

Delivering Visual Arts to CYP in a Socially Distanced World Summary Document

This document has been created to provide details of the main points raised and discussed during the online conversations with Curious Minds on 24/06/20.

Foreword

Since the instigation of lockdown, it seems evident that in difficult times connecting through art, culture and creativity becomes more important in people's lives. For some, the move online has resulted in a democratising effect on culture, with many experiences that would often be beyond people's reach and income being made available for free, such as the National Theatre livestreaming of shows, and world-famous museums digitally opening their doors. However, this has also starkly brought into focus the digital inequalities that exist for a large number of children and young people who don't have access to good Wi-Fi or the equipment to access these opportunities.

As we slowly move towards the reopening of the country and in particular schools, there are a number of questions with which the education and cultural/creative sectors are grappling. With Covid restrictions in place, how do we navigate our way back to delivering participatory arts? How can we support children, young people and staff who may have faced loss and isolation? How do we keep a cultural sector alive that has been financially decimated? How do we plan for what seems like endlessly changing scenarios?

With all of this in mind Curious Minds, as an Arts Council England Sector Support Organisation, convened a series of open cross-sector discussions in order to allow space for people to share their challenges and solutions, to try to get an overall understanding of what was happening in the different sectors. With so many variables and the constantly changing guidance it has been impossible to come up with a concrete plan, though there is consolation in understanding that a constant state of uncertainty appears to be the position that everyone is in. The education and cultural sectors have been incredibly creative and resilient in responding to the educational, social and sector needs that have arisen due to the pandemic.

One overarching theme that has emerged is that responses are polarised across both the education and cultural sector, and that there is no one solution or answer to any of the issues that have arisen. For every school that says they are letting creative practitioners back in the autumn term and focusing on the arts as a way of re-engaging, there is a school

that will say they have been told that there will be no visitors until January or March at the earliest. Some schools have found that moving to online has increased engagement and improved the quality of learning, whereas others have found the opposite. This means there will be no silver bullet and that schools and cultural organisations will need a much more bespoke and personalised approach to delivery. There is definitely no one-size-fits-all approach.

This document shares some of the responses that came out of the discussion and any links or resources that were shared. We are considering convening more discussion/sharing events in the autumn term, when we hope that there may be more clarity for the education and cultural sectors.

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The initial provocations for the discussions were:

- How do we maximise what we have learnt in lockdown and take it forward?
- How do we transition out of lockdown between virtual/remote to socially distanced hybrid/blended Visual Arts?
- How can the Arts support children and young people's wellbeing and good mental health in the new normal?
- What might a Recovery Curriculum look like?

Discussion Responses:

1. How do we maximise what we've learnt in lockdown and take it forward?

The conversation mainly centred around **delivering activity online** and **audience**.

- As soon as your audience becomes digital you're dealing with a global audience. There needs to be consideration about who is benefiting from online work and how they can continue to be reached.
- University students' end of year/degree shows now have a global audience - students have been 'positively overwhelmed' by the response to their shows.
- Some online events/festivals have gone really well as an alternative to delivering in person. Next year, organisations and schools will return to physical delivery but will continue with an online element.
- There has been learning about how wider audiences can be engaged by delivering some activity online. It has helped the sector see how more people can be reached when needed.
- Some organisations have greatly expanded the amount of digital content available.

- Lockdown has pushed organisations and schools to think about how we can engage with people online at a much greater speed - it's started a new way of thinking and working.
 - Context is key to whether something is appropriate to deliver online. Safeguarding is important when working with young people, so it's impossible to deliver the exact same work from pre-lockdown in the same way.
 - Creating resources and packs have worked well, they were un-demanding of the young people but presented small creative tasks that could be picked up at any point and taken on independently.
 - Delivering art lessons online and having them work at home has helped students to be more independent. As they haven't had direct access to teachers immediately, they've learnt to think for themselves a bit more. There is a want to continue in encouraging this as we move forwards.
 - There have been issues with online engagement from some students. Not all pupils are engaging/participating. This could be due to different reasons, including lack of digital access for some.
 - 'Slowdown not lockdown' - working digitally when you don't usually takes a lot of effort. Some schools and organisations have commented that if they continue to do digital work moving forward they will aim for 'less is more'. This concept will also be taken forward into physical delivery when this fully resumes, focusing on developing well thought out and planned projects with a greater impact.
 - Both schools and creative practitioners have considered thinking about how they can deliver in the future whilst being a bit kinder to themselves.
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2. How do we transition out of lockdown between virtual/remote to socially distanced hybrid/blended Visual Arts?

The conversation mainly centred around **how we might approach the transition when it comes to organisations/freelancers and their audiences**, as well as **the limitations on working with schools in the coming year**.

