

# Do you believe in a broad and exciting curriculum for all pupils?

Artsmark Development  
Training booklet



**Artsmark**  
AWARDED BY ARTS COUNCIL ENGLAND

**A NEW  
DIRECTION**

We create **opportunity**

# About Artsmark

Artsmark is the creative quality standard for schools, accredited by Arts Council England. It provides a clear framework for teachers to plan, develop and evaluate arts, culture and creativity across the curriculum and beyond.

A New Direction supports London schools throughout their Artsmark journey, offering expert guidance, advice and training.

Artsmark can help you to advocate for arts and culture in your school and:

- » Embed creativity
- » Strengthen pupil voice
- » Build young people's confidence
- » Support health and wellbeing
- » Develop new partnerships with a range of exciting Artsmark Partner organisations.
- » Access professional support
- » Celebrate your long-term commitment

**“As a school, we have stretched ourselves to make a difference not only locally but also regionally. We are proud to be a positive addition to the Artsmark family of schools and would recommend the judicious self-assessment and reflection that the Artsmark process encourages for anyone who wishes to develop the arts practice in their setting to a high level.”**

Paul Pearce, St Giles School

## Artsmark Support

Now that you've paid your registration fee, you can access the following:

- » **One-to-one telephone calls** throughout your Artsmark journey
- » Termly **support surgeries** where you can meet other Artsmark schools
- » Artsmark **twilight events** for networking and CPD
- » A programme of **Creative INSETs**
- » A New Direction's **Artsmark Email Newsletter**
- » Access to a pool of **Artsmark Partners** (organisations trained in Artsmark support and delivery)
- » **Online resources**

**Browse upcoming support sessions at [www.anewdirection.org.uk/artsmark-support](http://www.anewdirection.org.uk/artsmark-support)**

**View all of our Artsmark resources at [www.anewdirection.org.uk/artsmark-resources](http://www.anewdirection.org.uk/artsmark-resources)**

# At your Artsmark Development Training you will...

- » Map your current arts provision and review it with respect to your school's values and ethos
- » Reflect on how Artsmark can support the priorities in your school improvement plan
- » Evaluate your provision using statements from the Artsmark self-assessment framework
- » Draft an outline action plan for your Artsmark journey, with clear goals and success criteria
- » Discuss how the journey can be supported, monitored and evaluated
- » Consider the kinds of evidence you can collect to strengthen your Statement of Impact
- » Explore the role of the Arts Council Quality Principles in shaping all stages of your journey
- » Be equipped to complete your Statement of Commitment within the next term

# Timescales and team

**Artsmark is a two-year journey. Arts Council England encourages settings to make use of the two-year period so they can measure impact over time. Don't be too eager to complete the journey without having time and capacity to demonstrate this fully.**

## Important dates

Date attended Development Training: \_\_\_\_\_

Date to submit Statement of Commitment: \_\_\_\_\_  
(3 months after attending Development Training)

Date Statement of Commitment actually submitted: \_\_\_\_\_

Deadline to submit Statement of Impact: \_\_\_\_\_  
(2 years after SoC submission)

## Team

It's difficult to write anything by committee, but bear in mind that completing the statement shouldn't be the work of one person. It should reflect a whole school vision and be shared as a celebration of strengths and a plan of action.

## Tips for collaboration

- » Use a staff INSET or team meeting to further develop the notes you made on the Development Training
- » Use a class or year group assembly to gather students' ideas about the arts in your school (see Section 3 of the Self-Assessment Framework)
- » Display your Artsmark plan of action as a working document on a wall in a staff room or department office to ensure that everyone can monitor progress
- » Plan opportunities to share updates on your Artsmark journey with the children, parents and carers

And remember, **Artsmark should not be a performance management target for an individual member of staff.**





# Artsmark Award

## Criteria

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

These criteria will be used to assess your Statement of Commitment and Statement of Impact and award your Artsmark level.



## I. Values and ethos

Promote arts and culture in your values and ethos

### Definition

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.

Silver	Gold	Platinum
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>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

#### Definition

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.

Silver	Gold	Platinum
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>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

#### Definition

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.

