

# Cultural Education across your School

Adapt the curriculum to suit your students,  
and where you can get help

“This culture stuff is great!”

“How can we get this into our school?”

“What do we need to know as governors to challenge our schools musically and culturally?”



# What is Arts and Culture, for Hertfordshire's young learners?



<https://www.youtube.com/watch?v=qramXFdzQa8>

**Deena Day**  
**Music Curriculum and CPD Lead**  
**Hertfordshire Music Service**

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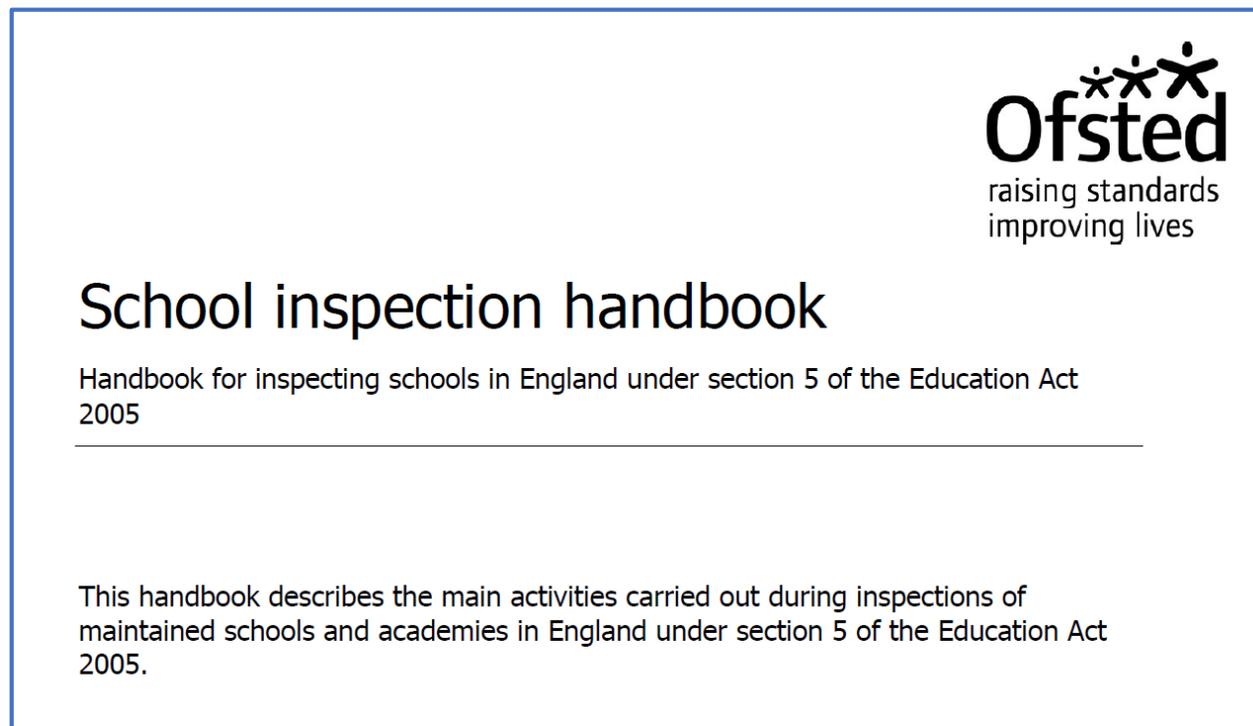
## **Music in the school curriculum**

- A school curriculum subject, not just learning an instrument - Primary and Secondary
- Music has been squeezed for a variety of reasons
  - Primary: school improvement priorities, low teacher skills/confidence
  - Secondary – mostly connected to EBACC
- New National Plan For Music Education due, but delayed
- Model Music Curriculum

# How your Music Education Hub can help you become a 'Musical School'

- Yes, we can get those instrumental learning lessons in place, but we do a lot more
- The school subject review for music (requirement of Music Education Hubs to have a School Music Education Plan - but transferrable)
- Provided free of charge
- The self-evaluation becomes the agenda for a partnership meeting
- The national Music Mark award in recognition of being a Musical School

# What Ofsted might be looking for



## November 2019

- **Support for your school** - Hertfordshire Music Service's School Music Education Plan picks out key sections from the OFSTED School Inspection Handbook 2019 which could have relevance to promoting your school's music and cultural provision

[www.hertsmusicservice.org.uk/musical-school](http://www.hertsmusicservice.org.uk/musical-school)

# Table Discussion

With the section of the Ofsted School Inspection Handbook provided for your table (and the prompts underneath them about music and cultural education):

1. Consider and share in your group how it can help your school's provision of creative and cultural learning for your students.
2. If you identify barriers for creative and cultural learning, what solutions can you come up with?

