

Minutes of Arts Good Practice Network Lyric Meeting
Wednesday 28 April 2021 at 4.00 pm
Teams Online Meeting:

Attendees:

Jessica Drader – Lyric
Matthew Coulbeck – H&F
Ann Kenny – H&F

Rosanna Lovell - Queens Manor Primary School
Clara Gibson - Holy Cross Catholic Primary School
Abaigh Kennedy - The Good Catholic primary School
Charlotte Payne – Wormholt Park Primary School
Lizzy Webb – All Saints Primary School
Francesca Hall – St Stephen’s CE Primary School
Elise Robinson – Queensmill School
Nicola Chance – Larmenier & Sacred Heart Catholic Primary School
Katie England – St. John’s Walham Green CE Primary School
Rupert Rowbotham DTEA
Megan Southern – Miles Coverdale Primary School

Guests

Chloe Randall – A New Direction: Artsmark
Charlotte Villiers – Leighton House Museum

Agenda

What is the Schools Art Charter? AN overview from Jess

Artsmark expert Chloe Randall from A New Direction will introduce Artsmark - the journey, the requirements and your next steps.

Artsmark Q&A - a chance for you to ask specific questions

Your PEG & Charter progress - please be prepared to share progress so far (wishes/wants etc.)

Leighton House Museum personnel in attendance

Looking ahead - an update from Lyric,

Jess Drader introduced herself and advised session would be recorded. She welcomed two guest speakers: Chloe Randall and Charlotte Villiers,

Jess requested all delegates introduce themselves.

Introductions

Charlotte Villiers - Charlotte is Learning Officer at Leighton House Museum and Sambourne House, both situated in Kensington. She is currently developing a learning programme and offers for schools, families and young adults.

Charlotte Payne – Wormholt Park Primary School. Art, Music and D&T PPA teacher Years 2-6 art and music papa teacher 2- 6 art

Rosana Lovell – Queens Manor Primary school SEN Teacher

Nicola Chance, Larmenier & Sacred Heart Primary School, Art teacher and PPA Cover.

Matthew Coulbeck – H&F Secondary adviser, covering this meeting for Keith Fernandes. Matthew has a big interest in extending this subject into secondary sector.

Rupert Rowbotham - Treasurer for Drama Theatre Education Alliance and works education work in theatres.

Chloe Randall – A New Direction. Support schools and cultural sector to connect. Lead on Artsmark and Arts Award programmes and also works on SEND Network

Abaigh Kennedy - Arts Coordinator at The Good Shepherd Primary School. Recently designed and implement a new arts curriculum.

Katie England - St. John's Walham Green CE Primary School. Nursery teacher and Arts coordinator. Here to start Artsmark journey

Clara Gibson – Teacher of music in 3 primary schools (part of same group), Holy Cross Catholic Primary and Fulham Bilingual in Fulham and St. Francis of Assisi in RBKC. Teaches Children from Nursery to Year 6.

Elise Robinson – Queensmill School. Drama teacher and has been trying to put together artsmark peg for last academic year with difficulty because of pandemic situation,

Jess advised that initially this meeting was designed as a fully, in-depth session with all areas about Artsmark so attendees would have an extra opportunity to put their PEGs together.

The session will be outlining Schools Art Charters and the pupil experience guarantee for any newcomers as Jess aware there are some attending.

Overview of two things.

What is Schools Art Charter?

Schools Art Charter was written by Jess, (LCEP Manager), together with Nicholai La Barrie, previous Director of Young Learning at the Lyric Theatre Hammersmith and Sian Alexander, former Chief Executive at Lyric Theatre, Hammersmith.

Jess admits this was/is a very ambitious objective but was written to try and incentivize and galvanize Art Coordinators/teachers.

Handed over to Chloe Randall:

Part 1. Artsmark expert and Programme Manager Chloe Randall from A New Direction will introduce Artsmark - the journey, the requirements and your next steps.

Artsmark: Offering a broad and balanced curriculum

The Process:

1. Register online and complete the Self-Assessment artsmark.org.uk/registration.
Registration fee is £500 per school and will support 2 teachers through the Artsmark journey
2. Attend the Development Day (for up to 2 teachers from each school)
3. Write and submit your Statement of Commitment
4. Deliver, develop, evidence and evaluate your goals.
5. Write and submit your Statement of Impact
6. Receive your Artsmark Award and Celebrate.

