

Cornwall Arts Education Strategic Plan



Second Draft August 2007

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Commissioned by School Advice & Support, CEDS

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1 Introduction

1.1 Kernow Education Arts Partnership (KEAP) has been commissioned by School Advice and Support to consider and find a solution to strategic development in arts education in Cornwall in the light of there no longer being a Music/Arts advisor. KEAP was commissioned to take on the work because of our unique position in having an overview of both the education and arts sectors in Cornwall.

1.2 In order to create the strategy we have consulted with teachers, advanced skills teachers, specialist arts colleges, senior members of the advisory service, the Music Service, artform networks, key arts organisations such as Tate, St Ives and The Works as well as Creative Partnerships and the Creative Unit at Cornwall County Council.

2 The Context

2.1 The Creative Arts are core to our development as well rounded, happy individuals and impact on the way we live our lives and our communities long after we leave formal education. Cornwall is widely recognised as one of the most creative parts of Britain with its own distinct culture. Cornwall is ambitiously seeking to be the first European Region of Culture in 2013. Both nationally and in Cornwall the creative industries are one of the fastest growing sectors. Cornish schools need to be actively engaged in this momentum and play a part in its development.

2.2 At the heart of The Cornwall Children's and Young People's Plan 2005-8 is the philosophy of Every Child Matters. The arts can play a role in all five outcomes but have a key role to play in:

- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well being

Outcome Enjoy and Achieve, section 3.3.3 is that:

Children have enhanced opportunities for sport, music, arts provision at primary age

Other key issues are looked after children, gifted and talented, as well as 14-19 reforms and the opportunities with the new diplomas and Convergence funding through the Strategy and Action plan focussing on NEETs (young people not in education or training or at risk of becoming so), enterprise, apprenticeships, curriculum development, raising aspiration and voluntary and community.

2.3 Within the secondary curriculum review of KS3 Creativity is high on the agenda. The Arts have a key role to play here through links with galleries and theatres and also with creative artists to stimulate, inspire, encourage risk taking and entrepreneurship.

Creative as defined by Kneehigh Theatre is "*sophisticated bending of the rules of convention, ability to create, originality of thought to stimulate the imagination.*"

2.4 In the Early Years Foundation Stage, Creative Development is a key requirement including exploring media and materials creating music and dance and developing imagination and imaginative play with encouragement to:

Give opportunities for children to work alongside artists and other creative adults

2.5 Artsmark is the national kite mark for schools which celebrates their commitment to an arts rich curriculum. It has been developed by the Arts Council which manages the scheme. KEAP has supported schools in Cornwall through the process of application. There are three levels: Artsmark, Silver and Gold. It is open to primary, secondary, special schools, PRUs and Independent schools. Currently in Cornwall we have 26 primaries (11%), 16 secondaries (52%) and none in the other categories. The number of secondary schools is the highest in the SW region. Overall Cornwall has 14% of its schools with Artsmark compared with 16% in Devon and 23% in Gloucestershire. (cf appendix for further SW figures)

2.6 The young people's Arts Award is a national leadership award for young people from ages 11-25 and is at three levels of Bronze, Silver and Gold. It is managed in the South West by Creative Partnerships. There are currently 450 arts awards advisors in the south west and 117 school, youth groups and arts organisations which have registered as arts award centres, with 10 more registering each week. (cf appendix for description)

2.7 For the purpose of this strategy we define Arts as the broad range of dance, drama, visual arts, music, music technology, craft, digital media, film, photography and creative writing and the crossovers between them as well as learning through the appreciation of the arts. This plan will also reference the wider creativity agenda but is essentially focussed on arts development.

3 The Ambition

3.1 To foster a passion for the Arts in all children and young people and equip them with the skills and tools to achieve their potential and ambition.

4 The Objectives

- To create a networked approach to strategic arts development in Cornwall
- To support the Every Child Matters agenda through the Arts
- To enable every young person in Cornwall to have access to high quality arts education and to achieve their potential
- To ensure that teachers have the required skills, resources and inspiration
- To build on and develop partnerships with the Arts sector in Cornwall, the south west, nationally and internationally
- To support Cornwall's ambitions to develop as a knowledge economy with the Creative Industries at the core.