# Table Discussion

## School Inspection Handbook - Paragraph 168

**“Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school’s education meets different pupils’ needs, including pupils with SEND.”**

This judgement may be influenced by provision in Music and other arts subjects which we know from many sources, including OFSTED reports, contribute to all of the above.

For example, the following prompts from the new framework paragraphs 219-223, can be specifically related to Music:

- “Sense of enjoyment and fascination in learning about themselves, others and the world” (e.g. singing and listening)
- “Use of imagination and creativity” (composing, improvising, responding to music)
- “Use of arrange of social skills in different contexts” (assembly, group work, discussion, response to music)
- “Exploring, understanding, showing respect for different faiths and cultural diversity” (songs from times and places, response to listening, musical context, group and ensemble work)
- “Willingness to participate and respond positively to artistic, musical, sporting and cultural opportunities” (curricular and extra-curricular music)

Have you done everything you can to make these things possible for your pupils, planning them into your programmes of work, making connections between curricular and extra-curricular music and creative subjects and making engagement practically possible?

# Table Discussion

## School Inspection Handbook - Paragraph 174

**“All pupils in maintained schools are expected to study the basic curriculum which includes national curriculum. Academies are expected to offer all pupils a broad curriculum that should be similar in breadth and ambition”.**

**Music and Art & Design are a part of the National Curriculum and should be taught until the end of KS3.**

- Are music and arts subjects taught regularly each week in your school to all pupils as part of the curriculum?
- Are music and arts subjects used across the curriculum to promote learning?
- How do you use creative and performing arts to build community both inside the school and beyond?

# Table Discussion

## School Inspection Handbook - Paragraph 175

**“We will judge schools taking radically different approaches to the curriculum fairly. We recognise the importance of schools’ autonomy to choose their own curriculum approaches. If leaders are able to show that they have thought carefully, that they have built a curriculum with appropriate coverage, content, structure and sequencing, and that it has been implemented effectively, then inspectors will assess a school’s curriculum favourably”.**

**Does this statement contradict paragraph 174? Note how it mentions *leaders*. A strategic and well-reasoned school curriculum is very different from one where all subjects are meant to be taught but are not, and this is not picked up through adequate monitoring. However, schools where music and the arts are strong will always argue that they serve a function way beyond their intrinsic value, for instance in promoting spiritual, moral, social and cultural values, school ethos and community, as well as having the potential to improve attitudes to school, attendance, community.**

- Can your school strategically justify any decisions made about changes to the curriculum, including inclusion of the subject, regularity of teaching, progression routes when teaching is on say, a carousel timetable?
- If music and the arts are given prominence in the curriculum, can your school say why, and articulate the benefits of doing this? Does everyday practice reflect this strategic position?

# Table Discussion

## School Inspection Handbook - Paragraph 178

**“As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum:**

**- ‘it is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’.”**

**This is an important paragraph for the arts.**

- Do your pupils enjoy music and arts subjects as part of a rich arts experience at your school?
- Do pupils access the arts in regular class lessons as well as opt in extra-curricular activities? Is there a range of activities to suit different interests and to cater for the needs of all?
- Can pupils broaden their experience by hearing/taking part in live performances in a variety of styles, and visit outside venues?

# Table Discussion

## School Inspection Handbook - Paragraphs 182-3

**“In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.”**

**“Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that:**

- teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching”.**

**Subject knowledge is clearly highlighted in this version of the handbook. It is usually more relevant for primary schools than secondary schools where music department staff are almost always specialists.**

- Are teachers who teach Arts subjects and music qualified /expert?
- If they are not, how are they supported by experts within school, in partnership with other schools and through outside CPD provided by the Music Hub, for example, or other specialist organisations, and do they have access to schemes of work they feel confident to teach, and appropriate resources?
- Is your school scheme of work adapted from the universal templates of published resources to suit the needs of learners in your schools, and are non specialist teachers helped to edit and develop materials to get the best from them?

