



Delight Arts-Based Learning Commitment Award **SILVER 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:	



SILVER ELEMENTS



Commitment

Please briefly explain how your vision for arts-based learning is cohesive and its positive impact on children's social and emotional wellbeing is understood. How do you know teaching staff can articulate this commitment and its importance? e.g. in staff voice, referred to in the School Improvement Plan or specific policies.

(Max 250 words.)

Training

Please state how the school provides ongoing arts-based learning CPD for staff and how you ensure these practices are embedded within classroom practice. This could be CPD provided by external organisations such as Delight or internal CPD provided by subject leaders/specialists. You could also refer to internal quality assurance or Ofsted Inspection Reports

(Max 250 words.)

Curriculum

Please explain your understanding of how curriculum design supports arts-based learning. Please summarise how 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). This should refer to 3 or more arts-based learning subjects that are taught regularly and reflected in the curriculum map, as well as 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 250 words.)

SILVER ELEMENTS



Partnerships

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

(Max 250 words.)

Inclusion

Please state how staff ensure that arts-based learning opportunities are inclusive, including for those children with SEND. You can include examples of adaptive teaching within arts subjects and how children's 'learner voice' has shaped arts provision in your school.

Describe how school leaders have observed how arts-based learning can help close the gap in attainment for children affected by disadvantage.

Outline how the school provides arts-based learning opportunities, which enhance understanding of diverse cultures.

(Max 300 words.)

Celebrating the arts

Please give examples of how your school creatively displays artwork and when children are given opportunities to perform and/or celebrate their arts-based learning outcomes with parents/carers and the wider school community.

(Max 250 words.)



ACTION PLAN FOR GOLD

ELEMENT 1: COMMITMENT

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.

"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



GOLD	ACTIONS – WHAT, WHO, WHEN
<p>Does your school have a specific policy which addresses your commitment to arts-based learning and its positive impact on children's social and emotional wellbeing in compelling detail? 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 and children 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 GOLD

ELEMENT 2: TRAINING

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.

"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



GOLD	ACTIONS – WHAT, WHO, WHEN
<p>How can you identify opportunities for coaching/mentoring in delivering arts-based learning? Are there particular staff who need support in some areas of art-based learning practice?</p>	
<p>How will you ensure that your staff are 'arts-confident' teachers and that arts-based learning is fully embedded classroom practice?</p>	



ACTION PLAN FOR GOLD

ELEMENT 3: CURRICULUM

School leaders have a strong understanding of curriculum design to support arts-based learning and are knowledgeable about research about arts-based learning and its impact 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.

"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



GOLD	ACTIONS – WHAT, WHO, WHEN
<p>How can you ensure that children have opportunities to participate in a range of arts-based learning activities, including more unusual art forms such as dance, textiles, and/or film/photography?</p>	
<p>Can you expand your offering to ensure children are experiencing arts-based learning to enrich literacy and topic learning in other areas of the curriculum e.g. Drama in English, Visual arts in Geography/ History?</p>	



ACTION PLAN FOR GOLD

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. The school also employs specialist arts teachers to deliver arts-based learning to 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



GOLD	ACTIONS – WHAT, WHO, WHEN
<p>How can you work with specialist arts teachers to ensure children are receiving the highest quality arts-based learning opportunities possible?</p>	
<p>Are there other external organisations, including those that reflect the cultural heritage of children in the school community e.g. Sikkim dance/music you would like to work with?</p>	



ACTION PLAN FOR GOLD

ELEMENT 5: INCLUSION

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.

“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



GOLD	ACTIONS – WHAT, WHO, WHEN
How can you use 'learner voice' opportunities to help shape the arts-based learning provision in your school?	
How can you create student leadership opportunities within your school community e.g. Art Ambassadors, to help shape the arts provision?	
How can you monitor how arts-based learning can help close the gap in attainment for children affected by disadvantage? How will this be tracked over time?	
How can you provide regular arts-based learning opportunities, which enhance understanding of diverse cultures?	



ACTION PLAN FOR GOLD

ELEMENT 6: CELEBRATING THE ARTS

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.

"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



GOLD	ACTIONS – WHAT, WHO, WHEN
<p>How can you communicate your school's high expectations of the arts through celebrating arts-based learning? How can you ensure that events such as performances, exhibitions and open classrooms are given high status within the wider community?</p>	
<p>How frequent and varied are opportunities for children to celebrate their arts-based learning with parents/carers through performance, exhibitions, and/or open classroom events?</p>	
<p>How will you utilise these positive events to help engage 'hard-to-reach' families and encourage stronger home-school collaboration?</p>	