



Delight Arts-Based Learning Award **BRONZE**

Overall guidance

As you begin your journey with arts-based learning at your school, the Delight Arts-Based Learning Award – Bronze application form has been designed to be a supportive tool for school leaders.

The process of completing the application should provide you with a clear picture of current arts-based learning practice within your school at Bronze level, as well as actions and next steps to further embed arts-based learning practices across the school community as you move towards the Silver Award.

This document provides:

- step-by-step guidance on what you should include in your application;
- suggestions for further reading on the evidence for art-based learning practices and its efficacy;
- arts organisations and cultural venues that provide art-form teacher training and creative programmes for primary schools;
- arts specialist teachers who can support the delivery of high-quality arts-based learning and arts subjects in schools.



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Completing Your Application

STEP 1

Use the Delight Arts-Based Learning Award checklist to RAG-rate your school's current arts provision. You should be at green for at least 5 of the 6 criteria but it is possible to be amber/red for one of the criteria and still achieve the award. This checklist will help you ascertain which Award you should be applying for – Bronze, Silver or Gold.

STEP 2

For schools wishing to apply for the Bronze Award complete the first section of the Bronze application form which gives details about your school and the staff leading your application and those with leadership responsibilities in arts subjects.

This section will allow us to direct support to the correct members of your team.

STEP 3

Complete the 'Bronze Elements' section of the application form.

For each of the 'Elements' write an overview of your school's current policies and practices in arts-based learning. These explanations should not exceed the word count and should refer to supporting documents and evidence.

Suggested evidence:

- external inspection reports (from MAT leaders or OFSTED);
- internal quality assurance e.g. lesson observations, 'book looks', pupil data;
- school improvement plan;
- photos or videos of arts-based learning in class, performances, displays, exhibitions or open classroom events.

NB The above list is not exhaustive and no single element is essential to include in order to achieve your award. We understand that every school is different and we will accept a range of evidence and supporting documents that reflect your school's normal quality assurance and accountability measures.



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Delight Arts-Based Learning Award Self-Assessment

This self-assessment will enable you to quickly check which award application form to complete, Bronze, Silver or Gold, based upon current practice in arts-based learning at your school. You should be at 'Green' for at least 5 of the 6 elements to apply.

For help and guidance please contact: jenny@delightcharity.org.uk

	BRONZE	RAG	SILVER	RAG	GOLD	RAG
1 Commitment	The school has a clear vision for the importance of arts-based learning and its positive impact on children's social and emotional wellbeing is understood; this is communicated to teaching staff.		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.		The school has a compelling vision for the importance of arts-based learning and its positive impact on children's social and emotional wellbeing is understood; all teaching staff and pupils can articulate this.	
2 Training	Staff have participated in arts-based learning CPD within the last two years. Staff are developing arts-based learning practices and starting to embed it within the curriculum.		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.		Staff participate in ongoing arts-based learning CPD, including opportunities for coaching/mentoring. Staff consider themselves 'arts-confident' and arts-based learning is fully embedded in classroom practice.	
3 Curriculum	School leaders understand how curriculum design supports arts-based learning. Teachers use arts-based learning to enrich literacy, topic learning and or facilitate arts subjects e.g. Art, Music, or Drama (at least weekly).		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).		School leaders have a strong understanding of curriculum design to support arts-based learning and are knowledgeable about research into arts-based learning and its impact on children. Teachers frequently use arts-based learning to enrich literacy, topic learning and or facilitate a full range of arts subjects, including more unusual art forms such as Photography, Textiles and Dance.	



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	BRONZE	RAG	SILVER	RAG	GOLD	RAG
4 Partnerships	The school has created partnerships with external arts organisations such as charities and/or cultural venues to facilitate arts-based learning opportunities for children.		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.		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. The school also employs specialist arts teachers to deliver arts-based learning to children.	
5 Inclusion	Staff endeavour to ensure arts-based learning opportunities are inclusive for all children, including those with additional learning needs. School leaders are aware of using arts-based learning to help close the gap in attainment for children affected by disadvantage. Attempts are made to provide arts-based learning opportunities, which enhance understanding of diverse cultures.		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.		Staff ensure arts-based learning opportunities are inclusive for all children, including those with additional learning needs. Children participate in leadership opportunities, e.g. Arts Ambassadors, which help to shape arts provision. School leaders monitor how arts-based learning can help close the gap in attainment for children affected by disadvantage. The school provides regular arts-based learning opportunities, which enhance understanding of diverse cultures.	
6 Celebrating the arts	Artwork is displayed around the school and children are given opportunities to perform and/or share their arts-based learning outcomes with peers in class and across the school.		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.		The school's high expectations of the arts are reflected in how artwork is inspiringly displayed around the school and children are given a range of opportunities to perform and/or celebrate their arts-based learning outcomes with parents/carers and the wider community.	