# Table Discussion

## School Inspection Handbook - Paragraph 226

**“Inspectors will use a range of evidence to evaluate personal development including:**

- How subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils’ personal development”.**
- What role does music and creative arts play for your school in this?
- Could you say that the arts contributes to the personal development of all your pupils? And could you say how?
- Do music and the creative arts allow pupils to express themselves, to articulate their thoughts and feelings?
- Do the creative and performing arts broaden your pupils’ horizons?

**Suzanne Rider**  
**Arts Education Development Officer**  
**Hertfordshire Music Service**

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My role is to develop and support the cultural offer within Hertfordshire to schools.

For the Herts Year of Culture 2020, I will be co-ordinating opportunities for schools to take part in HYOC2020 activities and promoting Year of Culture projects that schools are undertaking.

There will be information on projects for schools on the HYOC2020 Newsletter and Creative Hertfordshire. If you would like to be sent information directly please email [suzanne.rider@hertfordshire.gov.uk](mailto:suzanne.rider@hertfordshire.gov.uk).



# Royal Opera House Bridge (ROH Bridge)

The ROH Bridge is funded by Arts Council England and is part of a national network of ten 'bridge' organisations across the country.

They were set up to 'connect children and young people with great art and culture'.

Through research, advocacy and co-investment they nurture networks, share learning and foster innovation within the education, arts and culture sector – particularly in communities where there is limited local provision or experience.

Based at High House Production Park in Thurrock, we work with schools, arts organisations, museums, libraries, heritage sites, and councils across Essex, Hertfordshire, Bedfordshire and North Kent.

For more information go to  
[www.roh.org.uk/learning/royal-opera-house-bridge](http://www.roh.org.uk/learning/royal-opera-house-bridge)

### 1. Inspiring sustainable partnerships

In response to the Cultural Education Challenge ROHB will increase the quality and quantity and extend the reach of cultural learning opportunities with children and young people (CYP). We will primarily do this through supporting the development of Local Cultural Education Partnerships (LCEPs), using data to target areas of need and develop local infrastructure.

### 2. Improving schools through raising achievement in cultural learning

ROHB will increase planned access to excellent cultural learning for all CYP by working directly with schools and other education providers and frequently in partnership with the cultural sector.

