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 Member of The Hyman Kreitman Research Centre, British Art Network

Overview: Promoting creative teaching pedagogy and learning opportunities that enable an 'arts rich' provision

Linked with my long-term research and action planning for the completion of my National Professional Middle Leadership qualification (NPQML) and my role as Local Specialist Teacher, I have devised a programme of strategies underpinned by current, highly relevant research. Ultimately, this is designed to promote, endorse and extensively develop a whole school ethos embodying creativity and culture. The strategies I have begun to embed within several campuses are designed to be transformational, encompassing involvement not only from students and staff, but recognised as far-reaching within local and wider communities. The purpose of my long-term research is also linked with evidencing Doctoral research through the completion of a PhD programme.

Context and Intent

Initially impacting immediate staff and student groups within the Senior Phase of Linwood School's main campus, to include targeted staff and students from Summerwood, Springwood and CHI. The main strands that stem from my intentions include the following:

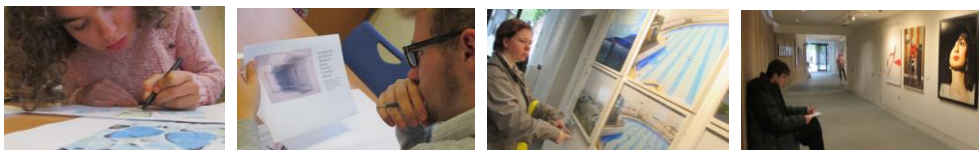
- To embed and lead the Arts Award programme, validated by Trinity College London, and The Arts Council England
- Implement in-school art galleries to showcase student achievement/ continue to hold external exhibitions
- Form a cross-campus Arts Council, incorporating staff, students, Governors, parents and professionals
- Support colleagues in devising Art and Design-specific curriculum material, to include the sharing of research and cultural information
- All intentions share the principle of our campuses being recognised as 'arts rich', and culturally inspiring provisions.

Obtaining evidence for research purposes: building case study material

The collation of evidence has included the following to date:

- Student questionnaire – September 2019; based on skills, confidence/self-esteem, attitudes towards Creative Arts
- Staff questionnaire – September/October 2019 – as above
- Secondary student questionnaire – October 2019; designed to obtain further information/ all for review in January 2020.
- Self-initiated research: see research links. All research conducted encompasses current trends relating to Arts culture in education, Cultural Capital, cultural enquiries, and the relevance and importance of the arts within our education system
- Progress and attainment data shall be monitored, termly, in order to evidence progress within Art and Design

Review



All strategies shall be reviewed as part of an on-going basis, in order to identify the impact, and how such strategies have been implemented. With rigorous review and evaluative approaches, and providing sufficient evidence in allowing provisions to be identified as being 'arts rich'/ bearing significant value in terms of the creative arts, we shall qualify for the following accreditation:

- Arts Council England – National Portfolio Organisation
- Trinity College Champion Centre (following sustained tracking of the Arts Award submission)
- Local Educational Cultural Partnership recognition
- Cultural Learning Alliance Evidence Champions Network – *improving the quality of arts and cultural education*
- Arts Mark Status

All outcome shall be evidenced and further planning outlined, in line with whole school curriculum objectives and vision.

For the purpose of NPQML (2020), on-going curriculum development and preparation for MRes/PhD studies.
 Previous research linked with MA Fine Art and Philosophy , BA (Honours) Fine Art – The Arts University
 Bournemouth

'Developing a deep body of knowledge'
 Ofsted Inspection Framework 2019

Research links

'The evolving role of the exhibition and it's impact on Art and Culture', Cline, A (2012) Trinity College Digital Repository
 'Playing to the Gallery', Grace, J (2001)
 'Is there more to a visual art exhibition than just art?', Manners, B et al (2016)
 'The Arts in schools: why the Arts matter in our education system', Cultural Learning Alliance
 'New evidence of the benefits of Arts education', Kisida, B and Bowen, D (2019)
 'Teacher of the Year: We must make parents value Arts in schools'; the Royal Society of the Arts launch a new network of cultural practitioners (2018)
 'Tate: Why Study Art?' *Tracking Learning and Engagement in the Arts (TALE)*: Outlining positive benefits of the Arts and cultural education (2018)
 Arts Council England's response to Ofsted Inspection Framework: *Inspecting the substance of education consultation* (April 2019)
 'An investigation into how to assess the quality of education through curriculum intent, implementation and impact' (2018)
 'Learning through Culture: the DfES Museums and Galleries Education Programme: a guide to good practice' Clarke, A (2002)
 'What is Cultural Capital?', Cultural Learning Alliance (2019)
 'A broad and balanced curriculum: Creativity in the new Ofsted Framework' (2019)
 'Cultural Education Partnerships (England) Pilot study', Sharp, C (2015) National Foundation for Educational Research
 'Arts Council England Youth Consultation' (2017)
 'Shaping the next Ten Years: developing a new strategy for Arts Council England 2020-2030' (2018)
 'Changing Cultures: transforming leadership in the arts, museums and galleries', Hoyle, S and Kings College London (2018)
 'It's time to recognise the contribution arts can make to health and wellbeing', Slawson, N (2017)
The Cultural Enquiry: Bournemouth, Christchurch and Poole (2019)
 Dorset Cultural Strategy (2016-2021)
 Bournemouth Cultural Strategy (2018-2019)
 University for the Creative Arts: Guide to Research Services, Research Development
 'Exploring the value of arts and culture', 2015-2018 programme, Arts Council England
 'School Art: What's in it? Exploring visual arts in secondary schools', Downing, D and Watson, R (2004)
 'Art Works: Using the Arts to promote emotional health and wellbeing in schools', Duncan, K (2013)
 The National Society for Education in Art and Design: *The distinctiveness of Art and Design*
<https://www.thersa.org/discover/publications-and-articles/rsa-blogs/2018/08/should-all-schools-be-art-schools-yes>
<https://www.thersa.org/discover/publications-and-articles/rsa-blogs/2018/12/lac-schools-call-out>
<https://www.thersa.org/events/2018/05/strong-arts-strong-schools>
<https://www.thersa.org/discover/publications-and-articles/rsa-blogs/2019/06/arts-schools>
<https://eric.ed.gov/?id=ED517218> , <https://eric.ed.gov/?id=EJ1210528>
<https://www.tandfonline.com/doi/abs/10.1080/01425692.2018.1554474>
<https://www.thersa.org/action-and-research/rsa-projects/creative-learning-and-development-folder/learning-about-culture/evidence-champions>
<https://educationendowmentfoundation.org.uk/news/400-schools-wanted-for-cultural-learning-trials/#closeSignup>
<https://educationendowmentfoundation.org.uk/>
<https://educationendowmentfoundation.org.uk/news/why-arts-education-matters/>