Self-Assessment Framework

The Self-Assessment framework breaks down the award criteria against the three Artsmark levels: Silver, Gold and Platinum. [See attached PDF for more detailed overview.](#)

1. Value and ethos
2. Leadership
3. C&YP engagement
4. Curriculum design

5. Range of offer
6. CPD
7. Partnerships
8. Equality and diversity

Quality Principles:

The aim of the Quality Principles is to raise the standard of work being produced by, with and for children and young people.

1. Striving for excellence and innovation
2. Being authentic
3. Being exciting, inspiring and engaging
4. Ensuring a positive and inclusive experience
5. Actively involving children and young people
6. Enabling personal progression
7. Developing belonging and ownership

Artsmark Partners

Artsmark partners are Arts Council England's endorsed network of arts and cultural organisations who can support your Artsmark journey.

They have received training on Artsmark processes and adhere to best practice guidelines about how to support settings.

Artsmark Partners can add value to your journey and inspire your children, young people and staff

Search for Artsmark Partners on: **Look Up!** or [here](#)

Support and opportunities with Artsmark

Support sessions:

- One to one phone calls – detailed feedback on your draft Statements
- Support Surgeries – peer support

CPD & Networking

- Artsmark Connects – twilight sessions with Artsmark Partners
- *Next event – 10 June – reconnecting with the cultural sector
- Creative INSETS – a series of live CPDs, recorded videos and podcasts

Online Resources

- Supporting toolkits, exploring areas of the self-assessment framework
- Blogs from Artsmark schools
- Lookup : Finding cultural opportunities and partners

How the Arts Charter could Support Artsmark

- **Values and Ethos** - Artsmark schools are encouraged to offer a range of suitable arts qualifications so that children and young people can increase their knowledge, skills and understanding of arts and cultural subjects. The PEG journey maps very closely to **Arts Award**, an award for individual young people. See here for the ArtsAward that will best match onto your Students Peg.
- **Partnerships**- Engaging with LCEP. Working in partnership with other schools; sharing resources and good practice.
- **CYP engagement** – encouraging student voice by students taking ownership of the PEG (via Students Arts Councils and charter signatories)
- Leadership for the Arts
- Evidence of the Arts established and embedded in the curriculum
- Commitment to equality and inclusion through its guarantee for all students

The schools arts charter sets the foundation for the Artsmark accreditation, demonstrating deeper commitment to the award's criteria as set out above. Through the LBHF Learning Partnership, schools will also be able to address other areas for development including broadening range of art forms offered, CPD, student voice and partnership working. ***The charter aligns with Artsmark; it does not duplicate or replace it.***

Contact details:

Chloe Randall, Programme Manager: chloe.randall@anewdirection.org.uk

artsmark@anewdirection.org.uk 020 7608 2132

www.anewdirection.org.uk/what-we-do/artsmark

Register for Artsmark here - <https://www.artsmark.org.uk/register-artsmark-award>

@A_New_Direction

Jess thanked Chloe and offered quick-fire question round.

Nicola: Larmenier & Sacred Heart Primary School: Development days?

IMPORTANT Additional Info: After you have registered for Artsmark ([here](#)) you will be able to book a development day. Forthcoming development days are 25th May / 11th June / 3rd July

Once registered, it normally takes a few months for a school to have attended the development day and submitted their Statement of Commitment (SoC). Ideally, for these schools, they want to have their SoC ready to submit right at the start of the Autumn Term (if that is when they are planning to start delivering their PEG from). Remember that schools cannot evidence activity that has taken place in the past. The Artsmark only accredits future activity. This is because Art Council England are looking at the **distance travelled** and the impact of the journey from that point of submitting the SoC

Sharing: PEG shared from Charlotte (Wormholt Park): We had staff meeting and shared PEG – unfortunately was the same week all sent home as schools had to close – there was a lot of interest and teachers realised that they were doing a lot of activity already which met criteria. Charlotte made sure early years were included by adding extra page to PEG working document (Excel workbook available [here](#) at LH website). Wanted to include whole school.

Idea is that she asked for team to come together and add to PEG and she provided a massive list at bottom which listed all opportunities H&F provided. Teachers amazed at what was available. Curriculum design. Poetry for WW1. Embedding arts across core subjects (PDF available [here](#) at LH website).

This list of opportunities was provided by Jess at AGPN CPD on 4th Feb 2020. Charlotte encouraged teachers to look further afield. Charlotte advised still building on this and want to go full force starting next academic year. As a part of the process of pulling together the PEG teachers noticed which year groups were lacking (highlighted areas for improvement and CPD). Charlotte found document extremely useful and gave her drive to start looking outside H&F and within immediate London area which is rich in cultural capital.