5 The Principles

5.1 Through this plan we will foster inspiration and enable leadership in the Arts within education in Cornwall to create

Coherence
Consistency

Quality

Equality of opportunity

Inclusion

Raised standards

Enhanced levels of attainment and progression according to individual need in the Arts and also right across the curriculum including English and Maths.

In short the plan outlines an entitlement for each child to participate in high quality arts education from **early years, through to Key Stage 4** where the provision is strategically managed and embedded in the Children and Young People's Plan.

It is desirable that in the future the plan embraces post 16 education.

Key to this plan is the notion of partnerships; partnerships between early years settings and schools, secondary and primary, with FE colleges, the Universities in Falmouth and Plymouth, the soon to arrive Dartington College, with the Arts sector and key players such as Kneehigh, the Tate and Newlyn, Hall for Cornwall, The Works, the Eden Project as well as other Arts organisations and individual practitioners.

5.2 The principles of entitlement in arts education for children and young people are that each child should have access to:

- High quality teaching and learning
- The opportunity for progression according to individual skills, talents and passions
- The opportunity to experience breadth and depth in the arts
- The opportunity to platform their work to a wide audience
- The chance to think creatively, take risks and think beyond the quotidian
- Ease of access to opportunities
- The opportunity to work with professionals
- The opportunity to participate in wider creative projects which are both memorable and inspirational

6 Current provision and key partners

6.1 Schools - there is much exemplary teaching and learning in the Arts in Cornwall with inspired teachers who maximise opportunities for their pupils and students both within and beyond the curriculum. Witness the school productions, individual instrument lessons, the music ensembles and choirs, the art displays in corridors and reception areas. There are also some really inspiring facilities with dance studios, music technology suites, access to a wide range of instruments, purpose built art blocks. Primary schools are building new halls with a view to the arts as well as sport. There are opportunities for young people to platform their work to a wider audience such as the Carrick and Looe Dance Platforms, the Cornwall Youth Dance Platform, the massed school samba bands which parade with City of Lights in Truro, the massed sculptural parade on Mazey Day in Penzance.

There is high take up of accredited courses both at GCSE and BTEC and the recent introduction of the arts leadership award, the young people's Arts Award (YPAA). There is soon to be the pilot of the Creative and Media diploma for 14-19 year olds in the Truro and Penwith learning communities from September 2008 which will be rolled out to all schools by 2013.

There is enormous potential for extension and development within extended services which can focus both on provision but also on progression and supporting summer schools and other enrichment programmes for the able and talented young people. The specialist arts and sports colleges are in a prime position to impact on arts development e.g. Dance Links and the Penwith Music factory.

As schools engage in a more cross-curricular approach to teaching and learning, the arts can often be a means of engaging students with the learning task.

The Aim Higher programme at the University means that University College Falmouth is now actively looking for opportunities to work with schools.

Cornwall has developed its own *Sense of Place* teaching materials where the arts are central to delivery.

Artsmark, the national kitemark for excellence and provision of art in schools, is an opportunity for schools to develop and celebrate good practice.

Of late there has been a development of individual art form fora where teachers, advanced skills teachers (ASTs), arts organisations or galleries and individual practitioners have been meeting to look at development in their curriculum area e.g. Primary Art Forum, Drama Advisory Group, Dance Links, Early Years Arts Forum.

We have a highly prized music service delivering instrumental lessons and managing music ensembles across the whole of Cornwall as well as offering curriculum support and advice.

6.2 Cornwall has a tradition of creative excellence: an internationally significant visual arts heritage; a literary tradition of note and a contemporary theatre scene operating on the world stage. It has a growing film and media industry and thriving craft and design sectors.