Example 'Elements' Responses

<p>Commitment</p> <p>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.</p> <p>(Max 200 words.)</p>	<p>Example answer:</p> <p>At Delightful Primary School we ensure that our commitment to arts-based learning is stated in our Teaching and Learning Policy (see attached). This policy was last reviewed in September 2024 and states that all pupils will participate in a range of arts-based learning activities during their time at the school. The Teaching and Learning policy was shared with all teaching staff during our 'Twilight' CPD session in November 2024.</p> <p>As a leadership team we strongly believe that opportunities to participate in arts-based learning that enhances and enriches the curriculum can improve outcomes for children, particularly those from disadvantaged backgrounds and/or with SEND. Over the last two years we have been working with Delight on a range of programmes, including Delight in Dance and Delight in Shakespeare, which demonstrates our commitment to empowering staff to deliver more performance-based activities. We have also invested in new visual art resources such as clay modelling materials for KS1 and watercolour paint sets for our KS2 classes.</p> <p>Our commitment to arts-based learning has led us to apply for this award in order to celebrate our achievements and explore how we can continue to enhance this aspect of our curriculum. (194 words)</p>
<p>Training</p> <p>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.</p> <p>What evidence do you have that staff are developing arts-based learning practices and starting to embed it within the curriculum.</p> <p>(Max 200 words.)</p>	<p>Example answer:</p> <p>During our 'Twilight' CPD session in November 2024 staff took part in an activity in which they were asked to share an example of how they use arts-based learning in their classroom with a partner. We then asked staff to use at least one of the approaches they had heard about in the session during the next half term. At the end of that half term we asked staff to write a reflection on how the activity went, considering levels of pupil engagement, impact on social and emotional wellbeing of staff and pupils, and how they might improve this.</p> <p>The 'Twilight' session also included a presentation by our SENDCo on how arts-based learning is particularly impactful for our SEND children, including specific examples from our cohort of children who have shown improvements in confidence and learning engagement since participating in Delight programmes. (see attached presentation)</p> <p>We have also supported class teachers in Year 3 and Year 5 to attend CPD days with Delight for the Dance and Shakespeare programmes. These teachers have then been asked to share tips and ideas for how the skills they learnt with Delight might be used within other topic learning areas or aspects of classroom learning. (199 words)</p>
<p>Curriculum</p> <p>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.</p> <p>(Max 200 words.)</p>	<p>Example answer:</p> <p>At Delightful Primary School we ensure that our curriculum includes opportunities for creativity and exploration within topic learning. We feel this is important in order to ensure that children are consistently learning skills like oracy, fine and gross motor skills, and the ability to express themselves through a range of mediums in their arts-based learning.</p> <p>In our Curriculum Map (see attached) we have a different arts subject focus for each year group every term, e.g. in Year 3 Autumn term the focus is visual art, in Spring term they complete the Delight in Dance programme and in Summer term they explore music. This ensures that class teachers plan for weekly arts lessons that build children's skills across a whole term. Within the Curriculum Map you will also see that arts-based learning is embedded within topic learning. For example, our Year 2s study the Great Fire of London and as part of this they build the city out of junk modelling materials. This culminates in an exciting afternoon when they take their models outside into the playground and set fire to them, to demonstrate how rapidly the fire spread. (190 words)</p>



