

Delivering Dance 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 Mind on 06/07/20.

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 things look in your sector – education/culture?
- How have you been delivering Dance during lockdown and what will you keep using?
- What have you been considering/planning in order to transition from virtual/remote working to socially distanced hybrid/blended learning?
- In order to develop a Creative Recovery Curriculum what examples/suggestions do you have for using arts and culture to support Children & Young People's wellbeing and good mental health?
- In what ways can you imagine the education and the cultural sector working together over the next year?

Discussion Responses:

1. How do things look in your sector – education/culture?

- Freelancers had most work cancelled immediately, in the first instance.
- Most professionals within the sector have transferred work online. There have been advantages and disadvantages to this. The issue of digital poverty has been highlighted here – there is a lack of Wi-Fi and digital access for some young people. Some work that has worked well online, will be difficult to transfer back to 'real life'.
- The balance of what to offer online can be tricky. Parents and young people can be overwhelmed by the amount of online content available.
- The use of technology in this new way has been a steep learning curve but many have now embraced it.
- Some creative professionals are already starting conversations and beginning to work with schools ahead of September. This is very much on a case by case basis with individual schools.
- Online teaching for University practical placements had largely been delivered before lockdown so it was not problematic to switch to online for the remainder of the

course. In September, there will be a use of blended learning, with some time in University and some time off site.

- Teachers in training have found that following their regular placements they are now doing distanced learning ahead of qualifying and beginning to teach in September.
- Pupils' exams have been affected. The unknown is a main concern. This includes uncertainty around exams and the possible reduction of practical and especially group work (for weaker pupils) within the Dance GCSE syllabus.
- It has been financially challenging for artists and small arts organisations.
- Mental health issues for young people are prevalent.
- All dance has completely stopped in some schools.
- Staff from arts and cultural organisations have been furloughed during lockdown. Some staff are only beginning to return to work now.
- During lockdown, many people have been forced to work in isolation. This has led to loneliness for some.
- There has been some positivity – it has been a positive learning curve and it is positive to see the support that practitioners within the sector can provide one another.

2. How have you been delivering Dance during lockdown and what will you keep using?

- Delivering online has offered wider access and more people have been able to participate because they have not been required to travel.
- Delivering online has provided the opportunity to work with refugees and the hardest to reach young people.
- Online CPD and networking will continue to be a useful tool post lockdown.
- Some of the work of the youth sector with the most vulnerable young people has been taking place in outdoor spaces provided by the council.
- Some pupils have been recording their dances on an app. This has increased engagement and participation.
- Some creative professionals/schools have developed lockdown projects.
- Some creative professionals have been adapting work for shorter/smaller groups to help address the needs of the young people.
- Delivering online has improved the self-esteem and confidence of many young people, as they feel safer and not at risk of being judged. Some practitioners will therefore continue to use this way of working moving forward.
- Some creative professionals are looking for ways to move beyond 'business as usual' online into finding innovative ways of doing things.
- Schools have been really grateful for the resources and material available online, created by cultural organisations, which has been used with pupils.
- Schools have commented on the benefits of working with external organisations and will continue to do so post lockdown.

- Some disability arts participatory groups have flourished online as young people feel less inhibited. It is accessible, so these sessions will continue to run remotely.
 - Some use of online will continue alongside face to face activity.
 - Some professionals have learnt new technological skills, which they will continue to utilise post lockdown.
 - For some schools, this period has changed their whole pedagogy for the foreseeable future, it will have a long-term effect on the way they teach.
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3. What have you been considering/planning in order to transition from virtual/remote working to socially distanced hybrid/blended learning?

- Some dance schools are looking for a phased approach to returning – shorter classes with fewer students and they may keep some elements on Zoom.
 - Some companies/professionals will continue to plan for face to face but will also continue Facebook sessions and provide videos for people to follow.
 - KS3 classroom-based work with Into Film – dance appreciation focus. Is this the new normal?
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4. In order to develop a Creative Recovery Curriculum what examples/suggestions do you have for using arts and culture to support Children & Young People's wellbeing and good mental health?

- Working with young people around expressive/issue based work exploring how the world would change after lockdown has given a voice to young people to express their concerns and also present challenge to authority.
- Touch is an important part of dance, but that has not been possible during lockdown. Providing opportunities to explore the recovery of touch.
- Wellbeing will be important. A number of teachers have seen children advance and retreat into and out of online engagement. Parents have expressed concerns as their children do this.
- Continuing to focus on movement as an accessible way of working with all students to improve wellbeing.
- It will be important to re-establish connections between young people. Therefore some schools are considering having a therapeutic classroom.
- Track and Trace and social distancing will be an issue within schools.
- It's hard to visualise how 30 young people can function together in a space. How do schools enable YP to work creatively together? There will be significant shifts in how lessons are delivered.

- In terms of mental health, there is a strong connection between mindfulness and dance, connecting to the body and taking a calm, mindful approach. This will help young people.
- Encouraging a mind and body connection can really help mental health.
- How do we support dance artists to develop therapeutic skills? Artists are not trained therapists and would therefore require to be upskilled.
- Some schools will base the first term's curriculum around watching streamed theatre performances, which may be used for young people to achieve their Bronze Arts Award.
- Some schools will look at incorporating meditation and yoga for wellbeing.
- Some schools will focus on supporting older students with independent learning.
- Some schools will collect surveys from students in order to build on their needs to create a 'Build Up' curriculum.

5. In what ways can you imagine the education and the cultural sector working together over the next year?

- Developing resources for dance appreciation.
- Providing support for companies connecting with schools.
- Organisations and practitioners can develop the 'Dance package' offered to schools. As well as including a performance, creatives can think about the additional offer, e.g. Ellen Hathaway's Dance Company created a piece on refugees that also included an interview with the choreographer and the dancers.
- To help young people understand the world and give them agency.
- To use the Arts as a political lobbying force.
- By considering teachers' voices on the subject of mental health, as the impact and benefit of dance can also affect adults' mental health.
- Learning outside the classroom – bringing the Arts together outdoors to create and deliver effective ideas.
- Considering how post lockdown the cultural sector begins charging for online provision, as up to now much of it has been for free.
- Professionals could deliver CPD and 'Train the Trainer' to support teachers within their bubbles.
- Encouraging children and young people to see and experience all different types of dance (and arts) should be central from a young age. Part of normal experience rather than something 'special' or one-off.
- Schools and organisations can support the growth of children by working in and out of school with common purpose.
- Schools are keen to ensure there are opportunities for live interaction with dance artists in the Autumn. For many, it won't be possible to programme live tours as usual, but they hope to use streaming technology and whiteboards instead.
- Many schools are looking forward to return to live interaction with cultural partners.

- Creative packs also have potential. Some professionals have created packs for schools that contained some physical object. Each young person received a different stimulus and then shared their responses.
 - Some schools are interested in collaborating with the cultural sector in creating resources that children can use – particularly for those studying for GCSE's.
 - Some schools will start to reconsider face to face working with freelancers after the October half term.
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Links to resources or organisations that may be of interest:

Dance Specific

Northern Ballet – Shift Dance: <https://northernballet.com/shift-dance>

The Place: <https://www.theplace.org.uk/whats-on/webinar-wednesdays-professionals-writing-body>

National Dance Network: <https://nationaldancenetwork.co.uk/>

Movema Dance Company – World in a Box: <http://movema.co.uk/world-in-a-box#/>

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>