Many arts and creative organisations and practitioners are actively engaged in education, from national institutions such as Tate St Ives to individual writers in residence. There are also national companies who are actively engaged in work with Cornish schools e.g. Royal Opera House through the Specialist Schools Trust and specialist arts colleges, the Royal Court and Ballet Rambert in partnership with the Hall for Cornwall.

Schools have traditionally worked with creative practitioners for special one off events such as Arts Week or the end of term treat but more and more teachers are working in partnership with the practitioner to explore either curriculum enrichment or particular issues e.g. boys writing, re-engaging pupils' with learning, new ways of working such as school federation, new approaches to learning or a particular celebration or anniversary.

There are a variety of national initiatives which are now embedding themselves into Cornwall's thinking and practice such as Creative Partnerships (soon to be delivered by RiO) in its current form but post 2008 there will, most likely, be a new national plan for developing creativity in schools. Also Cornwall Youth Music Action Zone (CYMAZ) and the Music Manifesto.

KEAP has provided the bridge between the arts and education sectors both at a strategic level working with the local authority and the Arts Council to advocate and

share best practice, to offer information, advice and guidance to individual schools and practitioners and deliver programmes of works such as: training for artists to run after school art clubs, an enrichment programme for talented young writers with University College Falmouth, a writer/teacher mentoring programme as part of a national scheme 'Writing Together', a countywide sculptural project with Eden and an early years music programme in North Cornwall.

6.3 The above paints the picture that across the county there is arts and creativity in abundance! There is in parts. A more realistic picture is of patchy, fragmented delivery. There is little strategic leadership from the local Authority as there is no longer a music/arts advisor. There are secondary teachers are feeling under-valued and marginalised, primary teachers feel under-skilled and under-resourced to teach the arts. There is little sense of being part of a Cornwall-wide team, the CPD provision is patchy. There are fantastic projects but they are in isolation and there is little sense of others being able to learn from the best practice or of there being geographical equity. We need a greater focus on encouraging and challenging the able students both in and out of school.

A strategic plan is needed to offer vision and leadership for all and for opportunities and best practice to be shared.

7 How to deliver the principles

7.1 It is recognised that the creative industries thrive where they are clustered together with opportunities to network. This is harder to achieve in a rurally dispersed area but can be achieved through the network principle.

The aim with this strategic plan is to mirror this in education. To create a developmental and delivery network which can meet in clusters and cascade learning out to schools and at the same time respond and feed into the Children's and Young People's Plan.

This would be done by building upon the emerging networks of specialist art forms, advanced skills teachers, specialist arts colleges and sports colleges. The needs and aspirations of young people would be at their heart across early years, primary and secondary education. They would be developed in such a way as to be responsive to need but also visionary and strategic.

While each forum may be focussed on a specific artform e.g. Music, they would be required to focus on cross-artform opportunities and wider imperatives such as ECM, G&T, special needs, artsmark, creativity, cross-curricular etc

7.2 The Artform Network(cf diagram at the end)

Each artform would be represented by a forum which would comprise teachers, ASTs, an adviser where possible, a specialist college representative, arts organisations and individual practitioners in the field.

Each network would make an annual plan and would be resourced possibly through the SLA to deliver the plan.

What would each Forum do?

- Offer leadership in the teaching of their subject in Cornwall
- Actively plan to ensure the principles of entitlement are delivered
- Ensure geographical spread across Cornwall
- Make links to Cornwall's creative culture
- Create networks to share, ideas, news, opportunities and information e.g West Cornwall Art Co-ordinators, secondary Art steering group
- Support and generate change through new initiatives, inspiration and ideas
- Support and promote best practise through the web, ASTs, training and conferences
- Support opportunities for progression both in and out of school
- Bring the work of arts organisations and artists centrally into mainstream education, create a two way dialogue
- Encourage schools to commit funding and also generating funding
- Support the development of Cornwall wide projects- these would often be cross artform (these would be co-ordinated by a project co-ordinator not the forum)

The network would need to be resourced to cover supply costs and freelancer fees. The plan would include SLAMs, annual conferences, Cornwall-wide projects, developments in teaching, maximising opportunities and resources.