Example 'Elements' Responses

<p>Partnerships</p> <p>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.</p> <p>(Max 200 words.)</p>	<p>Example answer:</p> <p>We have worked with Delight as an external charity for the past 3 years. We began with the Delight in Shakespeare programme for Year 5 and due to its popularity and success we expanded to include the Delight in Dance programme for Year 3 as well. We use these programmes as an opportunity for pupils to meet professional actors and dancers; broadening their horizons and increasing their cultural capital. The programmes also give us a unique opportunity to engage parents and families when they come in for the children's performances – these are always very well attended.</p> <p>We also take the children in Reception on a trip to Gatton Park, where they explore the grounds of the National Trust estate and participate in creative learning opportunities at the Forest School run by the Gatton Trust (see attached photos). This trip supports the topic learning done by Reception back in the classroom on 'Mini Beasts'. Year 6 are also taken on a theatre trip to see the pantomime at the New Victoria Theatre. This year's performance of Sleeping Beauty was used as the basis for a writing topic on 'Twisted Fairytales' (please see attached examples of pupil's writing). (196 words)</p>
<p>Inclusion</p> <p>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.</p> <p>Explain your understanding of how arts-based learning can help close the gap in attainment for disadvantaged students.</p> <p>Outline how attempts are made to provide arts-based learning opportunities which enhance understanding of diverse cultures.</p> <p>(Max 250 words.)</p>	<p>Example answer:</p> <p>Creating an inclusive environment is a school priority and we ensure that all children, including those with SEND, are able to participate in arts-based learning activities and arts subjects. Quality first teaching strategies are used within our lessons to ensure learning is adapted to meet all children's needs. For example, for our D/deaf children we use a radio aid to help ensure that these children can hear teacher's instructions during busy classroom activities such as music and drama. We also have TAs who work with children with ASD to ensure they are able to develop their vocabulary whilst completing visual arts. We use 'widgets' to provide visuals when introducing new vocabulary e.g. different animals that children might be creating through paintings or collage within our continents topic in Year 1.</p> <p>We have seen a huge difference in our PP children's levels of confidence and engagement with learning during and after participation in Delight programmes. It has been great to see some of our school refusers improve their attendance during these programmes and take pride in their performances at the end.</p> <p>We have a large number of children of South Asian origin at Delightful Primary School and we try to include opportunities to celebrate their culture through our Diwali celebrations. All the children participate in different arts-based learning activities during the week of Diwali, whether they are making traditional Indian sweets or creating their own Diwali lantern to taken home to their families (see attached photos). (245 words)</p>
<p>Celebrating the arts</p> <p>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.</p> <p>(Max 200 words.)</p>	<p>Example answer:</p> <p>The performances for both Delight in Dance and Shakespeare are well attended by parents and this provides a brilliant opportunity to connect with some families who can be reluctant to attend Parents' Evenings or other school events. Parents/carers are also invited to attend 'Open Classrooms' every term and during these children share their art work and examples of creative writing.</p> <p>All classrooms have visual art created by the children displayed as part of topic learning boards. We also have a visual art display in the main corridor which is given to different year groups each half term to celebrate what they have been making or doing in their classrooms.</p> <p>Each year group leads an assembly during the school year and this provides them with an opportunity to share their learning in either music, drama, dance or art, that links with the theme of the assembly. E.g. Year 6 recently led an anti-bullying assembly which included role play sections that they had devised. (163 words)</p>



Completing Your Application

STEP 4

Complete the **'Action Plan for Silver'** section of the application form.

These questions are designed to get you thinking about the actions needed to further develop arts-based learning in your school moving forwards. These will help you reflect on how your school can achieve the Silver Award through embedding an arts-rich culture.

NB For the 'Action Plan' section of the application form bullet point answers and lists of actions and next steps are preferred.





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Additional Support

FURTHER READING

1. **Delight** *The Power of Arts-Based Learning (2023-24)*
[The-Power-of-Arts-Based-Learning-2023-24-Digital-1.pdf](#)
2. **ImpactEd** *Delight Impact Evaluation (2024)*
[ImpactEd-Delight-Evaluation-Report-2024-1.pdf](#)
3. **Cultural Learning Alliance** *Researching the Arts in Primary Schools: RAPs Report (2025)*
[raps-final-feb-2025--4.pdf](#)
4. **Royal Shakespeare Company** *Time to Listen (2018)*
[time-to-listen.pdf](#)
5. **Royal Shakespeare Company** *Time to Act (2021)*
[time-to-act-report.pdf](#)
6. **A New Direction** *The Arts in Schools: Foundations for the Future (2024)*
[The-Arts-in-Schools-full-report-2023-updated-Jan-2024 \(5\).pdf](#)
7. **Education Endowment Foundation** *Teaching and Learning Toolkit: Arts Participation (2021)*
[Arts participation | EEF](#)
8. **Education Endowment Foundation** *Creative Futures: Act, Sing, Play (2015)*
[EEF Project Report ActSingPlay.pdf](#)
9. **Education Endowment Foundation** *Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children (2015)*
[Arts Education Review.pdf](#)

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Additional Support

CULTURAL TEACHER TRAINING PROVIDERS

Delight

Developing teachers' confidence, skills and enthusiasm for the arts underpins all Delight programmes. We support teachers through in-person teacher training with practical guidance from our arts partners [Paintbox Project](#), [Guildford Shakespeare Company](#) and [Made by Katie Green](#) contemporary dance company. The knowledge and skills gained through our teacher training can be applied in school to their wider teaching practice and shared with colleagues.

[Teacher Development – Delight](#)

Artis

If you are interested in furthering your staff's skills as arts-based learning practitioners Artis, the creative learning charity, is a great place to start. They run a range of online CPD courses such as 'Improving Oracy and Confidence with Creative Learning' and 'Pause, play, progress: Creative brain breaks'.

[Home – Artis | Creative learning charity](#)

Creative Education

Providing a large number of online and on demand CPD for primary educators, including 'Primary Art & Design' and 'Helping Children Express Themselves Using Art and Music'.

[Discover A New World of Professional Learning – Creative Education](#)

RSC

Offering a range of transformative CPD opportunities for teachers to bring Shakespeare to life in the classroom by exploring practices and techniques directly from their rehearsal rooms.

