



Artsmark Resource Pack

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Foreword

The role of Theatre31 on your Artsmark journey

As someone who's had the privilege of working in the performing arts for over 20 years, as the Artistic Director of Icon Theatre, I'm absolutely passionate about Theatre31 and its ability to shape the lives of young people in our region. I genuinely believe that dipping a toe in the world of theatre can be life changing, whether it's discovering the thrill of live performance or falling in love with the nitty gritty of producing a show. With a programme of totally free activities, we set out to reach young people who may not ordinarily have access to the performing arts – and of course working closely with teachers such as yourselves is a huge part of that.

Icon Theatre's Theatre31 is proud to be supporting schools and education settings on their Artsmark journey, inspiring children and young people to create, experience, and participate in great arts and culture.

Our vision is to empower communities through theatre, and to make everyone feel a part of this process – including schools. As an Artsmark partner we're committed to creating long lasting relationships with our partner education settings, tailoring an approach to suit you and your students that follows your individual arts development goals.

We understand the Artsmark criteria and we shape our learning offer to support schools and education settings on their Artsmark journey to embed drama and theatre across the curriculum.

Ultimately, it's the young people themselves who drive our work. We want them to take the reins, learn new skills, make friends and of course, have fun. Because if working with young people for two decades has taught me anything, it's that when we put faith in them, they more than deliver.

Nancy Hirst

Artistic Director, Icon Theatre

Keep in touch

To keep up with our latest news and get a glimpse of the work we do with schools across the region, sign up to our mailing list.

Have a wander round our website theatre31.co.uk and follow us on social media. You'll find us in all the usual places by searching @theatre31_

   **Theatre31_** theatre31.co.uk

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The Theatre31 Artsmark Resource Pack was commissioned by Theatre31 and written by Julie Neville, Schools' Engagement Consultant, in collaboration with the Theatre31 and Icon Theatre team.

All information true at the time of going to print

About Theatre31 and Icon Theatre

Why Theatre31? Back in 1989, something incredible happened. Leaders from around the world came together and created the United Nations Convention on the Rights of the Child, and part of this was Article 31. Article 31 created the right for all children to have rest and leisure, to engage and play in recreational activities, and to take part freely in cultural life and the arts. When Icon Theatre received funding for a new programme to inspire young people to get involved with the performing arts, Theatre31 seemed like the perfect fit.

Taking place across Medway and Sheppey, the Theatre31 programme is totally free and all activities are driven by young people. Theatre31 offers everything from youth theatres, workshops and technical training to Artsmark support, careers advice and schools' projects. Whether students are aspiring producers, performers, arts marketers, lighting technicians or set designers – Theatre31 nurtures their talent and helps them shine.

Theatre31 also aims to raise awareness about the amazing range of cultural opportunities available in the region. This is done by developing meaningful and lasting connections between schools, individual artists, creative organisations and the young people. Ultimately, everything Theatre31 does comes back to supporting children and young people from hard to reach backgrounds to develop confidence and creativity. Theatre31 is one of the UK's five Youth Performance Participation Projects set up by UK Government Department of Digital, Culture, Media and Sport. Theatre31 is fully funded by Arts Council England, ROH Bridge, Kent County Council and supported by Medway Council.

What is Artsmark?

Artsmark is the creative quality standard for schools and education settings, awarded by Arts Council England. The Artsmark award provides a clear framework for teachers and education professionals to plan, develop and evaluate their arts and cultural provision. It supports settings to commit to and celebrate embedding arts, culture and creativity across the curriculum and the school community.

Artsmark is open to primary, secondary and special schools, pupil referral units, youth offending teams and sixth form colleges. It is awarded at three levels, Silver, Gold or Platinum. Most settings take up to two years to complete their Artsmark journey. Their award level then remains in place for two years at which point the setting can register to repeat the process and be awarded again.

Don't miss out on opportunities for you and your young people - join Theatre31's mailing list.

Join our mailing list



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Theatre31 is managed by Icon Theatre, a celebrated theatre company led by Artistic Director, Nancy Hirst based at the Brook Theatre in Chatham. Icon Theatre co-creates high-quality, contemporary new work with communities and young people across north and east Kent. The company's vision is to transform lives and strengthen communities through the power of world-class theatre and participatory arts.

icontheatre.org.uk



Who supports the Artsmark journey?

The Artsmark journey is supported by a regional network of Bridge organisations, providing training, advice, practical teaching resources and introductions to other settings and leading cultural organisations in your area.

The Arts Council Bridge organisation for North Kent covering Medway is Royal Opera House Bridge.

Royal Opera House Bridge works to connect children and young people with great art and culture.

Through research, advocacy and co-investment it nurtures networks, shares learning and fosters innovation within the education, arts and culture sector – particularly in communities where there is limited local provision or experience.

The Bridge hosts the Artsmark development training which all settings attend once registered on their journey. It then provides ongoing practical support including 1-2-1 advice sessions around completing Artsmark submissions.

Your local Creative Schools Network

Theatre31 work in close partnership with your Local Creative Schools Network, there is one based in both Medway and Sheppey. This allows us to best understand what schools and teachers need from arts providers like us and fosters strong relationships between education settings and arts professionals.