The networks would be very visible and so teachers could feed into them, they would be evaluated against the objectives of the Plan.

7.2.1 Early Years Arts forum

Current position: This grouping has grown out of projects delivered by MADE, KEAP and Creative Partnerships and has formed to develop greater partnerships with Family Services and to create a strategy around early years arts provision. This is in its early stages and needs to build to include early years' practitioners and the early years Adviser.

There has been some superb practice but it has been very focussed around Penwith and Kerrier and a growing network in North Cornwall.

Recommendations: The work now needs to go to scale across Cornwall and to be built into the early years plan.

KEAP has been co-ordinating this gathering

7.2.2 Music

Current position: There is no forum for music development. The Music Manifesto provides an obvious focus for development.

Recommendations: A large scale project is developing around singing called AudioVoice. This group could be the start of a forum for development which includes the Music Service, CYMAZ, Youth Music, Carn to Cove, young people's Arts Awards, ASTs. As there are three specialist music colleges they would need to be represented.

The Music Service could co-ordinate this forum.

7.2.3 Drama

Current position: There is currently a Drama Advisory Group which is mainly secondary drama teachers and ASTs. Drama practitioners and agencies such as

The Works are welcome to attend but it is not clear what their role is. There are currently plans afoot for a Nick Darke Festival. There is less representation from the primary sector.

This is currently co-ordinated through the advisory service and the English adviser attends. Meets intermittently.

Recommendations: There is real scope for development here. With Dartington College of Arts re-locating to Cornwall in two year's time, there are real opportunities for some interesting collaborations.

7.2.4 Dance

Current position: At present there is no forum for teachers and practitioners to meet and plan.

Recommendations: Dance Links is a newly formed partnership between the Sports Colleges, Sarah Kirkby, PE consultant and The Works to develop the role of Cornwall Youth Dance as an elite young people's dance company for Cornwall. Looe Specialist Arts College is keen to participate and there is a cohort of active ASTs. This could be the basis of the dance network.

The Works could co-ordinate

7.2.5 Art

Current position: The Primary Art Forum has been in existence for about four years and has been underwritten by Creative Partnerships. It has proved that a grouping across education and the arts sector can lead to real development with the ASTs spear heading the delivery. The focus has been on primary art, though most of the ASTs are secondary.

Recommendations: The forum needs to grow into the Cornwall Art Forum and encompass photography. It is working well and the network is very vibrant with good partnerships between teachers, ASTs, galleries such as the Tate and Newlyn along with Project Base, as well as key individual artists.

KEAP would continue to co-ordinate.

7.2.6 Digital Arts

Current position: There is no formal network but Creative Partnerships has been the catalyst for a rise of digital arts activity in education in Cornwall.

Recommendation: With the rise of media studies, the development of the creative and media diploma, the creative use of ICT across the curriculum and the growing number of practitioners engaged in film and other digital arts, it is timely for the development of a specialist digital arts forum. Ideally the ICT advisor would be part of this development along with teachers, ASTs, lead practitioners for Creative & Media diploma, as well as Hi8tus, chew tv, film makers, animation artists etc.

A small group has also begun to meet to look at training in digital arts for secondary art teachers. This group includes the ICT adviser (now left), Mark Talbot leading practitioner Creative and Media diploma, Maxine whitbread –abrutat Art AST and Claire Parker, art teacher Newquay Tretherras.

KEAP is co-ordinating.

7.3 The Developmental Networks

While it is crucial that each art form has its focus and development it is important not to develop barriers around them and also to allow space for experimentation and the development of best practice which can be fed into the artform networks.

7.3.1 Advanced Skilled Teachers

Cornwall has a good cohort of highly skilled and motivated ASTs in the Arts and creativity. **They are key to the success of this plan.** They currently respond to requests from other schools, do developmental work in their own school, respond to outside initiatives or generate their own. There is little strategy to their work, they can be pulled in many directions which can ultimately be quite stressful and unsatisfying. However, if as a group they were more strategic and developmental the benefits would be immense.

