

Appendix

Teaching for Creativity

Artsmark Support

Wider impact and recognition for your schools with Artsmark Award

Introduction

If you are using these resources to help you to develop your curriculum, build skills and knowledge across a range of art forms and support student and voice and wellbeing, you could gain recognition and accreditation with an Arts Council England [Artsmark Award](#).

Artsmark is a journey that supports educational settings to develop and celebrate their commitment to arts and cultural education. The clear and flexible framework supports settings to embed creativity across the whole curriculum and to address school improvement priorities. The Artsmark Award is accredited by Arts Council England and presented to schools where arts and cultural provision fulfils eight criteria and seven quality principles. It complements your school improvement plan and recognises commitment to a broad and balanced curriculum.

Completing the activities in this resource can contribute to your Artsmark journey and provide evidence of impact in a number of areas. Please note, you cannot evidence any activity for your Artsmark journey that has happened before submitting your Statement of Commitment.

In this appendix we have mapped out how each resource connects with the Artsmark framework and the Arts Council 7 Quality Principles.

As well as using these resources to support your Artsmark journey, we also have a suite of other [resources](#) and [provide one-to-one support throughout term time](#).

If you are thinking about starting your Artsmark journey, or just want to find out more about it, [talk to the team at A New Direction](#).

The Artsmark Self Assessment Criteria

The framework supports schools to audit current provision and to set goals and ambitions for the Artsmark journey. It is broken down into 8 criteria:

1. **Values and ethos** — 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.
2. **Leadership** — 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.
3. **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.
4. **Curriculum design** — The value and impact of a broad arts and cultural curriculum is firmly embedded in the curriculum offer across the whole setting.
5. **Range of 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.
6. **Continued Professional Development** — 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.
7. **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.
8. **Equality and diversity** — 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.

To see the Artsmark Self Assessment Framework in full detail, [click here](#).

The Artsmark Self Assessment Framework also focuses on the Arts Council Quality Principles and it is expected that these principles are embedded throughout all Artsmark journeys, in planning, delivery and evaluation.

The 7 Quality Principles are:

- Striving for excellence and innovation
- Being authentic
- Being exciting, inspiring and engaging
- Ensuring a positive and inclusive experience
- Actively involving children and young people
- Enabling personal progression
- Developing belonging and ownership

[Click here](#) to discover our resource which explores the 7 Quality Principles.

Below we have set out which art forms, self-assessment framework criteria and quality principle each resource explores. We have also noted the possible wider impact working through the resources might have.

Resource	Art forms explored	Artsmark Self-assessment framework criteria resource connects to	Arts Council Quality Principles resource connects to	Wider impact
Resource 1: Which me do you see? Relationships and Sex Education KS3	Visual art (drawing, collage, photography, making and exploring sculptural forms) Role-play Drama and story-telling	Values and Ethos Curriculum Design Children and Young People Engagement Equality and Diversity	Being authentic Ensuring a positive and inclusive experience Actively involving children and young people Enabling personal progression Developing belonging and ownership	Mental health and wellbeing across the school community Culture of reflective practice and disciplined approaches to process and outputs (mirroring artists' practice and making connections with careers in the creative industries)

Resource	Art forms explored	Artsmark Self-assessment framework criteria resource connects to	Arts Council Quality Principles resource connects to	Wider impact
Resource 2: Crafting conversations Relationships and Sex Education KS2	Visual Art including drawing, sculpting, making and exploring sculptural forms	Values and Ethos Curriculum Design Children and Young People Engagement Equality and Diversity	Being authentic Ensuring a positive and inclusive experience Actively involving children and young people Enabling personal progression Developing belonging and ownership	Understanding the nature of healthy friendships and other relationships Developing speaking and listening skills Improving mental health and wellbeing across the school community
Resource 3: Culture, community and activism – Black British history in London History KS3	Creative Writing Journalism Performance Poetry	Values and Ethos Curriculum Design Equality and Diversity Range of Offer Partnerships	Being authentic Ensuring a positive and inclusive experience Actively involving children and young people Enabling personal progression Developing belonging and ownership	Develop critical thinking skills Raises awareness of local history Developing knowledge, skills and understanding

Resource	Art forms explored	Artsmark Self-assessment framework criteria resource connects to	Arts Council Quality Principles resource connects to	Wider impact
Resource 4: Nature-inspired design Design Technology/Science KS2-3	Visual art Design technology	Values and Ethos Curriculum Design Children and Young People Engagement	Actively involving children and young people Enabling personal progression Developing belonging and ownership	New skills for both students and staff Confidence in communication and self-expression through peer feedback and sharing work
Resource 5: Speeches that changed the world History KS2-3	Drama Creative Writing	Values and Ethos Curriculum Design Children and Young People Engagement	Actively involving children and young people Developing belonging and ownership Being authentic	Utilising key figures in history to enable children and young people to develop a growth mind-set Building confidence in constructing debate and communicating ideas.
Resource 6: What are think links between colonialism and the environment? Geography KS3	Role play/drama, creative writing and communication through presentation and display Heritage and interrogating objects	Values and Ethos Curriculum Design Children and Young People Engagement	Being exciting, inspiring and engaging Ensuring a positive and inclusive experience Actively involving children and young people	New skills and creative habits for both students and staff New perspectives, possible partnerships with local libraries, archives and organisations Confidence in communication and self-expression through peer feedback and sharing work

Resource	Art forms explored	Artsmark Self-assessment framework criteria resource connects to	Arts Council Quality Principles resource connects to	Wider impact
Resource 7: The wellbeing playlist PHSE KS3	Music Drama Creative writing	Values and Ethos Curriculum Design Children and Young People Engagement	Ensuring a positive and inclusive experience Actively involving children and young people Enabling personal progression	Improving mental health and wellbeing across the school community Building confidence in communication and self-expression