[Teacher Professional Development | Royal Shakespeare Company](#)

The PTI

Providing subject-focused professional development days for primary school teachers within the Hub. The days are bespoke, including for art and music, and include expert speakers, resources and collaboration.

[Primary Hubs | The PTI](#)

Music Education Solutions

Offering an exciting programme of CPD events aimed at teachers of KS1 & 2 music, including online courses on composing and improvising.

[Courses | Music Education Solutions](#)

Royal Ballet & Opera

The Create & Dance CPD (KS1,2&3) is an inclusive approach to leading dance and storytelling that helps pupils develop creative collaboration, physical learning, spatial awareness and general health and well-being.

[Royal Opera House National Schools Program](#)

National Theatre

The Let's Play primary programme is free to state primary schools across the UK. The programme has been designed to empower teachers to embed creative learning across the whole curriculum. Let's Play offers teachers and pupils the opportunity to see, make and learn through theatre.

[Let's Play primary programme | National Theatre](#)

Yvonne Arnaud Theatre

Staff can benefit from workshops and training through the Surrey Drama Teachers Network, run in partnership with Surrey Arts.

[Yvonne Arnaud Theatre](#)



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Additional Support

VISUAL ARTS

Paintbox

A small Surrey-based visual arts organisation that runs art classes for children and works in schools to provide creative arts experiences for primary-age children.

Same Sky

An award-winning community arts charity, creating magical, out-of-this-world events: luminous night-time parades, fantastical puppets and floats, large-sky fire shows and staggeringly imaginative costumes and concepts. They work with local authorities, arts festivals, businesses, schools, community groups and individuals.

Look then Leap

Create interactive art works, participatory projects, workshops and events for arts institutions, universities and schools. Their focus is on working together, inspiring playfulness, inquisitiveness and experimentation.

Social Fabric

Run education based workshops working with textiles exploring traditional and new technology. Their collaborative art projects combine active participation with producing impressive outcomes often in the form of large fabric banners and flags for public display, offering a range of different textile based outcomes on specific themes or to mark a particular event.

Create Arts

Their professional artists work closely with schools in areas of deprivation to provide high-quality creative arts projects that meet children's specific needs. Children are given a chance to express themselves, build skills, and nurture their wellbeing through animation, dance, drama, music, painting, photography and a host of other artforms.

DANCE

Dance Days

Provide fun and educational dance workshops for schools in and around London & the South East.

Made by Katie Green

A contemporary dance company using dance, text and music to respond to places where you would not usually expect to find a dance performance.

MUSIC

Hampshire Music Service

Providing a fully inclusive culture of music across the county of Hampshire for all children, young people, families and communities.

Grange Park Opera: Primary Robins

Every week of the school year, Pimlico Opera gives primary school children a half-hour singing class. Today there are 6,500 Robins spread across the country.



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Additional Support

DRAMA

Bigfoot Arts Education

Programmes take the form of drama workshops, theatre-based whole school events and weekly performing arts sessions that can take place before, during and after school. Specialist Arts Educators are handpicked, trained experts who use their unique skills and qualities to nurture children's creativity.

Polka Theatre

Offering theatre trips or visits to their sensory space, as well as workshops and free funded schemes to schools.

Divergent Drama

Delivers drama-based workshops and professional touring theatre shows linked with the national curriculum to primary and secondary schools. Sessions encourage divergent thinking, making sure that each child's voice and ideas are listened to and included in the creative process.

Yvonne Arnaud Theatre

Delivers workshops for KS2 children, including 'Theatre Explorers' and 'Shakespeare' as well as their annual Discover Theatre project which provides funded workshops on pantomime and theatre-making for Deaf and disabled pupils.

New Victoria Theatre, Woking

The Creative Generation programme seeks to address the challenge of arts in schools. Opportunities include Creative Generation Day, Interactive Venue tours and hands on workshops & Masterclasses led by industry professionals.

Head2Head Sensory Theatre

A registered special needs and disability theatre charity based in Surrey. They offer Accessible sensory theatre, immersive experiences and drama workshops for families, schools, and children with SEND.

MULTI-DISCIPLINARY ARTS ORGANISATIONS

Surrey Arts

Surrey County Council work in partnership with other organisations, offering support, tuition, and advice to people of all ages and abilities in areas such as: music, singing, choirs and vocal groups, drama, dance, visual and performing arts.

Create Arts

Their professional artists work closely with schools in areas of deprivation to provide high-quality creative arts projects that meet children's specific needs. Children are given a chance to express themselves, build skills, and nurture their wellbeing through animation, dance, drama, music, painting, photography and a host of other artforms.

Delight

Running a range of dance, visual arts, drama and immersive storytelling programmes across EYFS, KS1 and 2, bringing arts-based learning to classrooms across Surrey, Croydon and Hampshire.