The Creative Schools Networks for Medway and the Isle of Sheppey are hosted by Royal Opera House Bridge in partnership with the Local Cultural Education Partnership (LCEPs).

The networks bring together all education settings to share resources, information and important learnings. The goal is to improve creative and cultural learning opportunities for children and young people across the whole of North Kent.

Creative Schools Network sessions are a chance for staff to network and ask each other questions, connect with local arts and cultural organisations, and get advice on the Artsmark and Arts Award programmes. The meetings often use the Artsmark criteria as a focal point for discussion and sharing. These are an ideal platform for settings to collaborate around Artsmark and to support each other on their journeys.

All Senior Leaders and arts leads (across visual arts, performing arts, music and DT) are welcome to attend the remote network meetings which take place termly.

ROH Bridge mailing list



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Introduction to youth-led approach and what we do at Theatre31

At Icon Theatre, our aim is to empower communities through theatre, and we want to make everyone feel part of this.

To do this, we want to work with all schools, whether you are just starting to explore the role of drama and theatre in your curriculum, or whether you already have an established track record and a flourishing drama department. We secure support for our work from other sources so that most of our opportunities can be offered free of charge - lack of funds should never be a barrier to working with us.

Like all Icon Theatre programmes, Theatre31 is participant-led, and this means we want to help you build an exciting, bespoke and unique drama offer for your school. From initial conversations about how you'd like your drama journey to start, to honest feedback as a critical friend, we will support you to develop a programme that works in your setting, is tailored to the needs of your students, meets your specific challenges and provides inspiration, energy and joy to everyone involved.

Is that too much to ask? We don't think so.

Let's talk - we'll help you find out how.

Nancy Hirst
Artistic Director, Icon Theatre

Drama or Theatre?

Through this resource pack, we tend to use the word 'theatre' instead of the word 'drama'. Although the word 'drama' can be used to describe a specific piece of theatre e.g. 'a short kitchen-sink drama about working-class life in 1920s Medway', the word 'drama' is more often used to describe academic study or theatre classes e.g. 'after-school drama class'. Creative professionals in the theatre industry almost always use the word 'theatre' or 'performing arts' when talking about professional theatre practice, so that is what we've followed throughout this resource pack.



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WWW.MORETHANMINUTES.CO.UK

A school's journey through drama: Queenborough School and Nursery, Sheppey

"Today we're going to play some drama games." A sea of faces look back at me, some intrigued, some uncertain, some terrified. It is September 2015 and I am delivering a drama session as part of a staff inset at Queenborough School and Nursery. "I want to give you a flavour of the kind of thing I do," I tell them. Over the seven years I had previously spent as a professional actor and a workshop facilitator, I had delivered scores of workshops to children, young people and adults alike and today would be no different from any other. Or so I thought.

I had first come to Queenborough School in May 2015 for a one-day acting job. I was playing a government agent tasked with investigating the alien spacecraft that had crash-landed in the school playground. Interacting with the children throughout the day, the school's headteacher, Barbara Conroy, was observing from the side-lines throughout the day. Once my day's work was over, I was invited to her office. 'The children have had such a fantastic day', she told me, 'I think there's a lot more work we could do together'.

Fast-forward to today and I am employed full-time at Queenborough where I teach drama across the school and also work in a pastoral capacity as a Wellbeing Support Mentor (the school having identified the power of creative arts in terms of children's mental health and wellbeing). We have twice achieved Artsmark Gold Status and are working towards gaining Platinum in the future. We have delivered Arts Award at Discover and Explore levels across the entire school and nursery. We have a wide range of relationships with professionals and companies nationwide with whom we collaborate regularly. Every child (and adult) in our school engages with drama enthusiastically and confidently. But this did not happen overnight and I often think back to that morning in 2015 and the journey we have been on since then.

Queenborough School and Nursery is a two-form entry school located on the Isle of Sheppey. With relatively few creative opportunities in the local community, arts engagement in our school has been vitally important in providing access to arts and culture for our children. For us, drama and performance are at the very heart of this and we have worked extremely hard over the past 6 years to ensure that every child in our school has had access to the highest level of drama teaching as well as opportunities to experience live theatre and performance.

At one end of the scale we have the big events which take the most planning: our Performing Arts Week, in which industry professionals are welcomed into school and provide workshops for all of our children; a visit to the West End to see a

current musical; a Christmas performance, where we invite a pantomime or dance company to perform a festive show to the school. However, at the other end of the scale are the day-to-day activities which now happen almost without thinking; drama techniques used across the curriculum; discrete drama lessons from EYFS to KS2; daily singing and dancing throughout the school. The energy that these practices have instilled within the school is electric and has helped to create an environment of positivity and creativity that is inspiring to children and adults alike.

All of this has become completely embedded within our curriculum; we do not view drama and performance as an extra to what we do, rather it is a fundamental part of who we are and what we offer.