Silver	Gold	Platinum
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>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
<p>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.</p>	<p>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.</p>	<p>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.</p>

## 6. Continued Professional Development

### Offer staff development opportunities

#### Definition

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.

Silver	Gold	Platinum
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.	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>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

#### Definition

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.

Silver	Gold	Platinum
<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

#### Definition

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.

Silver	Gold	Platinum
The setting has evidence of arts and cultural opportunities within their PSED evidence.	<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>

## Arts Council England Quality Principles

Arts Council's seven Quality Principles create a framework that can help you to plan, develop and evaluate your arts and culture provision. They invite you to consider process as well as product, the nature and value of the artist's practice and the ethos of your setting with respect to excellence and inclusion.

Here are some prompts you may find useful when working with the Quality Principles:

### 1. Striving for excellence and innovation

What's new about what we're doing? What makes it stand out?

How do we strive for excellence in planning, delivery and evaluation?

How do we encourage a culture of risk-taking and trying new things?

How can we ensure that 'excellent' doesn't become 'elitist'?

### 2. Being authentic

Does our activity connect with real-world experiences?

Do we work with arts professionals to stretch our understanding and create opportunities for real briefs and work experience?

Does our work have integrity? Is it truthful?



### 3. Being exciting, inspiring and engaging

How do these qualities manifest in our setting?

Is participation in the arts leading to achievement/engagement in other areas of school/social/work life?



### 4. Ensuring a positive and inclusive experience

What does a positive experience look like? Does it have to be happy?

What systems are in place to reward and celebrate achievement?

How are we ensuring access for all and monitoring take-up?

Have we assessed possible obstacles and taken steps to remove them?

### 5. Actively involving children and young people

How are we empowering young people to voice their ideas, questions and challenges?

What evidence do we have that young people's input has been sought, recorded and acted upon?

### 6. Enabling personal progression

Who is making progress and how does this manifest?

What systems do we have for monitoring progression?

Are we signposting opportunities beyond our setting?

Are we rewarding courage, perseverance and resilience as well as the quality of the end product?

### 7. Developing belonging and ownership

What can people belong to (teams, projects, clubs)? Who has a stake?

How can we show pride in our collaborative enterprise?

Do we see an impact on participants' health and wellbeing?



# Quality Metrics for Participatory Arts

Quality Metrics		Related Quality Principles
Organisation: The project was well organised	→	1 (excellence)
Enjoyment: I had a good time	→	3 (exciting, inspiring)
Authenticity: It felt like a real artistic experience	→	2 (authentic)
Respect: I was treated as an equal	→	4 (positive, inclusive)
Voice: My ideas were taken seriously	→	4 (positive, inclusive)
Contribution: I felt like my contribution mattered	→	5 (actively involving)
Belonging: They made me feel part of the team	→	5 (actively involving)
Support: People in the group supported each other	→	4 (positive, inclusive)
Feedback: I got helpful feedback	→	6 (progression)
Experimenting: I felt comfortable trying new things	→	4 (positive, inclusive)
Acceptance: I felt like I could be myself	→	4 (positive, inclusive)
Friendship: I felt close to other people involved in the project	→	7 (belonging)
New people: I got to know people who are different to me	→	3 (exciting, inspiring)
Stretch: I did something I didn't know I was capable of	→	6 (progression)
Achievement: I was amazed by what we achieved	→	1 (excellence)
Artistic skills: I improved my artistic skills	→	6 (progression)
Opportunity: The project opened up new opportunities for me	→	6 (progression)
Motivation: I feel motivated to do more creative things in the future	→	3 (exciting, inspiring)

# Statement of Commitment

The Statement of Commitment marks the start of your journey. It is a forward-thinking planning document that sets out the goals and ambitions for your Artsmark journey. This document will be used, alongside your Statement of Impact, to assess your application and award your Artsmark level.

**We've created a toolkit to help you with the process of writing your Statement of Commitment, which you can download here: <https://bit.ly/amsoc toolkit>**

## Context

**Up to 150 words**

Describe the context of your school or education setting (e.g. your phase of education, establishment type, location, number on roll and so on)



# Question 1

**Up to 500 words**

How do arts and culture currently play a role within your setting's strategic values?