Key findings to date: staff, student and wider community responses

The findings outlined are extracts from feedback and response opportunities given to both staff and students, following a series of Art exhibitions (Summer 2019), reflection on OCR Life and Living Skills Diploma work (2018-2019), and most recently, during the launch of the Arts Award programme with Linwood School's Post 16 Skills Centre.

It is my intention to collate further feedback and guidance from staff, students and parents regarding the provision of The Arts, to inform my longer-term strategy planning.

Key questions: What does art mean to you? How does art make you feel?

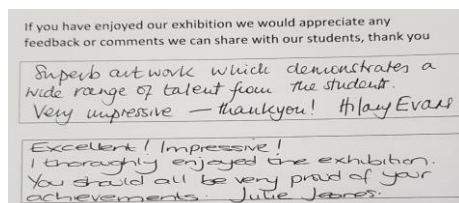
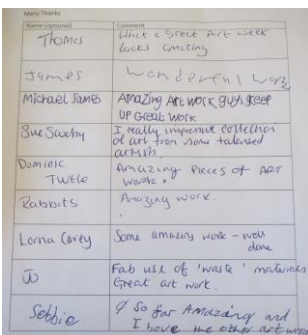
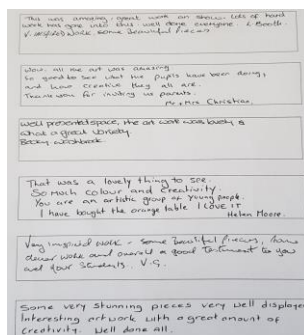
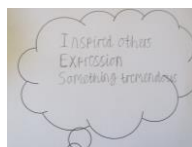
Including feedback from visitors to our (Summer 2019) art exhibitions at Summerwood Campus and Bournemouth Library

'...Would you like to have your art work on display?'

'Yes'. 'Why?'

'So people can learn from me'

Student response to questionnaire, October 2019



Findings

Additional findings to date:

- Many staff and students are keen and eager to be involved in on-going art projects
- Additional staff have requested to contribute to the Arts Award Scheme
- Additional staff have requested to contribute to wider school creative endeavours, to include community-related art projects
- New staff have sought arts-related support
- Current staff have benefitted from Curriculum information, and an increased awareness in relation to schemes of work, teaching resources and reading materials
- 100% of Post 16 students involved with OCR Art and Design/ art exhibitions reported positive feedback in relation to their art-related experiences
- 100% of Post 16 students reported they would like to be involved in the exhibiting of their work again
- 100% of Post 16 students reported they felt they had learnt a new skill, and that their confidence had increased within the last academic year, through engaging in art-related activity
- 100% of staff who have completed a questionnaire (relating to creative curriculum approaches, to date) feel that creativity and culture form a vital platform in which to develop student and staff confidence and skill (rated as being 'important' or 'very important').



Evidence of exhibition events held within the Summer Term of 2019

Culture and Creativity: at the heart of our curriculums



We have a range of established links with both creative and cultural organisations, of which provide a platform for curriculum enrichment, extra-curricular activity, and inspiring interactions with art forms within formal gallery contexts, festivals and public spaces. Major links are underway with The Arts Council England's 'Shaping the Next Ten Years' strategy, Bournemouth and Dorset Cultural Strategies, The Royal Society of the Arts and The Cultural Learning Alliance. We frequent The Arts University Bournemouth, accessing their Gallery and valuable Outreach services. The connections we have, and are proposing, are extensive, promoting a wealth of expertise and support.

A wide and varied range of art-specific teaching and learning resources will shortly be available to all teaching staff across campuses, via electronic databases. This is designed to inspire teaching staff to consider how creativity may look across the breadth of their curriculums, and how art can underpin other learning domains.

'There are things that cannot be articulated, which can be conveyed in a material way, but can never be given a precise word equivalent for. I want my art to start where language ends...'
Antony Gormley (2019)

Further art exhibitions/ 'celebrations' are planned for the 2019-2020 academic year, to be delivered at key points to incorporate whole school involvement, and Arts Awards candidates.