One of our most recent creative partners has been Theatre31 who first visited us with their show *The Snow Queen's Magnificent Message*. During the COVID-19 pandemic, we were extremely keen as a school to maintain the high level of arts engagement within the school and so we were excited to find a company we could work with in a Covid-secure way. The show was performed on the playground to an audience of enraptured 10 and 11 year olds. Some months later, Theatre31 returned to deliver a series of workshops to children across the school. This kind of regular collaboration is a fundamentally important element of our Artsmark journey and we are thrilled that Theatre31 have become one of our close collaborators.

Our journey with drama has been transformative for our school. Regular opportunities to explore themes, concepts and ideas through drama have given our children remarkable levels of confidence. Our teachers' ability to use drama skills and techniques across the curriculum mean that creative approaches to all subjects are commonplace at Queenborough (seeing drama used in a Maths lesson is a joy to behold!). As we move towards the next phase of our journey, we hope to develop and grow our current collaborations, share best practice with others, learn from those with whom we collaborate, and continue to embed and consolidate the work we have done so far.

My advice to any school considering an investment in drama and performance would be, be brave and go for it! But it is vital to remember that it is a journey. Taking that first step back in September 2015 was the beginning of an amazingly rewarding and enriching journey for us. I hope the same for you.

Steve Wickenden
Drama Lead, Queenborough School and Nursery



Queenborough School and Nursery was graded 'Outstanding' by Ofsted in 2016.

"Leaders and all staff have an unwavering determination to give Queenborough pupils the best possible start to their education, remove barriers and open the pupils' eyes to the rich possibilities that life has to offer."
– Ofsted (2016)

How Artsmark works in practice

Each Artsmark setting will submit a Statement of Commitment which sets out its aims and goals for their Artsmark journey, including information about how these support their overall school development plan and how they intend to measure the impact of the journey on staff, pupils and wider partners.

As your setting works to deliver the goals and objectives in the Statement of Commitment, you will aim to develop your setting's arts and cultural provision using the Self-Assessment Framework and Arts Council England's Quality Principles.

When you are ready to evaluate your work, you'll consider the evidence you have collected and use this to analyse your Artsmark journey in your Statement of Impact. Both documents are used to assess your Artsmark level, Silver, Gold or Platinum.

This guide intends to map how theatre and drama activity can be an important part of the Artsmark journey in any setting, and to explore how Theatre31 can offer direct support that will add value to your Artsmark goals and outcomes. On the following pages you will find out how theatre and drama can help you meet the eight Artsmark criteria, as well as practical exercises that use drama to explore the seven Arts Council England's Quality Principles.

How can theatre and drama support your setting's Artsmark journey?

In drama education, students learn to use dramatic techniques to create imagined worlds. According to the National Curriculum, pupils should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Drama works well as both a subject in its own right and as a tool for exploring topics and issues across subjects. In this way, it is an ideal medium for introducing creative approaches across the curriculum, an approach championed by Artsmark and one that can support core subject staff who may be less confident in the arts, to teach for creativity.



Using drama also brings wider benefits and transferrable skills for young people:

- **Drama builds confidence.**
- **Drama helps develop language and communication skills.**
- **Drama encourages cooperation.**
- **Drama supports numeracy skills.**
- **Drama helps young people to understand the world around them.**
- **Drama develops emotional intelligence.**
- **Drama assists physical development.**
- **Drama develops creativity.**

The Artsmark criteria

This section explores the eight Artsmark criteria, mapping how drama/theatre activity can support your setting to meet these criteria (we advise that you use this resource alongside the Artsmark self-assessment framework).

1. Values and Ethos

Promoting arts and culture in your setting's values and ethos. Promoting a lifelong love for learning and enjoyment of arts and culture.

Drama and theatre provide students with a means of expressing themselves, and exploring complex ideas and feelings. They support the development of confidence and communication skills. Regular drama activity can be used to improve mental health and wellbeing of students. Your setting can demonstrate it values young people's interests and skills by offering drama as part of a varied curriculum.

Our top tips for making this happen:

- **Support access to drama qualifications, in particular at KS4 and beyond.**
- **Use drama and theatre as an option as part of Arts Award.**
- **Introduce students to theatre as a genuine career choice and enable exposure to industry professionals.**
- **Boost the confidence of wider staff in using drama as a teaching tool.**
- **Advocate for the value of drama throughout the school and curriculum.**

2. Leadership

To demonstrate leadership in arts and culture, the setting's improvement plan will show ongoing commitment to the quality and breadth of arts and culture offered across the whole setting.

There is a commitment from Senior Leadership Team to support high-quality drama teaching and theatre opportunities. They support drama leads to promote the uptake of drama as a subject option, and advocate for the benefits of drama (in terms of character skills, health and wellbeing, and creativity) among other staff members.

Our top tips for making this happen:

- **Advocate to governors and senior leadership the importance of drama across the curriculum and the importance of all students having access to a range of high-quality theatre experiences.**
- **Ensure there is a senior leader who drives the ambition for drama across all phases, ensuring there are methods in place to measure its impact.**
- **Ensure drama is linked to wider goals in the school improvement plan.**
- **Become a leader supporting other schools to develop their drama offer, through CPD, sharing and buddying.**

3. Engaging children and young people

All children and young people in the setting can talk enthusiastically and demonstrate their knowledge, skills, and experience of high-quality and diverse art and culture provision in their setting.

