

Reset Collaboration Plan & Artsmark

The [Reset Collaboration Plan](#) has been designed to support those working in the culture, education and community sectors, to work innovatively post pandemic. This supporting document is for schools working towards their Artsmark Award and identifies areas where the [Artsmark Self-Assessment Framework](#) and the Reset Collaboration Plan connect.

Completing relevant worksheets from the Reset Collaboration Framework could help support you with the development of your Artsmark journey, when inevitably, original plans will have been impacted by Covid-19 and need to be adjusted.

There are 3 main Artsmark criteria which the Reset Collaboration Framework clearly links to and can support.

Children and young people engagement

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

Curriculum design, embed a diverse curriculum

The value and impact of a broad arts and cultural curriculum is firmly embedded in the curriculum offer across the whole setting.

Range of offer, establish a wide-ranging arts and cultural offer

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.

The Collaboration Framework encourages partnerships between schools and the cultural and community sectors, to work together in innovative ways and to be future focused. Working in this way will support Artsmark schools with the Partnerships criteria. In this document we have detailed ways schools can connect with their local community to support this work.

Partnerships

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.

Three Critical Capacities

Capacity	Artsmark Criteria	Other suggested reading and resources
Talk through the breakdown of these capacities on p.6 of the Reset Collaboration Plan	Try working through the activities listed in the following Self-Assessment Framework resources	
Connectedness <i>Feeling heard and connected, experiencing relevant and authentic learning</i>	<ul style="list-style-type: none"> Children and young people engagement Partnerships 	<p>Supporting young people to be seen and heard by Marina Lewis-King</p> <p>A great example of relevant and authentic learning from Jessica McDermott, artist and photographer</p>
Resilience <i>Feeling empowered and developing greater agency</i>	<ul style="list-style-type: none"> Children and young people engagement 	<p>Arts Award – this is a great way to explore the links between wellbeing and youth voice</p> <p>‘Writing the moment’ exercises from Nimble Fish</p> <p>A creative mindfulness activity from Hannah Peaty, Soho Parish Primary</p>
Creativity <i>Experiencing creativity and play, free to explore arts and cultural practice</i>	<ul style="list-style-type: none"> Curriculum design Range of offer Partnerships 	<p>A child (and parent) friendly description of the creative process by Andrew Hammond, illustrator and storyteller</p> <p>An article by Professor Bill Lucas about teaching for creativity</p>

Collaboration Conditions

Collaborative Condition	Artsmark Criteria	Other suggested reading & resources
Try working through the worksheets in the Reset Collaboration Framework	Try working through the activities listed in the following Self-Assessment Framework resources	
Include <i>Prioritise diversity, equity and inclusion. Integrate co-creation to create opportunity for every child</i>	<p>Children and young people engagement</p> <p>Equality and diversity</p>	<p>Tips on how to run a student-led arts week by Hannah Peaty, Soho Parish Primary</p> <p>Use our Black History month blog as a starting point for discussions around prioritising diversity in your setting</p> <p>The My Creative School Compendium of Ideas has step by step guides for school-wide and child-led creative approaches</p>

<p>Listen <i>Promote voice, agency and empowerment. Listen to children and young people and support them to act</i></p>	<p>Children and young people engagement</p>	<p>Read our Advocate teacher, Tom Underwood's blog discussing SEND pupil voice.</p> <p>Encourage students to have agency over their own storytelling using this Recovery Curriculum Resource on Metacognition</p> <p>These drama activities from the Recovery Curriculum Resource encourage positive Relationships between you and the students and helps them voice their feelings</p>
<p>Situate <i>Understand the changing context. Use insight about your local situation</i></p>	<p>Artsmark supports schools to use arts and culture to develop areas of their School Improvement Plan. Covid-19 might have changed areas of priority for your school and these could be different from borough to borough depending on the impact Covid-19 has had on local councils, businesses and communities</p> <p>Look at Activity 3 in our Artsmark Development Day Preparation toolkit. Consider if the priorities you identified at the start of your Artsmark journey have been impacted by Covid-19.</p>	<p>Use this blog by Corinne Bass to start reflecting on how your context might have changed</p> <p>Find out how your students feel about changes in the school by initiating a discussion on special places using this Recovery Curriculum Resource</p>
<p>Relate <i>Engage families and communities. Respond to the unique motivations of your situation</i></p>	<p>Partnerships</p>	<p>Find out if there is a Local Cultural Education Partnership in your area.</p> <p>Engage with your local Music Hub</p> <p>Discover Artsmark Partners and other organisations on Lookup, our free online directory of resources, events and programmes</p> <p>Read 10 Tips for Teachers: How to build partnerships in the community by Kate Gorely, one of our Advocate teachers</p> <p>Use this Recovery Curriculum Resource about Community, which gives students space to discuss their communities, life under lockdown and what they want to change</p>
<p>Learn <i>Practice, share and network. Reflect in and on practice,</i></p>	<p>Leadership Platinum - Senior leaders advocate for the impact of</p>	<p>Read 6 creative ways for schools to connect remotely from Laura Nichols, Charlotte Sharman Primary</p>

<p><i>adapt, exchange and build learning</i></p>	<p>arts and culture and share good practice across a wider range of settings.</p> <p>CPD</p> <p>Partnerships - consider how local partnerships could support you to share your expertise</p> <p>Gold - The setting is working in partnership with other settings, sharing resources and good practice.</p> <p>Platinum - The setting has established larger scale partnerships with other settings that they share expertise with.</p>	<p>Read our Artsmark case studies to learn from other schools' experiences and how they reflected on them</p> <p>Keep an eye on our events for CPD, INSET and opportunities to share practice with other teachers</p>
<p>Measure</p> <p><i>Include multiple points for reflection. Analyse data, listen to feedback and measure impact</i></p> <p>Complete the Measure worksheet in the Reset Collaboration Framework</p>	<p>Although not directly linked to an Artsmark criteria, it is vital that schools plan from the start how evidence will be gathered and how impact will be measured and monitored to inform future planning:</p> <p>Look at our Planning for Impact and Evaluating Impact resources.</p>	<p>Our Teacher Toolkit includes tips for assessing impact</p> <p>The RSA's Cultural Learning Evidence Handbook is also helpful in thinking through how to make use of evidence about cultural learning.</p>