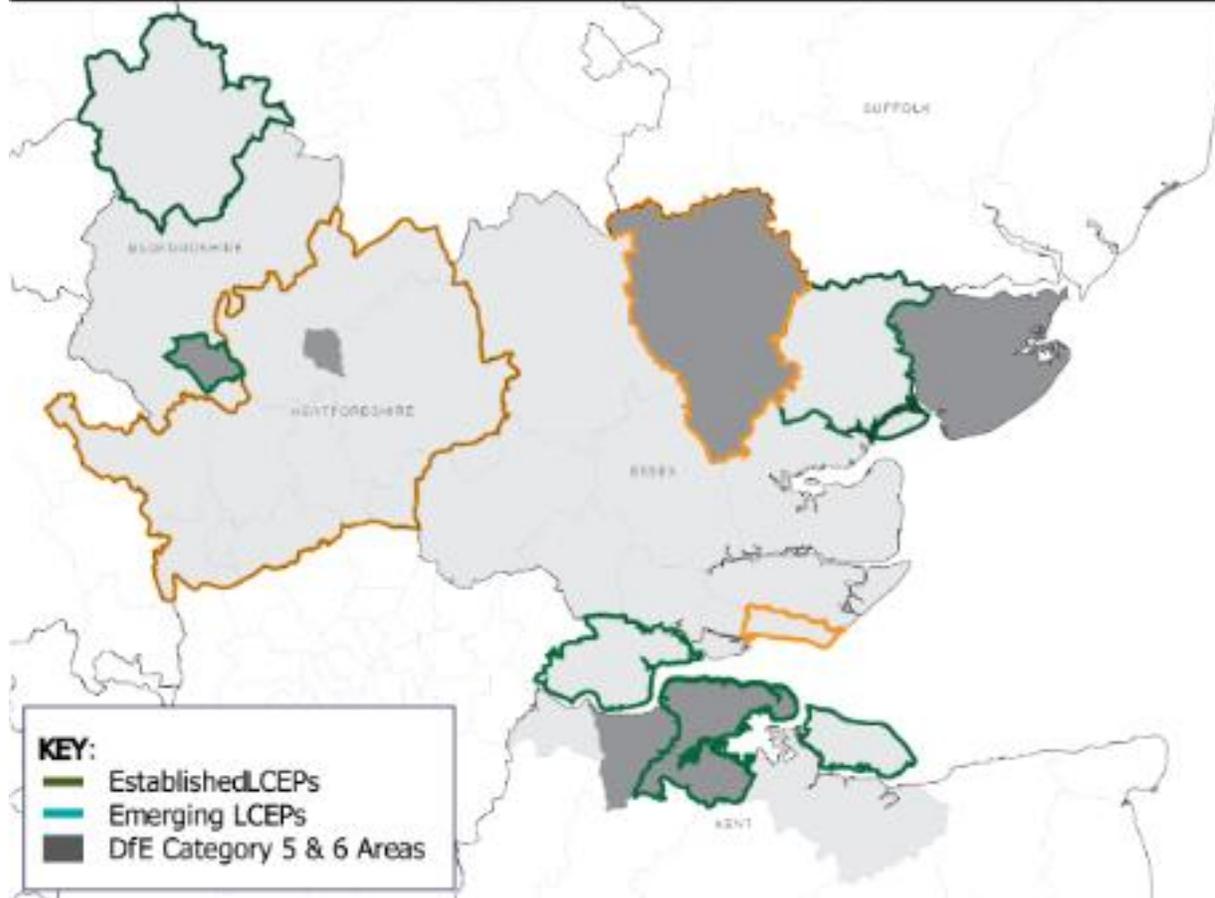
### 3. Investing our expertise and resources into collaborations

Working strategically with LCEPs and other partnerships ROHB will develop large-scale co-investments. The 2018-22 Partnership Investment (PI) Plan will invest over £700,000 of ROHB funds to leverage a minimum of £700,000 of new money for sustainable new provision

### 4. Influencing others to effect change

ROHB will champion the value of investing in arts and cultural learning. We will extend our influence through amplifying evidence-based arguments for the benefits of CYP's cultural engagement.