Recommendations

- Opportunities are created for Arts ASTs to network and share and also to see each others' work
- Annually ASTs decide on the main focus of their work in order to make a real impact whilst still retaining the opportunity to be reactive to need.
- Between them they feed into all the artform development fora
- Opportunities are created for the Arts ASTs, either as a cohort or in individual artforms to respond to strategic developments e.g. the Music Manifesto or a theme e.g. a particular anniversary or a focus e.g. The Nick Darke Festival
- ASTs are well enough informed that they can cascade opportunities to the schools they work with.
- They look at strategic resource development e.g. music or works of art that could be used in a cross-curricular way which are available through a website.
- ASTs can plan or be involved in joint projects e.g. Penwith music project for NQTs
- Opportunities to link up with professional practitioners
- They share the plan with their specialist art form group

This group could also include specialist freelance adviser consultants.

7.3.2 Specialist Arts Colleges

There are now 7 specialist arts colleges in Cornwall – 3 in performing arts, 1 in visual arts and 3 in music. Several are also taking vocational studies as a second specialism. There are also technology specialist colleges where digital arts can most easily be developed. This is now a potentially very strong network to lead best practice in the arts and develop partnerships on a local, regional and national level. The sports colleges have shown how networking together can have a huge impact on sport development. The Art colleges too need to take a lead and support strategic development. This in turn will support their re-designation.

Opportunities

- Share good practice amongst each other but also wider education sector
- Greater strength in developing together build on energy
- Subject specialists need to meet – e.g. there are now 3 music development officers (Roseland, Humphry Davy and Callington)
- Need to follow own agenda but also look at joint initiatives

- Forum allows for conversation. Need to meet on a regular basis e.g. twice a term on agenda items such as adult learning, meeting theatre companies.
- The community element is often weak – nationally recognised. Could work it out together
- Ensure someone from SAC on each of the art form groups
- Joint fundraising
- Feed into the appropriate art form groups
- Gateway for larger scale initiatives, links with national companies and orchestras

7.3.3 Specialist Sport Colleges

There are 5 Specialist Sports Colleges in Cornwall and 4 School Sport Partnerships. The School Sport Partnerships are a network encompassing every school - primary, secondary and special in Cornwall.

The Dance Links project is a partnership between the School Sport Partnerships, The Works and FE and HE providers in Cornwall.

It's aims are:

to provide locally based community dance clubs which offer all people the chance to be involved in community dance projects,
 the opportunity for young dance leaders to support clubs in their local community,
 the opportunity for returning dance practitioners to be able to find paid employment in the field of dance
 to provide a pathway for talented dancers.

A representative would need to be part of the Dance Forum.

7.3.4 The Music Service

This delivers high class music tuition throughout Cornwall and manages ensembles at district and county levels in brass, wind, percussion, jazz and the Cornwall Youth Orchestra as well as choirs. They deliver development programmes such as Musical Futures, a regional gifted and talented programme, Audioworks and supporting the Key Stage Three music strategy. They also manage some projects with professional musicians and participate in other initiatives. Their partnership with CYMAZ is one of the rare examples of a YMAZ collaborating with a music service.

The Music Service could extend its remit through partnership with other delivery agents through the Music Forum.

7.3.5 Extended Services

There is currently a network of Extended Services co-ordinators. KEAP is working with them to ensure that they have access to high quality arts provision as part of their core offer. Extended services need to be part of the consideration of each forum.

7.4 Strategic Leadership

7.4.1 It is key to this strategy that there is a dialogue between Children's Services and the Network. To this end we propose a steering group for Arts Education in Cornwall to include senior members from Children's Services, Cornwall Learning, County Council members and senior members of the arts community. This group will meet annually with representatives of the networks to ensure that they are working to support the Children and Young People's Plan, delivering on the principles of entitlement and also Cornwall's cultural development.