The wide range of activity available through drama and theatre provides many opportunities to engage all young people in the art-form, whether their interests lie in performance or backstage skills. The setting hosts regular drama performances, providing opportunities for young people to present their drama work in community spaces and professional theatres, as well as inviting other schools to take part. Students are involved in the development and planning of drama activities and are ambassadors for drama and theatre for the school. The setting offers trips to watch and engage with professional theatre companies.

Our top tips for making this happen:

- **Develop leadership skills among young people by enabling them to share their drama skills with other students, make decisions about which theatre experiences they will receive, and to manage their own performances and productions (Arts Award will support all of these skills).**
- **Use drama to involve young people in planning how the school will work towards the ACE Quality Principles as part of your Artsmark journey (see our suggested drama games and activities below).**
- **Support students to become young drama ambassadors both in your setting and externally, allow them to lead CPD opportunities for staff and peers.**

4. Curriculum design

The curriculum offer across the whole setting clearly shows that arts and culture are firmly embedded and that the value and impact of these is understood.

There are clear schemes of work in place to enable students to develop their theatre and drama skills, knowledge and understanding, as well as exploring their progression routes in the art-form. Drama offers a broad range of creative activity that can act as a bridge to other non-arts subjects. The setting can demonstrate how theatre and drama are used to make connections with other subjects for all phases. There is access to high-quality theatre and drama provision, and students will begin to have the opportunity to influence what and how they learn. All of this can be used as good practice to support other settings.

Our top tips for making this happen:

- **Use drama to enrich other teaching, exploring activities such as storytelling, script writing and physical theatre.**
- **Enable young people to make suggestions about how drama can be used to make learning accessible across subjects.**
- **Consult students around the range of drama and theatre provision offered.**

5. Range of offer

The setting has a wide-ranging and high-quality arts and cultural offer, both during teaching hours and enrichment time for all children and young people.

The setting provides a range of opportunities to engage with theatre and drama specialists. This might include opportunities for students to see and review live performances, to take part in workshops with professionals and organisations and make use of a range of resources they offer. Students are able to explore both on-stage and back-stage opportunities and skills. This provision is consistent and aims to continuously stretch knowledge, skills and understanding. Drama teachers will be part of any local theatre and drama engagement networks.

Our top tips for making this happen:

- **Create opportunities and partnerships for students to make contact with professional theatre practitioners and companies.**
- **Start an extra-curricular drama club or similar group that reflects a chosen range of theatre activity.**
- **Form a meaningful partnership with your local theatre and take advantage of their learning offers.**
- **Track the use of pupil premium funds to ensure these are used to provide theatre/drama opportunities for all students in need.**

6. Continued professional development

The setting has a clear commitment to CPD for all staff across a range of arts and culture and has allocated resource to make this happen.

Teachers are supported to take part in CPD, both in-house and with theatre and drama specialists. Drama leaders understand creative approaches to drama education, inspire pupils, are inclusive and allow for all pupils to progress. They plan performances, share their teaching practice, lesson plans, schemes of work and resources. Wider staff gain confidence in using drama as a medium for making learning accessible and teaching their subjects more creatively.

Our top tips for making this happen:

- **Develop external partnerships with theatres and theatrical organisations with a view to co-developing CPD offers for staff.**
- **Utilise internal skills and expertise to enable CPD for non-arts or drama staff.**
- **Create opportunities for students to contribute to and lead CPD across the setting.**
- **Join your local Creative Schools Network to maximise opportunities for sharing expertise across settings.**

7. Partnerships

The setting demonstrates and understands the value of working with a broad range of partners to provide high-quality arts and cultural education.

To support the delivery of quality drama/theatre provision, the setting is working consistently with theatre professionals and is collecting evidence of the impact of these partnerships on both students and staff. Other partnerships will include the regional Arts Council Bridge organisation, the local Creative Schools Network, Music Education Hub and Artsmark partners and venues. Through these partnerships, students will have opportunities to watch, participate and perform. Partnerships will be collaborative, co-creative, and go beyond a supplier-setting relationship.

Our top tips for making this happen:

- **Review any partnerships already in place and explore how to strengthen your work together to make it truly collaborative, long term and mutually beneficial.**
- **Explore what other partnership opportunities exist locally, regionally and nationally.**
- **Join your local Creative Schools Network, find out how to get involved with your Local Cultural Education Partnership and remain networked with your regional Arts Council Bridge organisation (Royal Opera House Bridge).**

8. Equality and diversity

The setting ensures equality and diversity for all by committing to equality of education and opportunity of arts and cultural experiences for all young people with protected characteristics, in line with the Equality Act.

The wide range of activity available through drama and theatre offers opportunity to engage harder to reach young people, as well as having a positive impact on mental health and wellbeing. Through expression and movement, activities can be adapted for students with a broad range of needs. The setting is able to evidence the impact that drama has on the personal, social and emotional development of students and is able to share its good practice with other settings.