# Question 2

**Up to 500 words**

How and why will your Artsmark journey contribute to the priorities in your strategic improvement plan?



## Question 3

Up to 500 words

Looking at the Artsmark Award criteria, where does your setting currently have strengths and where would you like to develop?



## Question 4

Up to 500 words

What are the goals and ambitions for your Artsmark journey and what steps will you take to achieve these?





## Question 5

Up to 500 words

What support will you need and what resources will you commit to achieve your goals and ambitions?



## Question 6

Up to 500 words

How will you know you have achieved your goals and ambitions? What will success look like and how will you evidence it in your Statement of Impact?



# Statement of Impact

The Statement of Impact is the second and final document you will send to Arts Council England, and is used by the Artsmark assessors together with the Statement of Commitment to determine which level your school will be awarded (Silver, Gold, or Platinum) The Statement of Impact is used to reflect on the journey your school has taken since submitting the Statement of Commitment, and demonstrates the progress your schools has made.

**We've created a toolkit to help you with the process of writing your Statement of Impact, which you can download here: <https://bit.ly/amsoitoolkit>**

## Context

**Up to 150 words**

If there have been changes to the context of your school or education setting since the submission of your Statement of Commitment, please describe them here.



# Question 1

**Up to 500 words**

Reflecting back on your Statement of Commitment and the Artsmark Award criteria, what was successful in your Artsmark journey and how did you achieve this?



# Question 2

**Up to 500 words**

What challenges did you face and how did you overcome them? Were there any differences from your original plans and how did you implement them?



## Question 3

**Up to 500 words**

What impact has the Artsmark journey had on your children and young people and how can you evidence this?



## Question 4

**Up to 500 words**

What impact has the Artsmark journey had on your staff, leadership team and wider community and how can you evidence this?



## Question 5

Up to 500 words

How has your Artsmark journey influenced change to your strategic values and the priorities in your strategic improvement plan?



## Question 6

Up to 500 words

What are your future goals and ambitions for developing the role of arts and culture in your setting?





# Planning template

Date Statement of Commitment submitted	
Statement of Impact deadline (2 years after Statement of Commitment submission)	

Review date 1	
Review date 2	
Review date 3	

At what points over the 2 years will you review your journey to ensure evidence of impact is being gathered? We would suggest reviewing at 6 months, 1 year and 18 months.

Who do you need to talk to at school to plan, deliver and evaluate the Artsmark action plan?	
What are the first 3 things you will need to do when you go back to school?	

## Support call notes

Date of call	Name of consultant	Key points covered

Book your support calls here: [anewdirection.org.uk/artsmark-support](https://anewdirection.org.uk/artsmark-support)



# Pupil voice activity

**Embedding pupil voice is a key area of Artsmark. Below, Soho Parish Primary and Eastbury Community School share some suggested activities to get you started.**

## Create a questionnaire

Create a questionnaire to understand your students' view of the arts at school. Example questions could include:

- » What do you think the arts are?  
(Rate from 'strongly agree' to 'strongly disagree')
- » The arts are valued highly at our school
- » The arts are used to support learning in core subjects
- » Students are ambassadors for the arts in our school and know what that means
- » Students are able to contribute to project ideas
- » Students can see their ideas have helped shape projects
- » Students have lots of opportunity in school to experience a wide variety of the arts (visual art, dance, drama, music etc.)
- » Students have opportunities to explore the arts outside school time through after school clubs
- » Students have opportunities to visit cultural organisations on school visits ie. to galleries, museums, theatres etc.
- » Teachers champion and showcase the work of students excelling in the arts
- » I would like to see more .....

## Start your own Arts Council

If you don't already have one, could you create a student Arts Council? You could use the questionnaire to gauge the interest of pupils and see what they would want a student Arts Council to do. The Arts Council could:

- » Teach skills to other students or organise for older students to demonstrate skills to younger students
- » Share the latest news about the arts in the school in an assembly or newsletter
- » Support planning of an arts week and other creative events
- » Help with art displays around the school
- » Champion the arts around the school





## Do you work in an SEND setting?

For teachers working with young people with learning difficulties, it can be particularly tricky to ensure pupil voice is captured and embedded. How can we hear from our pupils when they are non-verbal? Or have cognitive processing difficulties? Or memory issues?

