



Delight Arts-Based Learning Commitment Award **GOLD 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:	



GOLD ELEMENTS

Commitment

Please briefly explain how your vision for arts-based learning is compelling and emphasises the positive impact of arts-based learning on children's social and emotional wellbeing. How you know all teaching staff and pupils can articulate this commitment and its importance? e.g. in staff/student voice, referred to in the School Improvement Plan or specific policies
(Max 350 words.)

Training

Please state how the school provides ongoing arts-based learning CPD for staff, including opportunities for coaching/mentoring. Explain how you know that your staff are 'arts-confident' and that arts-based learning practices are embedded in classroom practice. You could refer to internal quality assurance or Ofsted Inspection Reports.
(Max 350 words.)

Curriculum

Please summarise your understanding of how curriculum design supports arts-based learning, including referring to relevant research. Explain how arts-based learning opportunities are fully embedded in your school's curriculum. This should refer to a full range of arts subjects, including more unusual art forms (though this does not have to be weekly). Outline how this is 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 350 words.)

SILVER ELEMENTS



Partnerships

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

(Max 350 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, as well as opportunities children have to become Arts Leaders/Ambassadors.

Describe how school leaders monitor how arts-based learning can help close the gap in attainment for children affected by disadvantage and how this data is used to inform curriculum planning and provision.

Outline how the school provides regular opportunities for arts-based learning, which enhances children's understanding of diverse cultures.

(Max 400 words.)

Celebrating the arts

Please give examples of how your school's high expectations of the arts are reflected in the opportunities given to children to perform, exhibit their work and/or celebrate their arts-based learning through open classroom events with parents and carers and the wider community on a regular basis.

(Max 350 words.)



REFLECTIONS ON GOLD

REFLECTIONS GUIDANCE

When applying for your Gold Award we ask that you complete the below reflections to outline how you will continue to develop arts-based learning within your school as you move forward.

The questions are designed get you thinking about the actions you have already taken and what you will need to ensure remains a focus to sustain the existing arts-rich culture at your school. NB we may use your answers to provide advice and guidance to other schools on their journey towards 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

GETTING TO GOLD	LOOKING TO THE FUTURE
How have you achieved this element? What steps were taken? Who had a role in embedding this within the school?	How will you sustain your commitment to arts-based learning moving forwards?





REFLECTIONS ON 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



GETTING TO GOLD	LOOKING TO THE FUTURE
<p>How have you achieved this element? What steps were taken? Who had a role in embedding this within the school?</p>	<p>How will you sustain arts-based learning training moving forwards?</p>



REFLECTIONS ON 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



GETTING TO GOLD	LOOKING TO THE FUTURE
<p>How have you achieved this element? What steps were taken? Who had a role in embedding this within the school?</p>	<p>How will you sustain arts-based learning within the curriculum moving forwards?</p>



REFLECTIONS ON 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



GETTING TO GOLD	LOOKING TO THE FUTURE
<p>How have you achieved this element? What steps were taken? Who had a role in embedding this within the school?</p>	<p>How will you sustain partnerships moving forward?</p>



REFLECTIONS ON 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



GETTING TO GOLD	LOOKING TO THE FUTURE
<p>How have you achieved this element? What steps were taken? Who had a role in embedding this within the school?</p>	<p>How will you ensure your arts-based learning provision is inclusive moving forwards?</p>



REFLECTIONS ON 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



GETTING TO GOLD	LOOKING TO THE FUTURE
<p>How have you achieved this element? What steps were taken? Who had a role in embedding this within the school?</p>	<p>How will you ensure that celebrating the arts remains central to your school moving forwards?</p>