Our top tips for making this happen:

- **Consider using drama to encourage students to express their own culture and traditions and learn about diversity in other cultures.**
- **Ensure your drama offer is wide ranging to engage different students.**
- **Use drama and performance to support your setting's LGBT+ , Black Lives Matter or other diversity topics.**
- **Use drama to target a group who are disadvantaged or underachieving.**
- **Consider tracking data to find out how far Pupil Premium funds are used to increase access to drama and theatre experiences.**



Arts Council England's Quality Principles

Arts Council England (ACE) have developed and tested seven Quality Principles in close collaboration with arts and cultural organisations. Their aim is to raise the standard of work that is being produced by, with and for children and young people. The same set of principles are embedded into the Artsmark journey and will be incorporated into the work that your setting does during its Artsmark journey. This means that your setting will share a set of common qualities with the artists and arts organisations you partner with, giving you a shared agenda to co-create your work.

Getting to know the seven Quality Principles is a good starting point for your Artsmark journey. This section introduces some practical ideas from the team at Theatre31 for exploring the Quality Principles using drama. The following exercises can be used to engage students in conversations about what the Quality Principles (and so the wider Artsmark journey) mean to the setting; to help gather their input into your planning process and goals; you might also select an exercise to get other staff involved in the planning whilst you prepare to submit your Statement of Commitment.

You might choose to work your way through all seven drama exercises or to focus on those that are most relevant to your setting's Artsmark goals. The exercises can be delivered face to face or virtually, and our catalogue of videos will be updated as the range of exercises grows, for you to use and adapt as you need to.

The seven Quality Principles and their associated drama exercises from Theatre31:

- 1. Striving for excellence and innovation: The power**
- 2. Being authentic: The last goodbye**
- 3. Being exciting, inspiring and engaging: 10 seconds to...**
- 4. Ensuring a positive and inclusive experience: Channel hopping**
- 5. Actively involving children and young people: Passports**
- 6. Enabling personal progression: Scene positions**
- 7. Developing belonging and ownership: Where am I going?**

We recommend you use the drama exercises as ice-breaker activities to support discussion around the Quality Principles and to encourage

You can watch tutorials of the games and exercises in our video catalogue.



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conversation about how your setting promotes these qualities. By talking about how an exercise made them feel, you'll be able to support both students and staff to contribute to how the Quality Principles can be embedded into your Artsmark journey. This might be particularly useful during the first term when you are writing your Statement of Commitment.

Take the 'Where am I going?' exercise as an example, linked to QP7: Developing belonging and ownership. By playing the game and talking to the group afterwards about how they felt using improvisation to create their own group journey, you'll be able to widen the discussion asking them how it feels to lead, what a youth-led approach to the arts could mean at your school and how this might happen in practice. The result might be the introduction of youth arts or drama ambassadors in your setting to help with decision-making processes. You might even choose to revisit the exercise later on as part of your impact measurement process, to gauge how involved students feel they have been in the Artsmark process.

Starting out on our Artsmark journey: Byron Primary School, Medway

As a school, we value the arts and believe they are a key part of a broad and balanced curriculum offering. Staff at the school are passionate about the arts and this helps enthuse the children, in addition to delivering quality arts education.

We have considered going for Artsmark twice in the past. After some changes in our curriculum, our strengths had become music and visual art but drama and dance had receded as different priorities were followed. Following a curriculum review, we returned particular drama activities to class lessons recognising they really help to bring the learning alive for children, and formed a link with The Right Step Dance Company.

Although we are relentless in our desire to improve, we realised recently that we are very proud of our full arts offering. I approached the Art Lead at my school and we both felt it was time to embark on an Artsmark journey. Having now started on the journey and found out a little more, we probably could have started it previously, because we've learnt that the journey is about continual development and setting ourselves goals for the future.

Part of our belief at Byron is that strong partnerships with outside organisations are of real benefit to the children. Our partnerships with Dynamics, our local Music Hub, and Medway Music Association, give the children a chance to perform with children from other schools in the very theatres they may go and see pantomimes in at Christmas. A further example of this would be the partnership we formed several years ago with Icon Theatre. While we are able to put on wonderful productions in our school hall, taking the children to performance spaces in the local area to become part of a larger production with professionals, delivered not just to their parents but to the general public, was an amazing experience they will never forget.

It was this previous experience of working with Icon Theatre that excited me when I received the offer of playground drama workshops delivered by Theatre31, just after we had to cancel our end of year leavers' show last summer due to COVID safety measures – they came at just the right time to lift the spirits of the year six children!

The fact the workshops were outside was brilliant for our COVID era. The Theatre31 staff were fantastic – enthusiastic and fun but with high expectations and the skills to get the very best from the children. The structure of the workshops was excellent: moving from a simple 'low-risk' game as a warm-up, through a range of other fun activities which carefully increased the involvement required from the children a little each time. This was delivered in such a way that everyone felt able to contribute, so that when we reached the culmination of the workshop – creating a mini performance in small groups – every child joined in fully and we were really surprised when children who sometimes barely speak in class really opened up. I think some of the children surprised themselves too.