## UNDERSTANDING NEED



### LCEPs

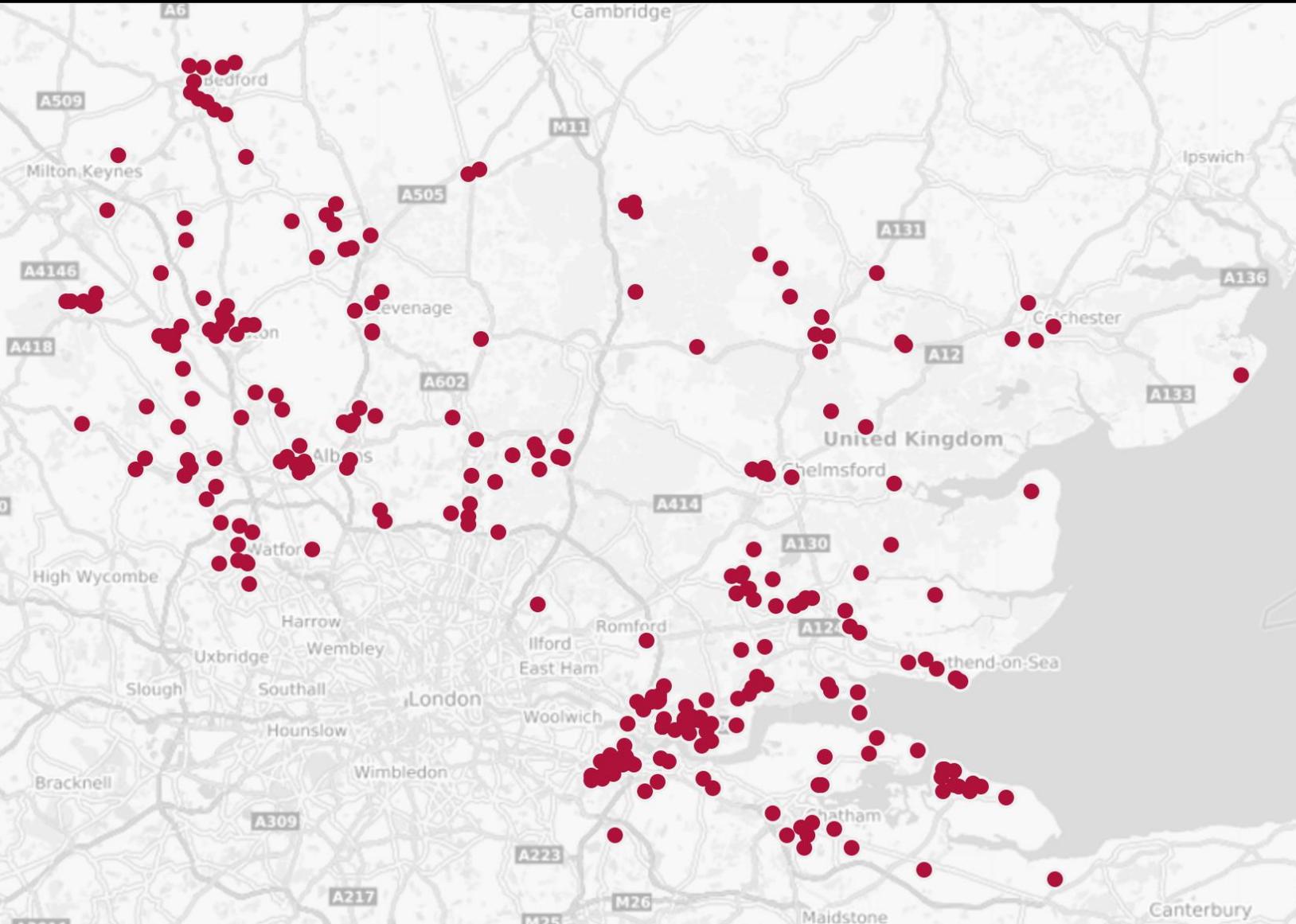
Established: Bedford, Colchester, Isle of Sheppey, Luton, Medway, Thurrock

Emerging: Braintree, Hertfordshire, Southend-on-Sea

### DfE Category 5 & 6 Areas

Braintree, Gravesham, Luton, Medway, Stevenage, Tendring

# ARTSMARK



**Artsmark award celebrates schools that champion the arts and strive for excellence in their provision.**

The Artsmark Award is the only creative quality standard for schools and education settings, accredited by Arts Council England. Artsmark supports settings to develop and celebrate their commitment to arts and cultural education.

Due to Artsmark alignment with School Improvement Plans and core EBACC and STEM priorities, it is a multi dimensional school improvement tool that can result in breadth and balance within the curriculum.

# Leaders for Impact

‘Leaders for Impact’ is a leadership development programme for headteachers and senior school leaders who are in a position to influence whole school approaches to cultural learning. It enables committed and experienced professionals to increase their professional impact by honing their leadership skills.

For more information go to [www.roh.org.uk/learning/royal-opera-house-bridge/leaders-for-impact](http://www.roh.org.uk/learning/royal-opera-house-bridge/leaders-for-impact),

or contact Tina Gray-Rampello [Tina.Gray-Rampello@roh.org.uk](mailto:Tina.Gray-Rampello@roh.org.uk)

## Creative Networks in Hertfordshire



Creative Networks are designed to identify, develop and support creative and cultural learning in geographical areas . They are open to anyone working within an educational setting (including Governors) and place the responsibility of shaping discussions and delivery with those who attend.



### What are Creative Networks?

- Empowering the development of a local educational voice focusing on cultural and creative learning.
- Promote and develop relationships with local cultural providers and learn more about national programmes.
- Sharing good practice between education settings and offering CPD opportunities.
- Support for Artsmark/Arts Award schools and school clusters.
- Easily accessible school voice for research/LCEP educational needs and core membership for HCEP.