- The questions aren't just about government guidelines but about what participants need and want - what will make them feel safe enough to participate?
- What extra things will vulnerable people need? What will young children need? Many people will have needs that can't be met through the standard education system - this is where arts and creativity come in.
- Participants/schools/students need to be consulted so that activity can be tailored to their needs.
- Delivery cannot resume 'as normal'. Programme and delivery response needs to adjust for this.

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- A major concern is accessibility – young people need access to resources/equipment to be able to take advantage of opportunities. This has been a concern through lockdown, but will continue post-lockdown.
 - As schools won't be allowing visitors or visiting venues, organisations need to consider how they can bring the gallery/exhibitions/artists into schools in a digital manner.
 - It is important to remember what has and hasn't worked during lockdown and apply it to future work. This includes acknowledging what has worked in terms of online/digital.
 - Some schools will not be having visitors or going on trips until at least Summer 2021. It's a case of accessing things online for now to be able to engage with arts and culture.
 - Some students who were really struggling with mental health before have done really well working at home and probably will continue to work at home next year.
 - Schools and organisations from different areas are working with their local LCEP to create a joined-up offer.
 - Some organisations are looking to provide a blended offer, by holding some sessions physically, while others such as tours or exhibitions will be virtual.
 - The arts and cultural sector acknowledge there isn't a 'one size that fits all,' when it comes to working with schools in the Autumn Term, and so it may be important to have a range of offers/opportunities available. As there is no clear guidance at this time, organisations will need to consider working with settings on a 'school by school' basis.
 - Schools can build on the successes of lockdown, upskilling staff through digital training and positive use of Class Charts, Zoom, Loom etc. This will help to create blended learning.
 - It has been suggested for external practitioners to make contact with schools they already have an existing relationship in the first instance, as schools are more likely to be receptive to practitioners they already know.
 - Practitioners and schools will need clear risk assessments for delivery.
 - There has been some discussion around young people being required to use separate equipment in order to reduce the risk of infection. What would that look like in reality?
 - There have been suggestions for certain activity to take place outdoors, e.g. sculpture trails, land art etc.
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3. How can the Arts support children's and young people's wellbeing and good mental health in the new normal?

The conversation mainly centred around **the positives of arts and culture** and **how arts and cultural organisations might work with schools**.

- There is huge capacity for the Arts to be used as a communicative tool for processing thoughts and feelings.
- Mental health disorders are very abstract and arts and creativity have the ability to help us process them.
- Vulnerability is what gives art impact - it'd be great if schools could use this time to help young people process their thoughts and feelings and develop their communication skills, and resilience.
- There is so much capacity for change now, and space to reimagine things.
- There are concerns the Arts will become marginalised as schools try to 'catch-up'.
- Some students will be returning with trauma that will need to heal - arts and culture can help with this.
- If schools can't have visitors or go on trips, is there a way that artists can work with schools to develop workshops and resources without a need for physical visits?
- Organisations and freelancers want to offer support to schools to allow for students to have a broader experience of the arts.
- Are there creative ways to deliver workshops outside?
- It's important to continue to connect artists to students - hearing about artists' experience is invaluable.
- Lockdown has presented an opportunity for students to be more creative in their work, which has had a positive effect on their wellbeing as well as the quality of their work.
- Experimentation with process, materials available around the house has had students getting more creative - this has helped with confidence and communication.
- Some schools have confirmed there will be a strong focus on mental health in September and re-establishing routine.
- Some schools have acknowledged there is a desire to move away from the 'Schemes of Work', especially in the art classroom, to free up the learning.
- Using the Dojo system during lockdown to share and celebrate creative learning online and support parents who may feel under pressure to 'perform' well at academic subjects when supporting children with home learning.
- During lockdown some children have been doing new art tasks every day. Parents have commented that these activities are having a positive impact on their child's wellbeing.
- Some organisations have provided photography packs to schools they were working with before lockdown. This provided a noticeable benefit for visual literacy progression, as well as an alleviation of anxiety due to the physical 'safety' of being behind a camera.
- Some organisations have stressed the importance in sharing work e.g. sharing outcomes on a big screen in a public place, or adapting work to ensure outcomes are more visible in the public sphere. This empowers and celebrates the work of children and young people.