During their visit, I had excited conversations with the Theatre31 staff about our Artsmark aspirations, Medway2025 and future Icon Theatre community projects. They let me know that as an Artsmark partner organisation, they were able to support us on our journey.

We hope that Theatre31 will support us in delivering whole school CPD on how to lead effective drama sessions in class, and we are eager to be able to offer a drama club as one of our Friday afternoon curriculum enrichment clubs alongside art, orchestra and choir.

We currently offer school to school support for music but hope that as we pursue our Artsmark journey and work in close partnership with Theatre31, we will gain confidence and expertise to increase our offer to support other schools in a wider range of art forms. Alongside Theatre31, we are starting to put together a bespoke tailored experience that will meet the needs of the school.

Richard Lock
Music Leader, Byron Primary School





Arts Award

While Artsmark celebrates education settings that champion the arts and strive for excellence in their provision, Arts Award recognises and accredits the creative development of individual young people. The two programmes work well in tandem, with the delivery of Arts Award actively supporting the Artsmark journey.

Arts Award is a range of unique qualifications that support all children and young people aged up to 25 to grow as artists and arts leaders. It inspires them to connect with and take part in the wider arts world through completing activities in an art form or art forms - from puppetry to circus, set design to poetry.

Offered at five different levels, young people get to:

- **Discover the enjoyment of creating and participating in any art form.**
- **Develop their creativity and leadership skills.**
- **Learn new skills and share them with others.**
- **Get to work with or experience working with creative arts professionals.**
- **Gain experience and knowledge to progress into further education and employment.**

For older students, Arts Award provides a measurable way to demonstrate progress in drama, offering students an accredited opportunity to move to Silver or Gold Arts Award if they are unable to continue Drama at GCSE or complete graded drama exams.

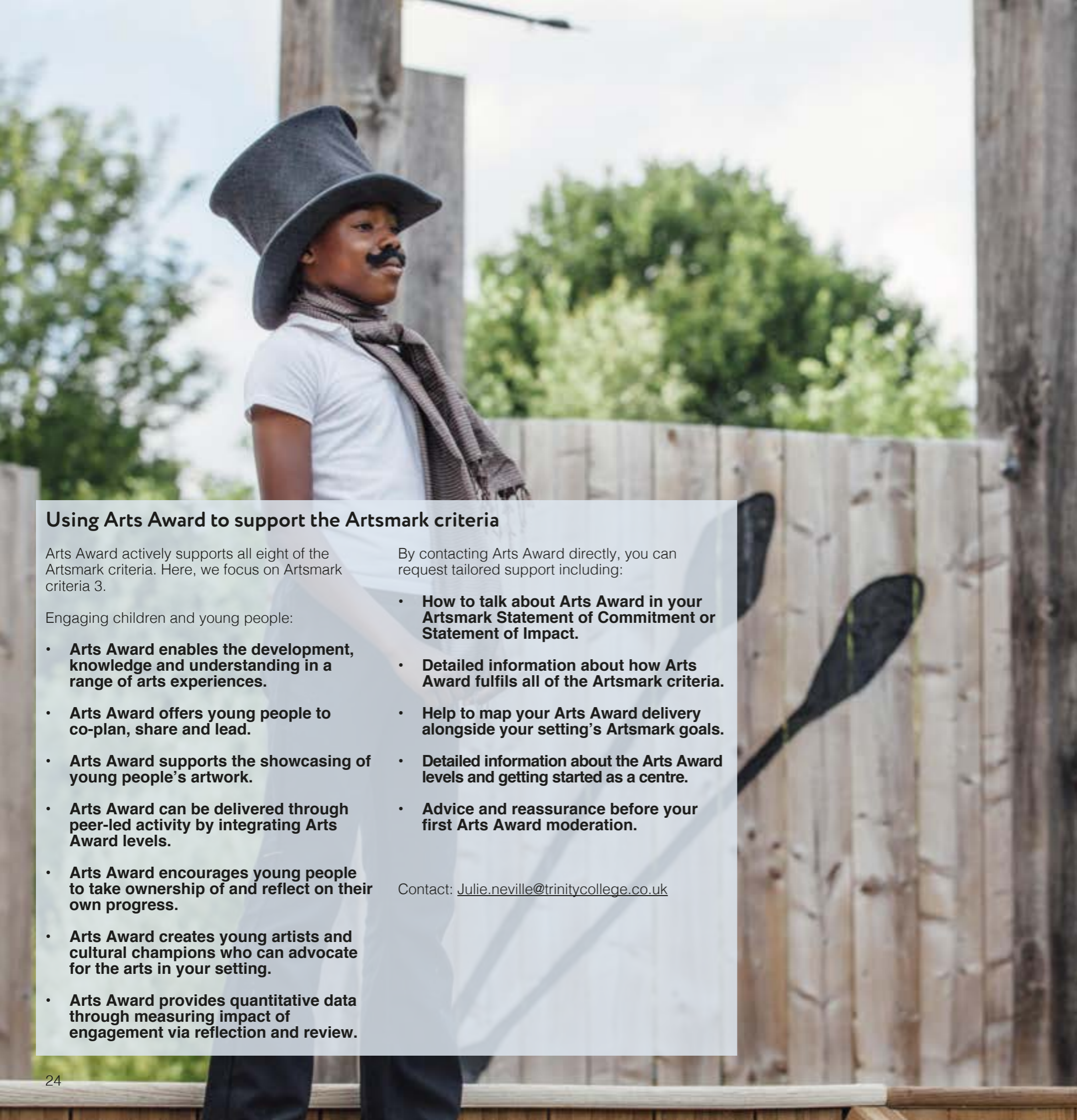
Arts Award can also act as a pathway to, or inspiration for studying drama at GCSE and beyond. Silver and Gold can act as an excellent complement to those who are already studying Drama at GCSE or A Level, providing skills development opportunities as well as personal and professional development opportunities outside of school.

