



Delight Arts-Based Learning Award **SILVER**

Overall guidance

As you continue your journey with arts-based learning at your school, the Delight Arts-Based Learning Award - Silver 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 Silver level, as well as actions and next steps to further embed arts-based learning practices across the school community as you move towards the Gold Award.

This document provides step-by-step guidance on what you should include in your application; suggestions for further reading on the evidence for arts-based learning practices and its efficacy; training providers who can help to enhance the skills and confidence of teaching staff in arts-based learning practices and teaching arts subjects; and arts specialist teachers who can support the delivery of high-quality arts-based learning and arts subjects in schools.



Delight Arts-Based Learning Award **BRONZE**



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 Silver Award complete the first section of the Silver 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 'Silver 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;
- school calendar, including dates of performances and parent/carer sharing events;
- 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 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.</p> <p>(Max 250 words.)</p>	<p>Example answer:</p> <p><i>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 our commitment to ensuring pupils 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 Inset day January 2025. We also highlight the importance and positive impact of arts-based learning in our Wellbeing and Mental Health policy (see attached), which all staff are asked to read and sign at the beginning of each school year.</i></p> <p><i>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 Stories and Rainforest Retreat, which demonstrates our commitment to empowering staff to deliver more arts-based activities. We have also conducted staff voice surveys to ascertain which members of staff need support or further training in delivering arts subjects and we have collated this data and drawn up a plan for CPD over the next academic year. (215 words)</i></p>
<p>Training</p> <p>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</p> <p>(Max 250 words.)</p>	<p>Example answer:</p> <p><i>Across our Inset days during the academic year 2024-25 arts subject leaders led a range of sessions for staff, which explored best practice in delivering music, art and drama across KS1 and 2. Staff took part in an activity where they were placed in pairs to observe each other's arts-based learning practice in order to share best practice and provide constructive feedback. Following this we asked staff to write a reflection on current arts-based learning practices in their classroom, considering levels of pupil engagement, impact on social and emotional wellbeing of staff and pupils, and how they might improve this based on their partnership learning. (Please see attached example)</i></p> <p><i>Our Inset days also included a presentation by our home-school link worker on how arts-based learning is particularly impactful for our PP children, including specific examples from our cohort of children who have shown improvements in confidence and learning engagement since participating in arts-based learning. (see attached)</i></p> <p><i>We have also supported class teachers in Year 2 and Year 4 to attend CPD days with Delight for the Stories and Rainforest 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 in Key Stage meetings. We have gone on to observe a range of arts-based learning practices being used across the school (please see attached lesson observation). (238 words)</i></p>



Example 'Elements' Responses

<p>Curriculum</p> <p>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.)</p>	<p>Example answer:</p> <p><i>At Delightful Primary School we ensure that our curriculum includes opportunities for creativity and exploration in all topic learning as well as in our reading, writing and mathematics schemes. We feel this is important to ensure that children are progressing in skills like oracy, fine and gross motor skills, and the ability to express themselves through a range of mediums in their arts-based learning.</i></p> <p><i>In our Curriculum Map (see attached) we have allocated time each week for music, art and drama lessons, and these arts subjects have as much time dedicated to them as more traditional academic subjects such as history and geography. Within the Curriculum Map you will also see that arts-based learning is embedded within topic learning. For example, Year 4 study the continent of Africa as part of the Geography curriculum and they have a half term of dedicated visual art work in which they create a class mural which encompasses the animals, cultural traditions and art techniques which originate in that continent. In English, Year 6 study different forms of theatre, including pantomime, musical theatre and farce and this culminates in a performance to parents/carers, where each group performs their own devised piece in a different genre. (205 words)</i></p>
<p>Partnerships</p> <p>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.)</p>	<p>Example answer:</p> <p><i>We have worked with Delight for the past 5 years. We began with the Rainforest programme for Year 4 and due to its powerful impact on children's wellbeing and learning engagement we also now participate in the Delight in Stories programme. We use these programmes as an opportunity for pupils to experience creativity and experiment with expressing themselves in both visual art and creative writing. This year we published a book containing all of the final stories written by the Year 2 children after the Stories programme and this was available for parents/carers to purchase following the open classroom.</i></p> <p><i>Delightful Primary School ensures that all children have opportunities for trips and cultural experiences (please see attached trip schedule). These include visits to the theatre for Year 5 and 6, an art gallery for Years 3 and 4, Penshurst Place Toy Museum for Years 1 and 2 and a trip to the circus for Reception.</i></p> <p><i>During mental health week all children across the school participate in a mandala drawing workshop with an external therapeutic artist and we are exploring more opportunities for her to visit us and how these can be embedded throughout the school year. We also partner with Grange Park Opera for Primary Robins singing classes, which has become an established part of our curriculum and has improved children's confidence in performing for families and friends. (227 words)</i></p>