### Arts First Action Research Study

7 schools in Stevenage taking part in a year long action research study to focus on the impact of teaching arts first in other curriculum areas.



### The Time Traveller Arts Award Programme

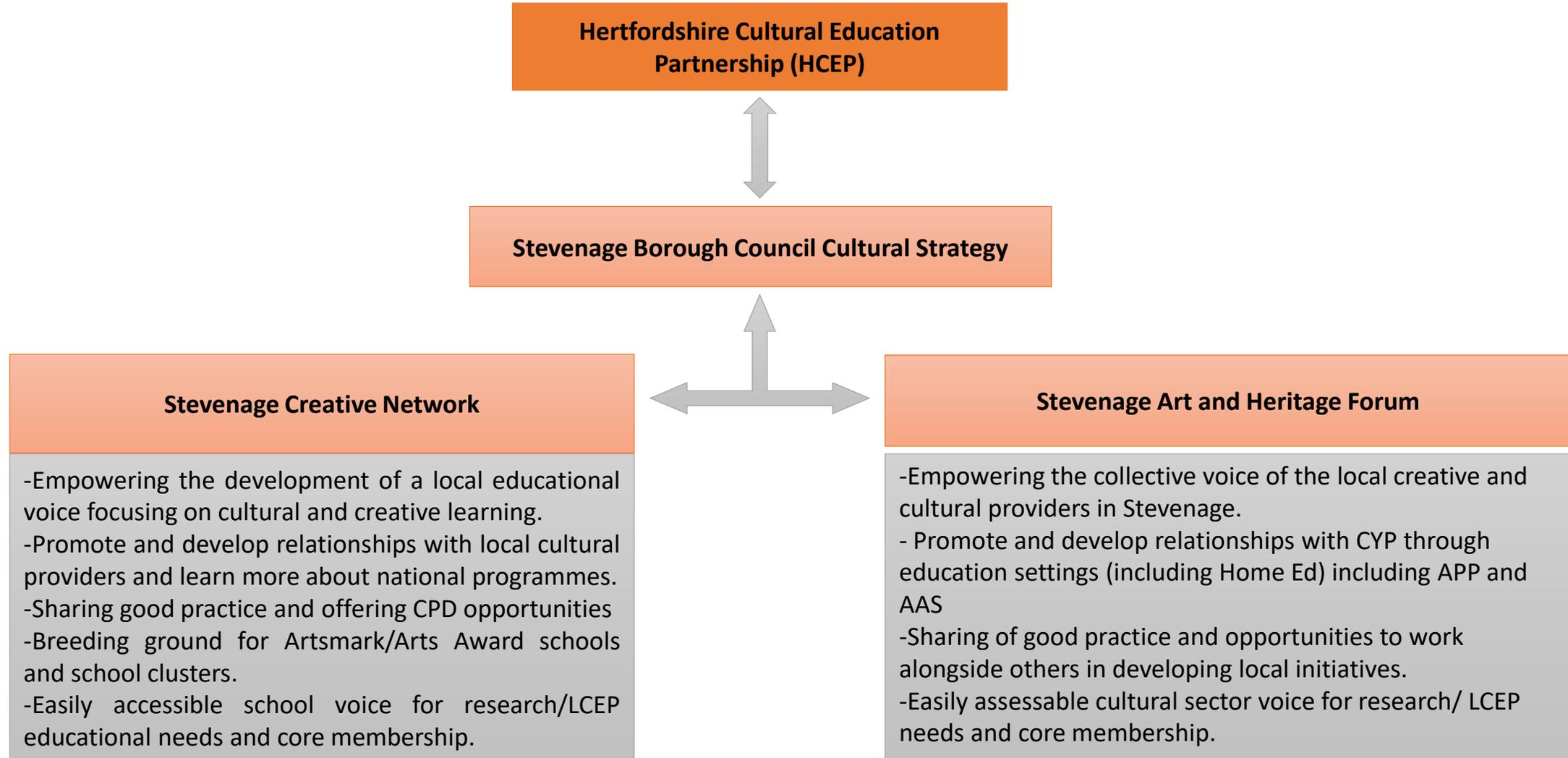
Letchworth schools are developing a collaborative programme alongside Letchworth Heritage Foundation on developing children and young people's sense of belonging and the history of the area. All students will be working toward their Arts Award Discover and Explore

### Specialist Leaders in Cultural Education (SLiCE)

Currently a group of middle and senior leaders from Stevenage schools are undergoing training to become SLiCEs and become SLEs in this area. Under Round Diamond teaching School, they will be supporting other schools in the area on their creative and cultural provision.

