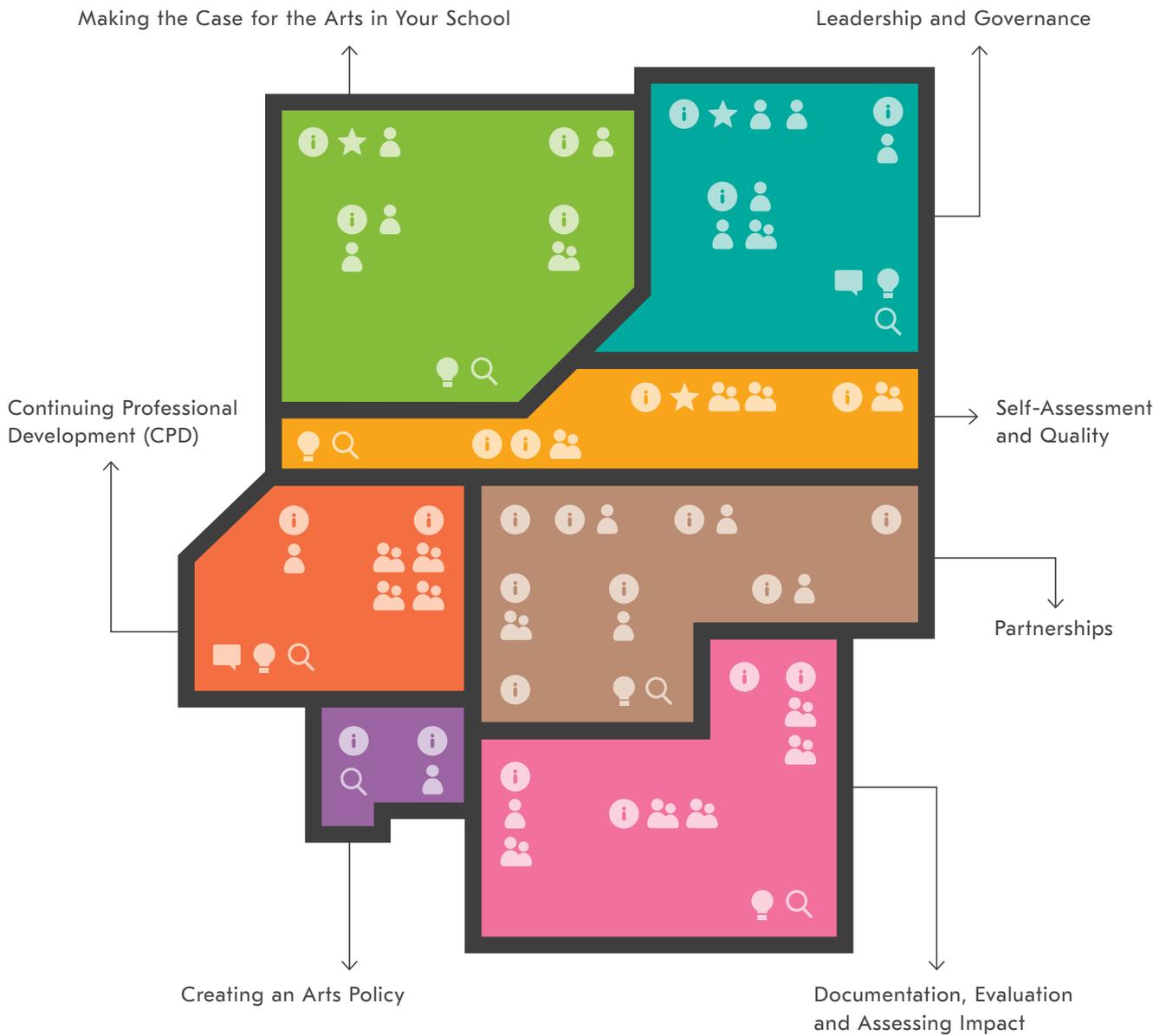
Inequality is not set in stone; we can make London into a city with equal opportunities to engage with culture and be creative for all young people and children. This is our vision.

