



Delight Arts-Based Learning Commitment Award **BRONZE APPLICATION FORM**



Please send the completed form to jenny@delightcharity.org.uk

School name:	Local Authority/Academy Trust:
Number of pupils on roll:	Date:
Headteacher name and email address:	
Arts-Based Learning Commitment Award lead teacher name and email address:	
Please list the names and job titles of any staff with responsibility for leading arts-based learning or arts subjects within your school:	



BRONZE ELEMENTS



Commitment

Please briefly explain how your vision for the importance of arts-based learning and its positive impact on children's social and emotional wellbeing has been communicated to teaching staff e.g. in whole staff meetings CPD, in the School Improvement Plan or specific policies.

(Max 200 words.)

Training

Please state what training staff have received in arts-based learning in the last two years. This could be CPD provided by external organisations such as Delight or internal CPD provided by subject leaders/ specialists.

What evidence do you have that staff are developing arts-based learning practices and starting to embed it within the curriculum.

(Max 200 words.)

Curriculum

Please summarise your understanding of how curriculum design supports arts-based learning. Explain how arts-based learning opportunities are outlined in your school's curriculum. This could include frequency of arts subjects being taught in the curriculum map, how arts-based learning practice is embedded within other areas of the curriculum and/or specific events that focus on the arts within the school calendar e.g. Arts Week.

(Max 200 words.)



BRONZE ELEMENTS

Partnerships

Please list any partnerships that your school has with external arts organisations or cultural venues and describe how these are used to facilitate arts-based learning opportunities for children.

(Max 200 words.)

Inclusion

Please state how staff endeavour to ensure that all children participate in arts-based learning opportunities. You can include examples of adaptive teaching or how children who attend an on-site alternative provision are included within mainstream lessons for arts subjects.

Explain your understanding of how arts-based learning can help close the gap in attainment for disadvantaged students.

Outline how attempts are made to provide arts-based learning opportunities which enhance understanding of diverse cultures.

(Max 250 words.)

Celebrating the arts

Please give examples of how your school shares children's work in the arts. This could include displays of children's visual art, performances or assemblies, or open classroom events.

(Max 200 words.)



ACTION PLAN FOR SILVER

ELEMENT 1: COMMITMENT

The school has a cohesive vision for the importance of arts-based learning and its positive impact on children's social and emotional wellbeing is understood; all teaching staff can articulate this.

"All the RAPS schools saw the arts as integral to their school identity. They often spoke about the arts as part of their DNA. The headteachers all referred to a shared vision for the school in which arts education was central."

CULTURAL LEARNING ALLIANCE – THE RAPS PROJECT – 2025



SILVER	ACTIONS – WHAT, WHO, WHEN
<p>Does your school have a cohesive policy which addresses your commitment to arts-based learning and its positive impact on children's social and emotional wellbeing? If not, who will take responsibility for drafting this? When do you aim to publish it?</p>	
<p>How can you ensure that all teaching staff understand the school's commitment to arts-based learning and its positive impact on children's social and emotional wellbeing? Is further communication needed to emphasise its importance?</p>	



ACTION PLAN FOR SILVER

ELEMENT 2: TRAINING

Staff participate in ongoing arts-based learning CPD. Staff are prepared and competent in teaching arts-based learning and practices are embedded within classroom practice.

"If classroom teachers are to feel confident in teaching expressive arts, they need ongoing support and resources. We need continuing professional learning in expressive arts for generalist classroom teachers."

CULTURAL LEARNING ALLIANCE – THE RAPS PROJECT – 2025



SILVER	ACTIONS – WHAT, WHO, WHEN
<p>How can you identify specific areas of arts-based learning CPD that staff would benefit from? Are there particular staff who need support in some areas of art-based learning practice?</p>	
<p>How will you ensure that art-based learning CPD is prioritised as part of whole staff training and that it is embedded within classroom practice?</p>	



ACTION PLAN FOR SILVER

ELEMENT 3: CURRICULUM

School leaders have a good understanding of curriculum design to support arts-based learning. Teachers regularly use arts-based learning to enrich literacy, topic learning and or facilitate arts subjects e.g. Art, Music, or Drama (at least twice weekly).

"Leaders in arts rich schools committed to the expressive arts as an integral part of a broad and balanced curriculum. They saw the arts as part of children's learning entitlement and central in the curriculum."

CULTURAL LEARNING ALLIANCE – THE RAPS PROJECT – 2025



SILVER	ACTIONS – WHAT, WHO, WHEN
<p>How can you improve the understanding of curriculum design to support arts-based learning amongst your leadership team? Is further training needed or additional reading of relevant research?</p>	
<p>How can you support teaching staff to use arts-based learning to enrich literacy and topic learning? Are specific resources needed to support the training they have received?</p> <p>What needs to be put in place to ensure children are regularly participating in arts subjects at least twice per week?</p>	



ACTION PLAN FOR SILVER

ELEMENT 4: PARTNERSHIPS

The school has created sustained partnerships with external arts organisations such as charities and/or cultural venues to facilitate arts-based learning opportunities for children.

“we would also like to see [...] more relevance to local circumstances, engagement with civic society, and more agency for teachers to develop partnerships within their localities in order that schools can benefit from the creativity and resources available”

THE ARTS IN SCHOOLS: FOUNDATIONS FOR THE FUTURE – 2023



SILVER	ACTIONS – WHAT, WHO, WHEN
<p>How can you extend your current partnerships to ensuring their impact is sustained and impactful for children</p>	
<p>Are there other external organisations, cultural venues or arts specialists that you would like to work with and might be beneficial to the school community in the long term?</p>	



ACTION PLAN FOR SILVER

ELEMENT 5: INCLUSION

Staff ensure arts-based learning opportunities are inclusive for all children, including those with additional learning needs. Children participate in 'learner voice' to have an active role in shaping arts provision. School leaders observe how arts-based learning can help close the gap in attainment for children affected by disadvantage. The school provides arts-based learning opportunities, which enhance understanding of diverse cultures.

"The principle of an equitable and inclusive approach; and what equitable access to the arts involves – considering what must be done differently for children with different needs, or who face a range of barriers or challenges."

THE ARTS IN SCHOOLS: FOUNDATIONS FOR THE FUTURE – 2023



SILVER	ACTIONS – WHAT, WHO, WHEN
How can you ensure that arts-based learning is accessible to all children, including those with SEND? Are adaptive resources needed or additional support from TAs?	
Are you able to undertake regular 'learner voice' activities? How might these be used to shape arts-based learning provision base on children's experiences?	
How can you observe the impact of arts-based learning on the attainment gap for disadvantaged children? How can this be tracked?	
What opportunities are there for the school to provide arts-based learning opportunities linked to other cultures?	



ACTION PLAN FOR SILVER

ELEMENT 6: CELEBRATING THE ARTS

Artwork is creatively displayed around the school and children are given opportunities to perform and/or celebrate their arts-based learning outcomes with parents/carers and the wider school community.

“Arts-rich schools offer a wide range of extra-curricular arts activities and special events; these are complementary to the regular arts programme”

THE ARTS IN SCHOOLS: FOUNDATIONS FOR THE FUTURE – 2023



SILVER	ACTIONS – WHAT, WHO, WHEN
<p>Can you create further opportunities for children to celebrate their arts-based learning with parents/carers through performance, exhibitions, and/or open classroom events?</p>	
<p>How can you utilise these events to help engage 'hard-to-reach' families?</p>	