Jess said a huge accolade and indication of commitment to schools as doing great.

Question: Elise (Queensmill): Working through the PEG lead on to developing a larger scale curriculum document mapping all arts activity across all Queensmill schools. This pin-pointed which sets of relationships each of 3 teachers involved in arts are responsible for and need to cultivate (i.e. which network events teachers attending etc). This info was then inserted into the PEG. Having overview helps.

One thing Elise struggles in is young person and children engagement. Elise asked how other schools go about this. Explained difficult with more complex pupils at her school:

Chloe Randall – suggested reading a blog: Tom Underwood: SEND Pupil Network: <https://www.anewdirection.org.uk/blog/send-pupil-voice-in-the-arts->

Jess – School Arts Charter vision:

Jess advised that in her mind and vision of the SAC she pictured that a number of pupils would be selected as charter delegates/ reps/signatories and when school has officially gone through process they would gather together signatories from students, teachers, HLTAs,

PTA, SLT & Head - and move forward collectively. Would end up with a nice shiny certificate endorsed by the whole school community and that engagement from a number of School Arts Council representatives would empower those young people and give them power and presence in school to stake their claim to cultural entitlement

Jess has requested delegates please complete very short survey [here](#)

Part 2: Charlotte Villiers - Leighton House, Kensington,

Charlotte is Learning Officer at Leighton House and is currently developing a learning programme and offers for schools, families and young adults:

Overview:

Museum is reopening in October. In the meantime there are many digital resources available to download [here](#) and more to be released in September.

Projects can be bespoke to your school, in collaboration with other local arts & cultural organisations and also take place in your school setting. See below for an outline of available workshops/activities.

For more info email: Charlotte.villiers@rbkc.gov.uk

Website: [here](#)

Charlotte shared presentation re Learning at Leighton house which is one of the most extraordinary Victorian buildings in the country and was the home and vision of Frederic, Lord Leighton (1830-1896), President of the Royal Academy, who lived there for 30 years. Behind its unassuming exterior lies a kaleidoscope of art forms, ideas and cultural references, expressed most vividly in the Arab Hall lined with exquisite tiles from Syria, Turkey and Iran and is situated just off of Holland Park. In the centre of the entrance hall, there is a large Narcissus statue.

Themes: Art & Design – Travel – Internationalism – Literacy – Languages – Music – Local history – the Victorians

Sessions there include:

- Lunchtime and evening programme of talks, screenings, concerts, workshops and courses
- Study days, special event days

Or can visit schools;

- Talks, workshops and events in the community
- Festivals

Virtual Learning:

- Live and pre-recorded programming and learning packs – see links below

Online Learning:

1. Artists and Makers

Create and make

- Booklets explore Greek and Roman Myths
- Youtube storytelling

Artists in Conversation

- Series of five films with contemporary artists

The Artist Studio

Practical, artist-led workshops, live and pre-recorded

- Islamic Art
- Textiles

2. Travels with Frederic – Lord Leighton

On the road

- Series of three films with musicians
- The Arab Hall Inscriptions

3. Discover and Explore

The Five Senses

- Meet Lord Leighton
- Paintings & Poems

The Learning Centre

In October, new visitor facilities will open including a café and accessible toilets, exhibition spaces, dedicated learning suite and a helical staircase will interconnect with the historic house and garden. There will be a new lift and there will be step free access to all parts of the museum.

Learning will operate out of a new and dedicated flexible Learning Centre created from the historic basement spaces of the house, evocative spaces previously inaccessible to audiences. Equipped to a high and contemporary standard in terms of Wifi and multi-media capabilities, including interactive whiteboards.

The Garden

Includes a dedicated space linked to the Learning Centre for schools, families and the community

Activities:

- Plant based learning
- Botanical science lessons for Primary, GCSE and A level students
- Ecology, climate change
- Arts of plants and gardens

- Learning about food, seed to plate
- Health & wellbeing outside learning
- Employability – vocational training in horticulture, cooking, gardening Club, Intergenerational Learning
- Fetes and Celebrations

Thank you Charlotte - Very inspiring!

Lyric Update: Jess acknowledged there were new faces at the meeting today and advised that if they wished to be part of Arts GPN in the future to insert their email address in chat. Jess will keep in touch re any opportunities that may arise and links to these events and this will be communicated via the Learning Partnership also

Jess advised she would shortly be leaving to go on maternity leave. Hopes to see all again July 2022. She advised future meetings will be conducted by her maternity cover.