We are working towards a society where all children and young people can thrive through developing their creativity.

We work directly with the organisations at the front line: schools, cultural venues, local authorities and businesses. We unite those organisations to campaign for better policies that serve children and young people. We organise joint events and projects to reach a broader audience. We connect young people to mentors, work experience and inspiration.

**Find out more at  
[www.anewdirection.org.uk/schools](http://www.anewdirection.org.uk/schools) or  
contact [schools@anewdirection.org.uk](mailto:schools@anewdirection.org.uk)**

# MAP OF THE TOOLKIT



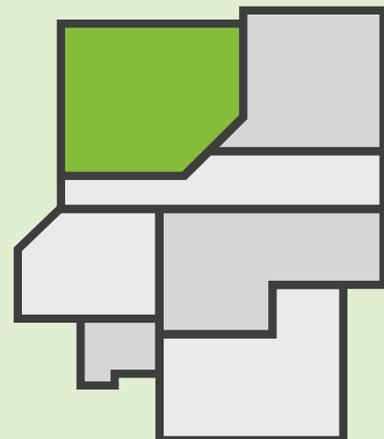


# Making the Case for the Arts in Your School

Building great arts provision is about demonstrating value to pupils, to teachers and leadership, and to parents and carers. The arts have value in and of themselves, but they can also support other subject areas and help to develop critical life, learning and professional skills.

We would suggest exploring the following ideas to help you build your case and prepare to convince others of its merits:

- Why are the arts important for your school?
- What are the barriers to developing stronger arts provision at your school?
- Who are your allies?
- Making the case



# 1. Why are the Arts Important for Your School?



Each school will have different reasons for engaging with the arts. These often include:

- **Whole-child education:** an appreciation of beauty, talent and culture are widely considered to be important to a child's development, and to their feeling a sense of belonging in society
- **Building community:** assemblies, exhibitions and performances are uniquely powerful ways to bring together pupils, teachers, parents/carers and other stakeholders.
- **Building confidence:** pupils who sometimes struggle in 'core' subjects often find success in the arts, which gives them a new connection to learning and can spur greater success in other subjects.
- **Cross-subject learning:** many schools use dance, drama, music and art to support learning in other areas, as a way of animating key ideas and themes, e.g. drawing maps of the Renaissance world, or setting Shakespeare's poems to music.

---

You might think about the importance of the arts in terms of pedagogy (improving quality of provision / teaching, raising standards) and principle (school values, your school curriculum, developing the whole child).

---

## **School Improvement/Development Plan (SIP/SDP)**

At the heart of every school's teaching and learning programme is its School Improvement Plan (SIP), sometimes also called a School Development Plan (SDP). Whatever the name, the SIP/SDP provides guidance for the present as well as aspiration for the future, and the arts should play an essential part in advancing key SIP/SDP aims and objectives.

### TOP TIP

A 2011 study by the Cultural Learning Alliance had the following findings:

- Learning through arts and culture improves attainment in all subjects
- Participation in structured arts activities increases cognitive abilities
- Students from low income families who take part in arts activities at school are three times more likely to get a degree
- Employability of students who study arts subjects is higher and they are more likely to stay in employment
- Students who engage in the arts at school are twice as likely to volunteer and are 20% more likely to vote as young adults

## Advance Your SIP/SDP in Your School

Draw up a list of 10 areas where the arts help advance, or could help advance, your SIP/SDP. Think both whole school and in terms of year groups, cultural groups, and areas of particular interest and challenge. Think about your in-school community and your community of parents, carers and external partners.

10 AREAS



## Advance Your SIP/SDP in Your School

Once you've completed step 1, rank your selections using the prompts below.

**Importance to the school**


**Potential of the arts to effect/influence change**


**Distance to travel**


## Advance Your SIP/SDP in Your School

Select the top three areas from your list and for each give short answers to the questions in the boxes below.