When discussing their difficulties in sharing ideas and opinions and what would make it easier, pupils from Garratt Park School offered the following advice:

- » Explain the words in questions clearly
- » Have an example of something similar
- » Use visuals with words
- » Be patient and slow down
- » Give different choices of answers

Garratt Park School is a secondary school in Wandsworth who cater for pupils with moderate learning difficulties. The above was taken from a blog written by Tom Underwood, a Drama teacher at Garratt Park.

You can read Tom's full blog about SEND pupil voice in the arts here:

[anewdirection.org.uk/blog/send-pupil-voice](https://anewdirection.org.uk/blog/send-pupil-voice)

# Evaluation and impact

Monitoring and evaluation tend to be the least well-developed elements of a project plan. Investing in a strong framework from the start with check-in points along the way will ensure that your interventions are effective and that you have evidence for your Statement of Impact that is more than anecdotal.

We have created two resources which will help with evaluating and evidencing impact.

**Planning for impact:** <https://bit.ly/amplanningforimpact>

**Evaluating Impact:** <https://bit.ly/amevaluatingimpact>

In the **Planning for impact** resource you will find tips on gathering evidence through the use of:

- » Questionnaires (closed and open questions)
- » Focus groups
- » Observations
- » Case studies
- » Interviews

In the **Evaluating Impact** resource you will find:

- » A Logic Model and action planning template
- » A Creativity Wheel to measure progression in creativity for children and young people
- » A breakdown of the Quality Principles to devise participatory metrics
- » Questions to evaluate impact of CPD for reaching staff



**What evaluation tools do you have currently in place?**





## Support calls and surgeries

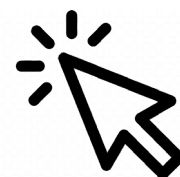
If you would like support with any aspect of the Artsmark process, A New Direction's expert Artsmark Consultants are here to help. Our Support Surgeries and 1:1 support calls offer the opportunity to ask questions, receive feedback, and get guidance on writing your Statement of Commitment and Statement of Impact.

[anewdirection.org.uk/artsmark-support](https://anewdirection.org.uk/artsmark-support)

## Artsmark resources bank

Our online resource bank includes toolkits to support writing your Statement of Commitment and Statement of Impact, resources for each criterion in the Self Assessment Framework, and much more.

[anewdirection.org.uk/artsmark-resources](https://anewdirection.org.uk/artsmark-resources)



## Creative INSET programme

A series of free CPD sessions for teachers at any stage of their career working in primary, secondary and special schools.

[anewdirection.org.uk/creative-inset](https://anewdirection.org.uk/creative-inset)

## LookUp

Our information platform for London schools. Enter your school's postcode to find creative organisations, resources and offers near you. You can also filter search results to show Artsmark Partners.

[lookup.anewdirection.org.uk](https://lookup.anewdirection.org.uk)

## Find an Artsmark school near you

Browse our list of all Artsmark schools in London.

[anewdirection.org.uk/artsmark-schools](https://anewdirection.org.uk/artsmark-schools)

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

Our values are embedded in how we work with young people, partners, funders and as a team. They are:

- » **Equity:** We believe all children and young people, regardless of wealth, geography or luck should have the opportunity to take part in culture and develop their creativity. We will always work to support those individuals and communities who are experiencing barriers and challenges
- » **Culture and creativity:** We believe that culture and creativity is crucial to personal and collective fulfilment, as well as critical for our economy. We place shared heritage, stories, imagination at the centre of everything we do
- » **Trust:** Trust is an essential part of how we realise our work and it is our belief that young people would be better served if the creative, cultural, education, and business sectors trusted young people more and worked together for their best interests.

This is the right of all young Londoners - regardless of wealth, geography or luck.

Find out more about how we work, the programmes and events we run, and opportunities to engage at [anewdirection.org.uk](https://anewdirection.org.uk).

 **A\_New\_Direction**

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