In Key Stage 1-3, Arts Award will support settings to embed arts and creativity across the curriculum. It can be delivered alongside formal learning or be used to structure enrichment activity. Whilst Arts Award is not a requirement on many Artsmark journeys, if your setting is planning to work towards the Platinum level of Artsmark, the criteria states that you should be delivering, or planning to deliver Arts Award.

All main activity areas in Arts Award can be achieved through drama and theatre, for example:

- **Taking part in arts activity – through drama lessons, workshops, rehearsals and practice, backstage tech, set and prop design, and writing.**
- **Finding out about artists and arts organisations – through meeting and interviewing theatre professionals, researching the careers of high-profile professionals, backstage tours and researching venues.**
- **Reviewing arts events – through experiencing live or online theatre, critiquing and sharing.**
- **Sharing skills – through planning a session to pass on drama skills to other people, live or remotely.**
- **Youth leadership – through managing a drama or theatre project either in school or externally.**





Using Arts Award to support the Artsmark criteria

Arts Award actively supports all eight of the Artsmark criteria. Here, we focus on Artsmark criteria 3.

Engaging children and young people:

- **Arts Award enables the development, knowledge and understanding in a range of arts experiences.**
- **Arts Award offers young people to co-plan, share and lead.**
- **Arts Award supports the showcasing of young people's artwork.**
- **Arts Award can be delivered through peer-led activity by integrating Arts Award levels.**
- **Arts Award encourages young people to take ownership of and reflect on their own progress.**
- **Arts Award creates young artists and cultural champions who can advocate for the arts in your setting.**
- **Arts Award provides quantitative data through measuring impact of engagement via reflection and review.**

By contacting Arts Award directly, you can request tailored support including:

- **How to talk about Arts Award in your Artsmark Statement of Commitment or Statement of Impact.**
- **Detailed information about how Arts Award fulfils all of the Artsmark criteria.**
- **Help to map your Arts Award delivery alongside your setting's Artsmark goals.**
- **Detailed information about the Arts Award levels and getting started as a centre.**
- **Advice and reassurance before your first Arts Award moderation.**

Contact: Julie.neville@trinitycollege.co.uk

Opportunities with Theatre31

As an Artsmark Partner, we support teachers across Medway and Sheppey who are passionate about embedding art and culture into the lives of their pupils. So if you're already on the Artsmark journey or if you're considering registering, rest assured we'll be with you every step of the way.

Whether it's a taster workshop, a bespoke programme, a masterclass, a live theatre experience, teacher CPD or a technical training course, you can book any Theatre31 activity to support your Artsmark journey. Perhaps you have a specific project planned that you'd like some advice about, or you're looking for additional, sustained support. This is all part of our role supporting you and advocating your unique Artsmark journey.

As well as being an arts provider, Theatre31 has a local role working with other companies and artists in the area. We have formed partnerships with other art advisors that specialise in a wide variety of skills and art forms such as dance, craft, design and digital theatre. We're more than happy to put you in touch with any of these local experts to add value to your Artsmark journey.

We can provide direct support for your Artsmark journey in the form of:

- **Direct funding for masterclasses delivered in your school by industry professionals, targeted specifically at your students' creative learning needs.**
- **50% funding for up to ten schools to achieve Artsmark (Medway based schools only).**
- **Direct funding for teachers to become Arts Award advisers.**

Helping schools to gain Artsmark is one of the many ways Theatre31 introduces the world of theatre to young people, regardless of their background or previous experience. It's all about co-creation, collaboration and encouraging young people to celebrate their identity and creativity.

Please get in touch for a more detailed conversation about how Theatre31 can support your setting's Artsmark journey.

We can talk to you about:

- **How drama and theatre can be developed in your school using Theatre31 programmes.**
- **What the impact of Theatre31 programmes will be and how we can help you to measure this.**
- **How Theatre31 programmes can be mapped to the eight Artsmark criteria.**

Access Theatre31's full schools' programme:



Resources

We wanted to share with you other resources that can assist with your approach to teaching drama to young people. Our team at Icon Theatre have listed a number of creative companies, artists and venues that we find inspiring and admire. By all means, if you are after something specific and don't know where to start, drop us a line and we will be more than happy to help.