4. What might a Recovery Curriculum look like?

- It has been acknowledged that there is the need for greater awareness of the Recovery Curriculum across both sectors.
- A number of teachers, organisations and freelancers agree the move towards a definitive focus on wellbeing and mental health would be a steep learning curve, but could see it was important in the current circumstances.
- Rather than making everything about Corona Virus, there have been suggestions to use Visual Arts to explore issues more broadly, or consider 'How we will remember,' through Visual Arts outcomes.
- There has been the suggestion of using Visual Arts as therapy for young people.
- Some schools have noted that creating a Recovery Curriculum is an opportunity to review practice to make a positive change and build strategies fit for purpose.
- Schools have commented that it is important to manage expectations. One suggestion is that schools could create a universal offer to assist families, staff and community in rebuilding the new normal. This may include hotlines, communication of headline messages, wellbeing sessions to regain a sense of purpose and to reconnect.
- Some schools/organisations have noted the success of project-based work e.g. Arts Award, which can be used to aid a Recovery Curriculum. This also means there is potential for families and community members to be involved.
- Commission meta-narrative resources through specialist practitioners teaching through digital training systems via pre-recorded sessions and Zoom (using resources from local community, PTA, specialists).
- If the government's plan for hiring teams of tutors to bring students up to speed comes to fruition, local arts/cultural centres and theatres could tap into this opportunity and deliver not just the Arts, but well-being and cross curricular activities. Using arts workers to assist this.
- Build on the success of newly founded community links by including the local community in artwork/cards/virtual arts festivals etc.

Links to resources or organisations that may be of interest:

Visual Art Specific:

Through Our Lens – lockdown project:

https://www.instagram.com/through_our_lens_covid19_proj/

National Society for Education in Arts and Design: <https://www.nsead.org/>

Art Steps: <https://www.artsteps.com/>

AQA Exam Board

Many museums, galleries, and large libraries offer a comprehensive range of free-of-charge resources to teachers and learners, both online and face to face.

<https://www.aqa.org.uk/subjects/art-and-design/art-and-design-community>

The universities and art colleges listed offer a comprehensive range of free of charge resources for Art and Design teachers and students, both online and face-to-face.

Listings include: community outreach programmes for local schools and colleges, mentoring schemes run by undergraduates and postgraduates, A-level portfolio reviews, open days, teacher taster days, workshops, degree shows and teacher CPD.

<https://www.aqa.org.uk/subjects/art-and-design/art-and-design-higher-education-community>

Covid Guidance:

DFE – Guidance for full opening of schools

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Cultural Learning Alliance - Synopsis Government Guidance for the arts

<https://culturallearningalliance.org.uk/reopening-schools-and-out-of-school-settings-what-government-guidance-says-about-the-arts/>

ACE COVID Guidance

<https://www.artscouncil.org.uk/covid-19/covid-19-government-reopening-guidance>

Curious Minds:

Curious Minds - Arts Council England (ACE) Sector Support Bridge Organisation for the North West Region – dedicated to improving the lives of children and young people through great art and culture – supporting education and the cultural sector.

<https://curiousminds.org.uk/>

The Culture Hub – Curious Minds Online portal for schools and cultural organisations schools and cultural organisation or practitioners can create a profile for free.

<https://www.theculturehub.online/>

Curious Minds Padlet- curated training opportunities and information from across the region and nationally: <https://padlet.com/curiousminds1/hv0urlj87c86yz9>

Artsmark – Arts Council England schools quality mark for arts and cultural education. Curious Minds delivers this training and support for the North West region which will be online until April 2021.

<https://www.artsmark.org.uk/>

Artsmark Partnership Programme – for cultural organisations and freelance practitioners. Curious Minds delivers this training and support for the North West region which will be online until April 2021.

<https://www.artsmark.org.uk/artsmark-partnership-programme>

Arts Award - Arts Award is a national qualification delivered by Trinity College London. It inspires young people to grow their arts and leadership talents children a young people's qualification for ages 5 – 25. Teachers and creative practitioners can train to become an advisor training is now online.

<https://www.artsaward.org.uk/>

Recovery Curriculum and Wellbeing:

Recovery Curriculum – Evidence for Learning - this is where the term originates from, but schools are approaching it in many different ways.

<https://www.evidenceforlearning.net/recoverycurriculum/>

A Recovery Curriculum for Schools: A PowerPoint from Elaine Rees, Liverpool Learning Partnership, outlining how we can best support our pupils returning to school in Liverpool:

<https://www.liverpoollearningpartnership.com/resources-to-help-during-social-distancing-and-self-isolation/>

The Warwick Edinburgh Mental Wellbeing Scales:

<https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs>

British Red Cross Teaching Resources: <https://www.redcross.org.uk/get-involved/teaching-resources/smsc>

Culture and Wellbeing Alliance: <https://www.culturehealthandwellbeing.org.uk/>

The Social Prescribing Network: <https://www.socialprescribingnetwork.com/>

Creative Care Kit: <https://www.greatermanchester-ca.gov.uk/media/3020/creative-care-kit-young-people.pdf>