1

---

A. What would success look like?

B. What do you have and what do you need?

C. What's the first step you're going to take?

2

---

A. What would success look like?

B. What do you have and what do you need?

C. What's the first step you're going to take?

3

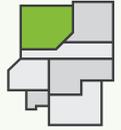
---

A. What would success look like?

B. What do you have and what do you need?

C. What's the first step you're going to take?

## 2. What are the Barriers to Developing Stronger Arts Provision at Your School?



Is it about money? Scheduling? Planning? A lack of interest on the part of key staff or school leadership? A broad perception that the arts are of lower value than other subjects? Be honest, and be clear.

### MINI EXERCISE

Write down the barriers that you think are most prevalent in your school.

BARRIERS

Think about how you can overcome the barriers and identify your next steps.

## Mini Case Study

Create three mini case studies – projects, events, individual pupil performance – where the arts had an obvious, positive impact in your school. Try to find examples that cover a wide variety of arts subjects, pupils and connections to other subjects.

**1** Project

---

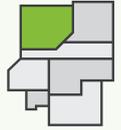
**2** Event

---

**3** Individual pupil performance

---

### 3. Who are Your Allies?



This could be another arts teacher, or just another member of staff you get on with and feel you can work with; it might be one person, or a small, informal team who could meet at breaks.

You're looking for someone with whom you can bounce around ideas and proposals, even if you're ultimately the person tasked with carrying them out. Ideally, you're looking for allies with a passion for improving learning in your school and in their classroom, and for taking some risks therein.

Your allies might be classroom colleagues, members of your Senior Leadership Team, or school governors. They might even be part of your broader parent/carer community, whether on your PTA or more generally.

#### MINI EXERCISE

List your existing allies.

1

---

2

---

3

---

4

---

5

---

6

---

## Define Your Allies

Choose your top four target allies from the list you have created. Think about how you might begin a conversation with each of them about building your school's arts provision, and how they might be part of it. If it's a small group, think about having regular, informal meetings to discuss ideas, approaches, and successes. Try the Elevator Pitch exercise on the next few pages if you are not sure how to begin your conversation with them.

 Who? \_\_\_\_\_

What you'd say...



 Who? \_\_\_\_\_

What you'd say...



 Who? \_\_\_\_\_

What you'd say...

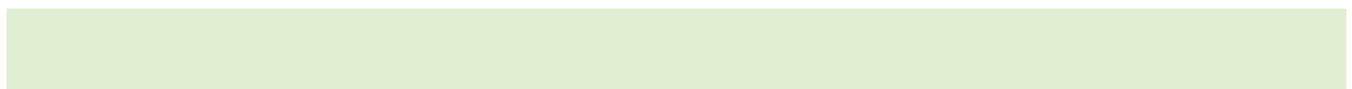


 Who? \_\_\_\_\_

What you'd say...