Local Theatres and Venues

The Central and Brook Theatres, Medway

Chatham's local venue that has a host of resident companies - it is the home of Icon Theatre and the venue presents a great annual Christmas show, perfect as an introduction to theatre for younger audiences.

medwayticketslive.co.uk/the-brook-theatre

GlassBox Theatre, Medway

Based in Gillingham on MidKent College Campus, the theatre is a community arts centre that focuses on programming nationally touring fringe and family based performances.

glassboxtheatre.com

Gulbenkian Arts Centre, Canterbury

Located on University of Kent's Canterbury Campus, the venue often programmes international work. They also present the bi-annual BOING family festival and is the home of ART31.

thegulbenkian.co.uk

The Marlowe Theatre, Canterbury

Having re-opened in October 2011 after an extensive re-build this large-scale venue is one of the country's leading regional theatres programming quality, touring performances.

marlowetheatre.com/about

Hazlitt Theatre, Maidstone

Maidstone's main theatre, presenting a range of mostly commercial touring performances. This venue also has a youth theatre and further opportunities for local young people.

parkwoodtheatres.co.uk/Hazlitt-Theatre

Nucleus Arts, Medway

A local arts venue with community at its heart, offering a range of different workshops, in a variety of disciplines. They have rooms and studios for hire, as well as a café!

nucleusarts.com

Sheppey Little Theatre

Run by volunteers, Sheppey Entertainment Association, the theatre presents performances specifically chosen with the community in mind.

sheppeylittletheatre.co.uk

Other companies with a youth-led mission

Battersea Arts Centre

bac.org.uk

National Youth Dance Company

nydc.org.uk

Contact

contactmcr.com

The Agency

peoplespalaceprojects.org.uk/en/projects/the-agency

Scottish Youth Theatre

scottishyouththeatre.org

20 Stories High

20storieshigh.org.uk

Company Three

companythree.co.uk

Boundless Theatre

boundlesstheatre.org.uk

The Young Coneyes

coneyhq.org/young-coneys

Ticket deals for young people

National Theatre

nationaltheatre.org.uk/16-25-tickets

Sadler's Wells

sadlerswells.com/barclays-dance-pass

Almeida Theatre

almeida.co.uk/25-and-under

Donmar Warehouse

donmarwarehouse.com/visit/young-free

Southwark Playhouse

southwarkplayhouse.co.uk/your-visit/payq

Masterclass

masterclass.org.uk/about-us/what-we-do

Shakespeare's Globe

shakespearesglobe.com/learn/#schools

Royal Exchange

royalexchange.co.uk/theatre-tickets-prices-information

Inspiring workshops and packages form other creatives

Protein

proteindance.co.uk

Jasmin Vardimon

jasminvardimon.com/about-us/jasmin-var-dimon-company

Paper Balloon Theatre Company

paperballoon.org.uk/creative-learning.html

Les Enfants Terribles

lesenfantsterribles.co.uk/workshops-3

Punchdrunk Enrichment

punchdrunkenrichment.org.uk

Gecko

geckotheatre.com/workshops

Complicité

complicite.org/training.php

Career advice and pointers

Get into Theatre

getintothetheatre.org

National Youth Theatre

nyt.org.uk

Target Careers

targetcareers.co.uk

Theatre Careers Advice

officiallondontheatre.com/theatre-careers-advice

The Stage

thestage.co.uk

Independent Theatre Council (ITC)

itc-arts.org/about-us

Theatre and wellbeing

Aesop

ae-sop.org

Arts Minds

artsminds.co.uk

The Wellcome Collection

wellcomecollection.org

Elephant Talk Theatre

facebook.com/ElephantTalkTheatre

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Support for teachers

National Theatre Collection

nationaltheatre.org.uk/learning/national-theatre-collection

Royal Shakespeare Company

rsc.org.uk/learn/schools-and-teachers

Young Shakespeare Company

youngshakespeare.org.uk/resources

Complicité

complicite.org/education.php

Frantic Assembly

franticassembly.co.uk/learn-and-train-1/train-1

Theatre Folk

theatrefolk.com/new-drama-teacher

Our Steering Group - made up of local creative companies offering opportunities for young people

Play On Words Theatre Company

playonwordstheatre.com

Kent Music School

kent-music.com

Square Pegs

squarepegsarts.com

Dynamics

dynamicsmedway.co.uk

Gulbenkian Arts Centre and ART31

thegulbenkian.co.uk

Medway Council's Youth Service

medway.gov.uk/info/200215/youth

RoH Bridge

roh.org.uk/learning/royal-opera-house-bridge

Sheppey Matters

sheppeymatters.org.uk

“The Theatre31 staff were fantastic – enthusiastic and fun but with high expectations and the skills to get the very best from the children...every child joined in fully and we were really surprised when children who sometimes barely speak in class really opened up. I think some of the children surprised themselves too!

Richard Lock, Music Lead, Byron Primary School

“Theatre is extraordinary... and Theatre31 opens an important door for children and young people across Medway and Sheppey, developing their voice, creativity, ambition, generosity and place in the world.”

Paul Cowell, Head of Culture and Libraries, Medway Council

   **Theatre31_** theatre31.co.uk



Artsmark
Partner



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