Resilience Framework Blackpool: <https://www.boingboing.org.uk/resilience-revolution-blackpool-headstart/>

BoingBoing Resilience Framework: <https://www.boingboing.org.uk/resilience/resilient-therapy-resilience-framework/>

5 Creative Habits of Mind:

https://www.thomastallisschool.com/uploads/2/2/8/7/2287089/the_creative_habits_of_mind_assessment_wheel_final_june_2013_colour.pdf

Into Film Wellbeing Article: <https://www.intofilm.org/news-and-views/articles/wellbeing-returning-to-school>

A New Direction – 7 Ways to Teach a Recovery Curriculum:

<https://www.anewdirection.org.uk/blog/7-creative-ways-to-teach-a-recovery-curriculum>

Policy:

Cultural Learning Alliance - June Policy and Practice Round Up

<https://culturallearningalliance.org.uk/policy-and-practice-round-up-june-2020/>

Cultural Learning Alliance – The Summer Landscape 2020:

<https://culturallearningalliance.org.uk/the-cultural-learning-landscape-summer-2020/>

Ofsted's Autumn 2020 plans: <https://www.gov.uk/government/collections/ofsteds-autumn-2020-plans>

Articles:

Schools using Cultural Venues to boost space:

<https://www.tes.com/news/coronavirus-national-plan-needed-more-school-space-say-teachers>

<https://www.tes.com/news/coronavirus-dont-use-community-halls-boost-space-schools-told>

<https://www.thestage.co.uk/opinion/arts-can-help-reopen-schools-working-across-the-curriculum>

Stage Presence: How drama schools adapted to the age of social distancing:

<https://www.theguardian.com/stage/2020/apr/17/stage-presence-how-drama-schools-adapted-to-the-age-of-social-distancing>

Observer manifesto for change:

<https://www.theguardian.com/commentisfree/2020/jun/20/the-observer-view-on-a-manifesto-for-change-as-a-generation-of-britains-children-faces-crisis>

The Guardian:

<https://www.theguardian.com/commentisfree/2020/jul/05/our-school-systems-are-broken-lets-grab-this-chance-to-remake-them>

Advocacy / Campaigning:

Big Education is about a big ambition. To bring together the energy and spirit of our schools, teachers, and communities to deliver a bigger and bolder vision of what education can be about - you need the Arts and the Arts need you. This is the time not to ditch the Arts, but to put them at the centre of a Recovery Curriculum: <https://bigeducation.org/lfl-content/you-need-the-arts-and-the-arts-need-you/>

The Arts Index is a snapshot report of the health of England's arts and culture provision.

<https://forthearts.org.uk/publications/arts-index-2007-2018/>

SHAPE - Social Sciences, Humanities for the Arts for People and the Economy:

<https://thisisshape.org.uk/>

<https://www.theguardian.com/education/2020/jun/21/university-and-arts-council-in-drive-to-re-brand-soft-academic-subjects>

Platforms:

Bandlab: <https://www.bandlab.com/>

Cakewalk: <http://www.cakewalk.com/>

SeeSaw app: <https://web.seesaw.me/>

Flipgrid app: <https://info.flipgrid.com/>

Google Jamboard : <https://jamboard.google.com>

Padlet: <https://en-gb.padlet.com/>

Waklet: <https://wakelet.com/>

Zoom: <https://www.zoom.co.uk>

Nearpod: <https://nearpod.com/>

Canvas: <https://www.instructure.com/canvas/>

Scratch Junior: <https://www.scratchjr.org/>

Dojo: <https://www.classdojo.com/>

Singup: <https://www.singup.org/singupathome>

Discord Application: <https://discord.com/new>

Loom: <https://www.loom.com/>

Miscellaneous

Camden Cultural Commissioning Model:

<https://static1.squarespace.com/static/572b07492b8dde0c526a8c85/t/5746efb2f850826c48f9d8c5/1464266675699/Camden+Spark+Annual+Report+2015.pdf>

Proud Trust Manchester Safeguarding Resources: <https://www.theproudtrust.org/digital-youth-work-hub/>

Daresbury Laboratory Interactive Zoom: https://www.youtube.com/watch?v=_bxRI9MnuNI

PRSP Wirral Unplugged Project: <https://www.youtube.com/watch?v=OmVTiL5K9yc>

Arts Award Blog by Formby High School – Supporting Children of Key Workers to stay Creative: <https://blog.artsaward.org.uk/supporting-the-children-of-key-workers-to-stay-creative>

Arts Council – Let's Create: <https://www.artscouncil.org.uk/letscreate>

Expansive Education Network: <http://www.expansiveeducation.net/default.aspx>