Example 'Elements' Responses

<p>Inclusion</p> <p>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.</p> <p>Describe how school leaders have observed how arts-based learning can help close the gap in attainment for children affected by disadvantage.</p> <p>Outline how the school provides arts-based learning opportunities, which enhance understanding of diverse cultures.</p> <p>(Max 300 words.)</p>	<p>Example answer:</p> <p>We currently have an onsite alternative provision at Delightful Primary, which caters to 12 children with ASD diagnoses and a high level of need identified in their EHCPs. These children are supported fully and able to participate in arts-based learning activities and arts subjects in mainstream classrooms. This has been extremely successful particularly in visual art lessons at KS1 and for music at KS2. Quality first teaching strategies are used within these lessons to ensure learning is adapted to meet all children's needs. For example, for our ASD children we use a range of adapted resources to enable those children with sensory needs to experience art materials like clay that they may not have used before. We also have TAs who work with our children with ASD to ensure they are able to develop their vocabulary whilst participating in music. We allow these children to experiment with the different musical instruments they will encounter in class ahead of time, so that they know what to expect in terms of sounds, as well as noise-reducing headphones which help reduce sensory overload.</p> <p>We closely monitor the progress of our PP and SEND children and have identified a pattern of improved attendance and engagement in learning when they participate in Delight programmes and other arts-based learning opportunities. This has been used to justify our dedicated arts-based learning budget to trust leaders. (please see attached PP/SEND attendance data).</p> <p>We are a multicultural school and our children come from a variety of different cultural and ethnic backgrounds. Each month we dedicate one of our school assemblies to celebrating one of the many cultures represented in our school community. This has included displays of bhangra dance, modelling of Nigerian fabrics and fashions, and sharing of traditional Eastern European foods. (293 words)</p>
<p>Celebrating the arts</p> <p>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.</p> <p>(Max 250 words.)</p>	<p>Example answer:</p> <p>Celebrating the children's achievements in arts-based learning is at the heart of our parent sharing events. We host a variety of performances, exhibitions and open classroom events throughout the school year to give children the opportunity to share their learning and creations with their families and friends (please see attached school calendar). We also give out 'Creativity' awards weekly in assembly alongside our 'Progress' and 'Resilience' awards, which are more focussed on academic attainment. In this way we hope to raise the status of creativity and ensure that it is seen as equally valuable, alongside academic progress.</p> <p>All classrooms and shared spaces within the school have visual art created by the children displayed as part of topic learning. We also display the murals created in class around the school, to showcase the children's hard work and create a joyful and colourful atmosphere.</p> <p>Parents are invited to attend performances by the children in music for Primary Robins, drama and dance that have been rehearsed in class and shared internally with other year groups. These events are a joyful celebration of our commitment to the arts and highlight its importance in improving the wellbeing of children, as well as providing them with the chance to connect with parents/carers and take pride in their learning. (211 words)</p>



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Completing Your Application

STEP 4

Complete the **'Action Plan'** for Gold

These questions are designed to get you thinking about the actions needed to further develop arts-based learning in your school, and will help you reflect on how your school can achieve the Gold Award through fully 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.