7.4.2 It is also crucial that teachers and headteachers can feed into the networks so they need to be open and visible. If the plan is to be put into place there needs to be a marketing campaign to ensure that this current community of teachers knows how to access the networks. This would need to be repeated on an annual or bi-annual basis.

8 Management of the Strategic Plan

8.1 It has become increasingly clear that KEAP has a major role to play as the gateway between the arts and education sector. Increasingly it has an overview (if not a specialist knowledge) in all the artform areas, and a wide knowledge of the situation in schools from early years through to Key Stage 4, right across Cornwall. It also has strategic links with the Local Authority as well as a regional partnership with Arts Education partnerships across the South West. It is a regularly funded organisation with the Arts Council and a Strategic Client of Cornwall County Council. KEAP is therefore well placed to manage the networks to ensure that they continued to be generative and inspiring as well as delivering its objectives.

We propose that KEAP manages the network to ensure that real development takes place and that the pathways across the complex web are kept open and accessible.

KEAP would continue to play a key role in information, advice and guidance developing partnerships, celebrating best practice as well as project management and training.

The other key players in the coordination would be The Music Service for Music and The Works for Dance.

Creative Partnerships/ RiO provides the bridge in the wider creativity agenda and issues around change.

9 Review

9.1 There needs to be a cycle of review built into the network to ensure it is effective and working to support entitlement over a three year period.

10 Timeline

10.1

June 07 Send out for consultation to schools, Children's Services, Specialist Arts & Sports colleges, ASTs, key arts organisations

August 07 re-write

Sept-Dec 07 Development of artform networks
Develop for position in SLA along with Mary
ASTs meet
Specialist arts colleges meet

March 07 Launch through SLA

Appendix 1

Groups and individuals who have helped deliver the development of this plan:

Mary Dornan	Head of School Advice and Support
Sheila Lynn	Primary Strategy Manager
John Morey	County Adviser English and Drama, Secondary National Strategy Manager
Sarah Kirkby	PE consultant
John Harries	Head of the Music Service
Bob Damerell	County Co-ordinator ASTs
Peter Butts	County Adviser Humanities

ASTs

Maxine Whitbread Abrutat	Art AST Poltair School
Kate Harrison	Dance AST Falmouth School
Kate Hale	Art AST Wendron School
Jayne Banner	Creativity AST St Francis School, Falmouth
Jan Bridger	Drama and Dance AST Penair School
Katherine Matthews	Music AST St Hilary School
Sarah Waller	Dance AST, Creative Partnerships
Christine Judge	Music AST, the music service
Jonathan Plunkett	Drama AST, Callington community College

Specialist Arts Colleges

Rob Lane	Brannel School
Mike Keveth	Looe School
Nula Kane	Roseland School
Wendy Polley	Music co-ordinator, Roseland
Ben Merritt	Mullion School
Kate Sainsbury	Music co-ordinator, Callington
Rod James	Humphry Davy School
Robin Kneebone	Cape Cornwall School * yet to be consulted

KEAP Board

Keith Appleby	Co-ordinator Sixth form Improvement
John Harries	Music Service
Ross Williams	ACT
Susan Lamb	Tate St Ives
Dot Peryer	The Works
Anthony Waller	freelance producer
Jayne Swindall	St Breock School (now left board)
Bob Mitchell	Bodmin College (now left board)
Mary Cooper	Assistant Director CYPF
Lindsey Hall	Creative Partnerships/RiO
Sally Clements	Arts Council England, South West
Amanda Webb	Creative Unit, CCC

Primary Art Forum

Maxine Whitbread-Abrutat	Poltair school
Sarah Jane Marsden	Art Ast, Helston School
Kate Hale	Art AST,Wendron
Barbara	Newquay Junior School
Janet Pascoe	St Buryan School
Fran Tockley	Pensans School

Mark Talbot	Art AST Bodmin College
Wendy Screech	St Stephens Saltash
Penny Macbeth	Artist
Caroline Cleave	Artist and teacher, Wadebridge Junior
Tony Minnion	Artist
Kerry Rice	Tate, St Ives
Georgina Kennedy	Project Base

