

Artsmark self-assessment

framework resource:

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: 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.

Gold: 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.

Platinum: 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

In our experience, Artsmark schools may have a real strength in one or two different art forms but may not have the time or resources to offer a wider range of arts and cultural experiences.

Useful Information

Below are links to documents which might be useful for those who would like to know more about how to develop your arts and cultural offer:

LookUp database. An online tool helping London schools to navigate, search and engage with arts and cultural organisations and opportunities

<http://www.lookup.anewdirection.org.uk>

A blog by Jane Werry, Director of Music at Hayes School explains how Artsmark has helped them develop the range of their arts offer available to students.

<https://www.anewdirection.org.uk/blog/artsmark-case-study-range-of-offer>

Artsmark: Evaluating impact

5 examples of ways to monitor and evaluate impact in the arts.

<https://www.anewdirection.org.uk/asset/3966/view>

Artsmark: Planning for impact

Examples of how to use questionnaires, focus groups, observations, case studies and interviews to plan for impact. Examples of effective sample responses to the Statement of Impact.

<https://www.anewdirection.org.uk/asset/4498/view>

Activities & Questions

These activities and questions have been designed to help you develop your range of offer throughout your Artsmark journey.

- » How are the arts taught within curriculum time?
- » What arts and cultural clubs are programmed at lunch times and after school?
- » How will you ensure that all students have the opportunity to perform, see live performance, and to create and evaluate artworks in a range of media?
- » How will you be able to evidence that challenging arts and culture experiences are stretching student's knowledge, skills and understanding.

What kind of activity could you consider for this section?

- » Audit your current lunch time and after school provision. Identify your strengths and the gaps and plan to address those gaps in your Artsmark action plan.
- » Plan for creative approaches when teaching curriculum subjects and meet with subject leads within your setting to discuss this further.
- » Draw up an action plan ensuring that all students are involved in arts and cultural activity across your two-year Artsmark journey and that you can evidence a range of offer. See action planning examples below.
- » Plan for impact by using questionnaires, focus groups and data to evidence what student's gain by accessing a wide-ranging art's offer in your setting. See planning for impact resource below.

What purpose do each of these activities serve? How are they mapped against the quality principles?

- » To ensure you have a baseline document to plan for excellent and innovative future arts and cultural offers and broaden your extra-curricular offer.
- » To be authentic in your commitment to the arts by ensuring that the arts and culture offer in your school is available both in and out of formal teaching times.

- » To ensure a positive and inclusive experience by identifying gaps where students are not accessing arts and culture provision.
- » To enable personal progression by gathering evidence of impact and reporting on it at the end of the process.

Look at the Artsmark criteria in the self-assessment framework, Range of Offer. Which description (Silver, Gold or Platinum), best fits your existing provision?

- » Demonstrating a consistent arts and cultural experience for students (Silver)
- » Establishing arts and cultural provision that is available to all students (Gold)
- » Providing opportunities for students to perform, see live performance and create their own art in a range of media (Gold)
- » Providing a wide range of challenging arts and cultural experiences that stretch student's knowledge, skills and understanding (Platinum)

Next steps for your Artsmark Journey

- » Developing a more robust evaluation framework
- » Mapping and auditing existing provision, policies, curriculum, governance structure
- » Establishing new systems for tracking and documenting
- » Writing an equality action plan
- » Using the quality principles to develop new provision
- » Developing partnerships and sharing practice with other settings