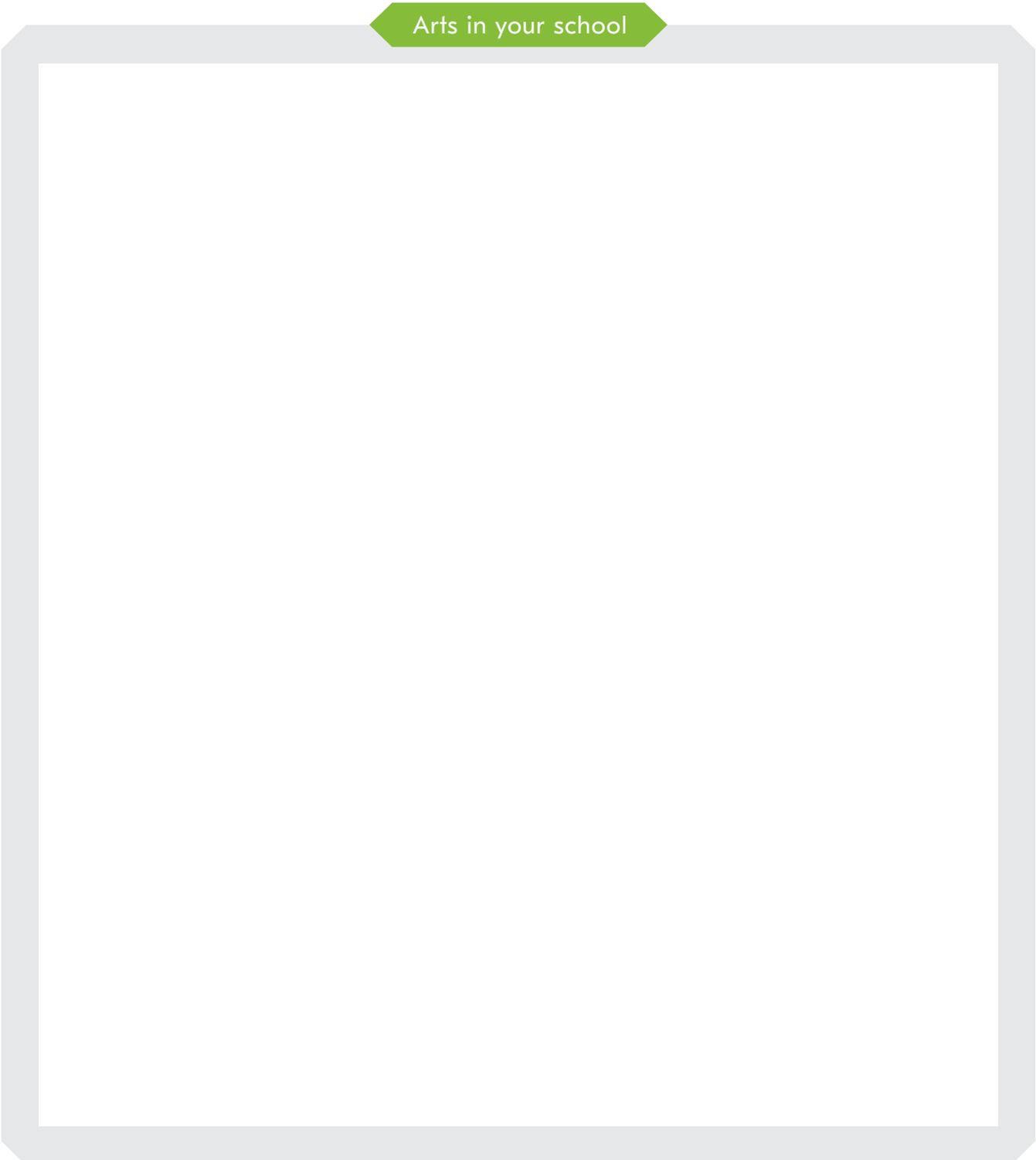
Date of first meeting



## Elevator Pitch

An average person in casual conversation speaks between 100-120 words per minute. But what if you don't have much time to make your case?

Write down everything that's important about the arts in your school - try to fill the box below, or a side of A4 paper.



Arts in your school

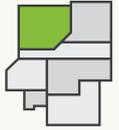
## Elevator Pitch

Choose the five most important ideas from step 1; using these, create two 'pitches' of 10 and 30 seconds. After this, think about how you might alter your pitch for different allies, e.g. SLT, parents.

10 SECONDS

30 SECONDS

## 4. Making the Case



You've now identified some mini case studies and pulled together some allies to help you make the case. But how do you begin conversations more broadly? Schools are busy places and teachers' time is hard-pressed.

We've found that staff meetings, particularly INSET, can be a great way of generating positive conversation about the current and potential impact of the arts across the school.

The Open Space method overleaf is a great way of doing that.

Notes from previous activities

A large, empty rectangular box with a light green border, intended for taking notes from previous activities.

## Open Space/Tagging

This exercise is useful for generating discussion about the positive potential for arts to drive classroom and whole-school change. Ideal for INSETs.