Early Years Arts forum	
Richard Williams	Family Services
Mandy Richardson	Early Years adviser, Restormel and Creativity
Chris Morgan	MADE
Pat Hickman	MADE
Gilly Rudling	Youth Music
Jane Staffieri	CYMAZ
Thalia Marrington	freelance musician
Sue Richardson	freelance project co-ordinator

Other consultees	
Marie Hunter	Penryn College
Paula Winzar	young people's Arts Award/CP
Joce Giles	The Works
Tim Brinkman	Hall for Cornwall
Tim Smithies	Carn to Cove
Julie Seyler	Creative unit, CCC

When this plan is finalised it will include:

- **A list and brief description of key partners**
- **Contacts for all the networks.**
- **Descriptions of the young people's Arts Award, Artsmark and an update on the Creative & Media Diploma.**

Appendix 2

Artsmark

Artsmark is a national award scheme managed by [Arts Council England](http://www.artscouncil.org.uk) that recognises schools with a high level of provision in the arts. The award scheme is open to all schools in England - primary, secondary, special schools and pupil referral units, both maintained and independent. Artsmark provides a benchmark for arts provision which encourages schools to consider the opportunities they offer in art, dance, drama and music. The application form for Artsmark acts as an auditing tool, through which schools may gain an overall picture of their arts education provision. By gaining an Artsmark a school shows its commitment to the wider development of young people and teachers and to raising the profile of the arts in the school and local community.

www.artsmark.org.uk

Number of Artsmark schools in the South West

Count of DfES LA	Type					Grand Total
	Primary	Pupil re	Secondar	Special	(blank)	
Bath and North East Somerset	9		5			14
Bournemouth	7		4	1		12
Bristol	13		3			16
Cornwall	26		16			42
Devon	51	1	12	1		65
Dorset	19		9	2		30
Gloucestershire	61		12	4		77
North Somerset	3		3			6
Plymouth	15		7	2		24
Poole	9		3			12
Somerset	21		10	2		33
South Gloucestershire	9		4			13
Swindon	11		4	1		16
Torbay	5		1	2		8
Wiltshire	27		14			41
(blank)						
Grand Total	286	1	107	15		409

Appendix 3

What is the young people's Arts Award?

The **young people's Arts Award** is the first accredited scheme to underpin the development of young artists and young arts leaders from 11 to 25, helping them to grow as artists, to lead arts projects and develop rich and fruitful relationships with familiar or new art forms.

An officially-recognised qualification...

A pioneering relationship between the Arts Council and international awarding body Trinity Guildhall has now made the award available to young people across the country. The award can be taken at Bronze, Silver and Gold levels, which are accredited at levels 1, 2 and 3 on the National Qualifications Framework. Uniquely, the Arts Award celebrates the creative progress made by young people and not just their artistic skill. A full description for Bronze, Silver and Gold level specifications can be obtained at www.artsaward.org.uk.

The award can lead to further study and even employment, and it will encourage young people to enjoy the arts throughout their lives.

How can you offer the Arts Award through your school or youth group?

In order to take part in the Arts Awards within a school, youth club, arts organisation or other setting, young people must have access to a qualified Arts Award Adviser. Adviser training at Bronze & Silver levels is a one day training course. Further half day top up courses are available for Gold level.

What does the Arts Award cost?

Each young person taking Bronze will need a pack costing £4.60, with a moderation fee of £12. For Silver awardees, packs cost £6.90 and moderation costs £15. For Gold awardees, packs are £4 and moderation costs £25. To book onto public Adviser training at Bronze & Silver levels costs £100. The gold top up is £70. **However, organisations such as schools or youth groups can host in-house Adviser training which can dramatically reduce training costs to the individual. A minimum of 8 trainees are required.**

What to do now?

To book onto public Adviser training, visit the website www.artsaward.org.uk, and click on “book adviser training”. To book in-house training please contact the Regional Arts Award Co-ordinator Paula Winzar at paula.winzar@creative-partnerships.com or 07973 813644.