**New Networks being promoted in 2020... Creative Network St. Albans and Creative Network Watford.**

# THE LOCAL STRUCTURE



# Hertfordshire Cultural Education Partnership

The HCEP is a countywide strategic group comprising representatives from the education and cultural sectors, and local authorities.

Its aim is to ensure accessible high-quality arts and culture provision is available to all children and young people in Hertfordshire.

In partnership, the HCEP seeks to drive a joined-up art and cultural offer locally, to share resources, attract investment, and bring about a more coherent and visible delivery of cultural education.

For more information contact [kirsten.hutton@roh.org.uk](mailto:kirsten.hutton@roh.org.uk)

or go to: <http://www.uharts.co.uk/about-us/hcep>



# MORE INFORMATION

National Governance Association (NGA) e-learning module for school governors; *Arts and cultural education: improving your school and its curriculum.*

<https://www.nga.org.uk/News/NGA-News/October-2018-December-2018/Arts-and-cultural-education-eLearning-module-launc.aspx>

Durham Commission on Creativity and Education

<https://www.dur.ac.uk/creativitycommission/report/>

# Arts Award

Arts Award is a national qualification accredited by Trinity Guildhall.

There are 5 levels and anyone from 7 – 25 can take part:

- **Discover** - is an introduction to the arts and to other Arts Award levels.
- **Explore** - looks at the development of personal creativity. Explore is accredited as an Entry Level 3 on the Qualifications and Credit framework.
- **Bronze Award** - The Bronze Award is accredited as a Level 1 on the Qualifications and Credit framework.
- **Silver Award** - The Silver Award is accredited as a Level 2 on the Qualifications and Credit framework.
- **Gold Award** - The Gold Award is accredited as a Level 3 on the Qualifications and Credit framework and is recognised on the UCAS tariff with 35 points.

For more information on Arts Award, check out [www.artsaward.org.uk](http://www.artsaward.org.uk)