### How to use this tool

- Step 1** Single sheets of flipchart paper (or photocopy the templates overleaf on A3 paper) are placed around a room on tables or on the floor and lots of markers and ballpoint pens placed around each sheet. At the centre of each sheet is an art form, e.g., art, dance, drama, music, etc.
- Step 2** 3-6 teachers per table begin by discussing, then writing down, how that particular art form could help in their teaching, or more broadly with other school development goals.
- Step 3** Groups move around the tables whenever they choose, discussing and brainstorming reactions, perspectives, and responses to the art form in question. Drawing and other non-text responses are encouraged.
- Step 4** Groups should stay with a sheet as long as they want; returning to sheets is fine.
- Step 5** After a set time period (usually 20-30 minutes) groups return to their original table and read what's on their sheet. Select your top three ideas and be prepared to make a case for them to the wider group: if there's time, each group should discuss their top three.
- Step 6** As a whole group, draw up a list of the top 10 ideas you've all come up with to use the arts for whole school improvement and agree next steps.

## Open Space/Tagging

Discuss and brainstorm reactions, perspectives, and responses to the art form in question. Drawing and other non-text responses are encouraged.

How could it help in your teaching?

How could it help with other school development goals?

Art form

## Open Space/Tagging

Select your top three ideas and be prepared to make a case for them to the wider group: if there's time, each group should discuss their top three.

1

---

2

---

3

---

# Open Space/Tagging

As a whole group, draw up a list of the top 10 ideas you've all come up with to use the arts for whole school improvement and agree next steps.

Top 10 ideas	Next steps

# Pulling It Together



Why are the arts and culture important for your school?

How do the arts help advance your School Improvement Plan?

How will you begin and sustain conversations about building a stronger arts programme with:

Staff?

SLT?

Governors?

Pupils?



The Case for Cultural Learning (referenced in the Top Tip) can be found at the following link; back up a few clicks and you'll find a variety of other case studies and research highlighting the positive, broad-reaching impact of the arts in schools.

→ [www.culturallearningalliance.org.uk/evidence/the-case-for-cultural-learning-key-research-findings/](http://www.culturallearningalliance.org.uk/evidence/the-case-for-cultural-learning-key-research-findings/)

Art for Art's Sake, a 2013 report from the Organisation for Economic Co-operation and Development (OECD), provides a wealth of cross-national research and data supporting arts education, with some interesting and useful graphics.

→ [www.oecd.org/edu/ceri/arts.htm](http://www.oecd.org/edu/ceri/arts.htm)

NESTA's 2013 report, A Manifesto for the Creative Economy, highlights the economic impact and growth potential of the cultural and creative sector. Top tip: read the summary, then skip to Proposal Ten, which relates to schools, the arts and creative subjects.

→ [www.nesta.org.uk/sites/default/files/a-manifesto-for-the-creative-economy-april13.pdf](http://www.nesta.org.uk/sites/default/files/a-manifesto-for-the-creative-economy-april13.pdf)

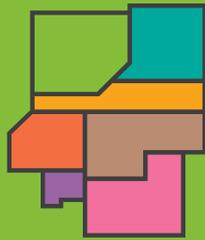
The summary report of A New Direction's January 2014 Schools Forum looks closely at the new National Curriculum and where it creates space for (or doesn't restrict) the arts.

→ [www.anewdirection.org.uk/blog/new-national-curriculum-2014-opportunities-for-arts-and-culture](http://www.anewdirection.org.uk/blog/new-national-curriculum-2014-opportunities-for-arts-and-culture)

Artsmark can act as a driver for embedding the arts as an essential element of whole school improvement.

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

# TEACHERS' TOOLKIT



Find out more and download this toolkit at  
[www.anewdirection.org.uk/schools](http://www.anewdirection.org.uk/schools)  
or contact [schools@anewdirection.org.uk](mailto:schools@anewdirection.org.uk)  
and follow us on Twitter @A\_New\_Direction