

dot-art Schools: How it can support your Artsmark application



This documents aims to highlight how specific areas of the Artsmark application can be addressed and met by the dot-art Schools Project.

Please see extracts below and highlights in red.

PART ONE

Focuses on the *quantity and range* of your arts provision and the numbers of students taking part. The online application does the calculations for you.

Working with artists and arts organisations:

dot-art Schools can be used as 1 of your named art partners. dot-art Schools can also provide links to a variety of artists, who work in different art forms.

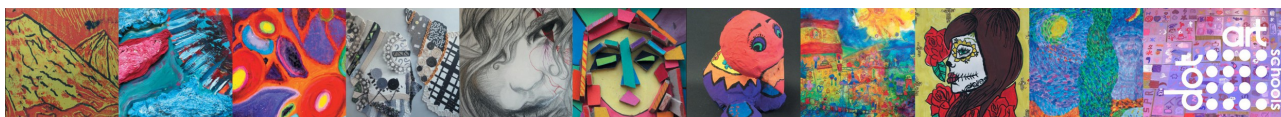
PART TWO

Focuses on *identifying examples* of your arts provision to demonstrate what happens and why across the arts provision in your school and other setting.

The arts in your school

- 2.1 **What is included in the arts in your school** and why are they an important entitlement for all students?
- 2.2 How do you know that your arts provision is of quality?
- 2.3 What **arts experiences** are offered to students to engage them in and with a range of cultures?
- 2.4 How do you use and **promote the arts** to develop learning in non-arts subjects in the curriculum?
- 2.5 What positive impact does your arts provision have on students' behaviour, engagement, aspiration, their self confidence and self esteem and attitude to learning?

The dot-art Schools programme provides a unique way to measure art work alongside output from other schools. The dot-art Schools programme allows students to experience the local art world through working with dot-art and a City Centre Art Gallery. Through the pilot year of the project, feedback was given that, behaviour, engagement, aspiration, self confidence, self esteem and attitude to learning in students was significantly increased through taking part in this programme.



Excellence and wider impact

- 2.6 a) (all settings) How do you **identify potential and nurture talent** in the arts?
b) (primary only) How do you **recognise arts development and achievement**?
b) (secondary phase only) **How do you recognise arts development and achievement outside of GCSE, AS/A2, BTEC, GNVQ, HNC/D achievements**
c) (secondary schools only) How do you provide arts related advice and guidance
- 2.7 How does your school consult with students to enable them to play an active part in developing the arts provision in your school?
- 2.7 **Gold** (additional question for Artsmark Gold)
a) How can students develop leadership skills in the arts?
b) How do you formally **recognise or celebrate** the development and achievement of leadership skills?

Top students are placed into the dot-art Schools programme, and the winners get the opportunity to exhibit in a city centre gallery and compete for a scholarship.

A skilled workforce

- 2.8 Describe how you ensure that your staff team are individually and collectively skilled in the arts by:
a) Explaining how your school identifies teachers' development needs in the arts?
b) Explaining how **professional development** impacts on teaching and learning in the arts?

2.8 **Gold** (additional question for Artsmark Gold)

How has **engaging with professional artists** and/or arts organisations impacted positively on staff and their teaching?

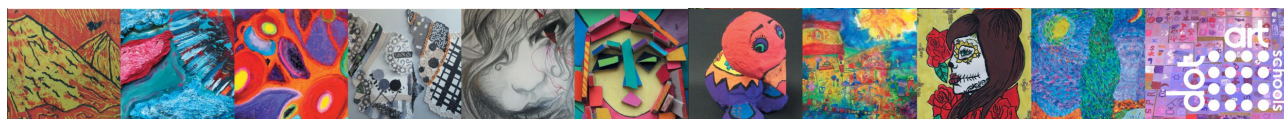
dot-art schools plans on hosting regular CPD training events for art teachers with partnerships with cultural organisations and artists across the region. dot-art schools can also help teachers to engage with artists and arts organisation.

Your school in your community

- 2.9 How do you **share your progress**, activities and achievements with parents, carers and the local community? (not including other schools)

2.9 **Gold** (additional question for Artsmark Gold)

How do other schools/settings benefit from your school's best practice and strong leadership in arts education?



The dot-art Schools programme provides several ways for parents, carers and community members to share and celebrate arts achievements, both online, and in person through final exhibition.

Working with artists and arts organisations

2.10 (Artsmark level only)

- a) How does your school choose and plan which artists and arts organisations you will work with?
- b) How do you **evaluate the success and impact** of the work?
- c) **Outline a successful example of work with an artist or arts organisation during the last year, and explain how and why it was successful.**

2.10 (Artsmark **Gold** level only)

- a) How does your school choose and plan which artists and arts organisations to work with in a sustained partnership?
- b) **What has been the most successful example of a sustained partnership with an artist or arts organisation?**

*Definition of sustained (minimum): At least 3 occasions where contact time with students is sustained of at least one hour each with the same young people and the same artist/arts organisation (not on the same day) within a period of one academic year. **OR** Where investment in professional development training is provided to staff and combined with at least two hours work with the same group of young people.*

The dot-art Schools programme would aim to meet this criteria.

Strategic development

- 2.11 Looking back at your application, can you now identify what your particular strengths are and any areas for improvement for arts provision in your school or setting?
- 2.11 **Gold** (additional question for Artsmark gold)
 - a) In three years time, how will your school have significantly raised the quality of your arts provision?
 - b) What is your action plan in order to get there?

Dot-art Schools in an annual programme which aims to build each year. This gives your schools the opportunity to develop a sustained partnership with dot-art and to plan the competition into the schools art provision.

For more information contact: schools@dot-art.com