# Hertfordshire 2020 Year of Culture

**Celebrate, Share and Enjoy!**

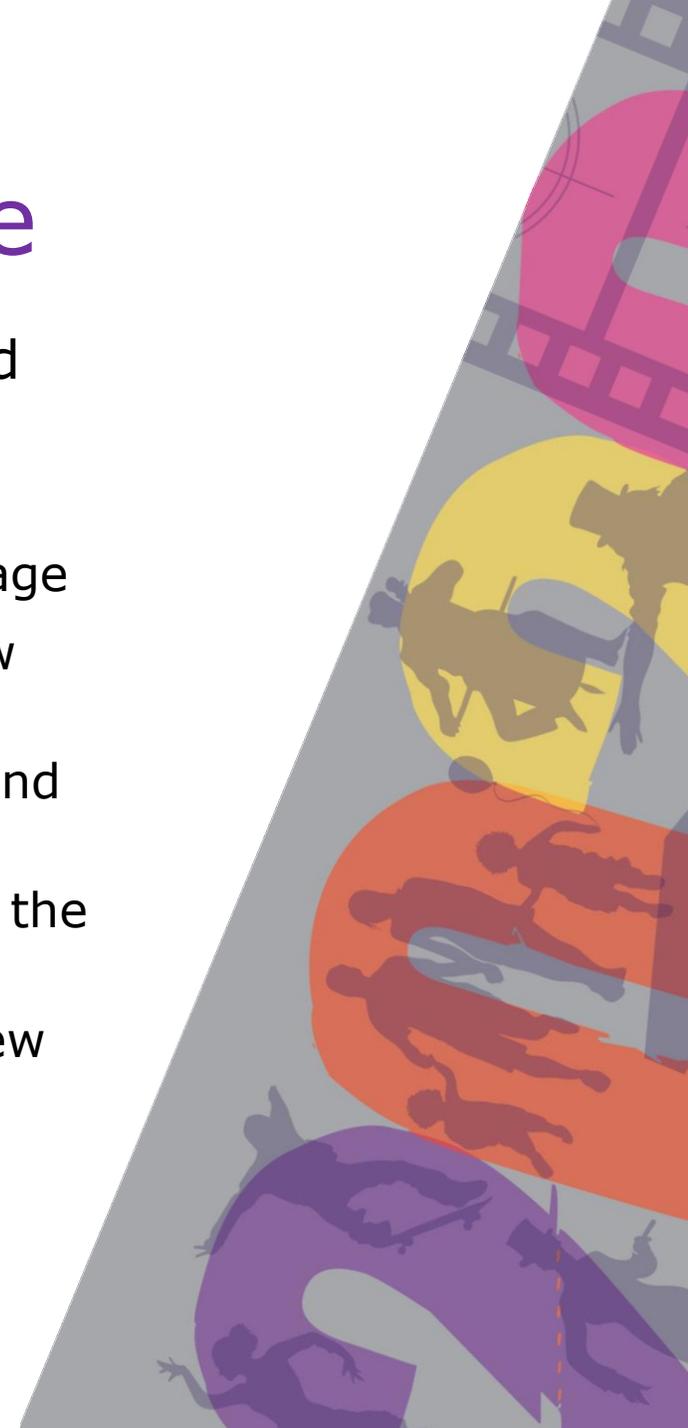


# Hertfordshire 2020 - Year of Culture

Ambition: to showcase Hertfordshire as a county of creative and cultural opportunity

There are five broad objectives supporting this:

- ▶ Celebrate, share and explore Hertfordshire's arts, culture and heritage
- ▶ Enable access and participation in arts, culture and heritage for new audiences
- ▶ Increase wellbeing and a sense of belonging through arts, culture and heritage
- ▶ Showcasing pathways to education, employability and enterprise in the creative and cultural industries in Hertfordshire
- ▶ Create new partnerships and new work through skill sharing and new ways of working together



# Month Themes

Jan	Try Something New
Feb	Skills Development & Volunteering Month
March	Access the Arts
April	Go Somewhere Local
May	The Big Outdoors
June	Big Ideas
July	Cultural Olympiad
August	Families and Friends
September	Heritage and History & Meet the Maker
October	Be Inspired - Get Back Into
November	Creative Minds & Creative Industries
December	Celebrate & Illuminate

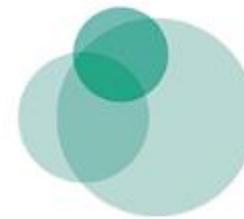


A graphic for "Hertfordshire 2020 Year of Culture" set against a background of large, overlapping circles in purple, pink, and yellow. The text "Hertfordshire" is in black, "2020" is in large, multi-colored letters (purple, red, yellow, pink), and "Year of Culture" is in black below it.

# Hertfordshire 2020 Year of Culture

Home | What's On | Creative Directory | News | Spaces/Venues | Opportunities | Media + | Resources + | Contact

Creative Hertfordshire is a free online resource that allows anyone within the creative business and arts community in Hertfordshire to showcase work, share latest news, events and projects, and network with others.



creative  
hertfordshire

[www.creativehertfordshire.com](http://www.creativehertfordshire.com)

1. Search over 1032 cultural activity providers and venues
2. Create your **free** profile and link your comms on twitter and facebook (*hertscreatives*)
3. Attend **free** Creative Hertfordshire Networking events



[www.HYOC2020.org.uk](http://www.HYOC2020.org.uk)



@HYOC2020



HertsYOC2020



@HYOC2020



# Cultural Education across your School

“This culture stuff is great!”

“I know how we can get this into our school,  
and I know where there is help for Hertfordshire Schools!”

“I know, as a governor, how to challenge our schools musically and culturally!”

Hertfordshire  
**2020**  
Year of Culture



ROYAL  
OPERA  
HOUSE  
BRIDGE

  
Hertfordshire