



# READING CULTURAL EDUCATION PARTNERSHIP

Action Plan September 2016 - August 2019

## I. NATIONAL CONTEXT:

### Arts Council England 10-Year Strategic Framework – Great Art and Culture for Everyone

#### **A cultural education should be a right, not a privilege**

The arts fuel children's curiosity and critical capacity. They are about expression and imagination, learning and development.

Secondary pupils engaged in arts and culture are twice as likely to volunteer in the community and 20% more likely to vote as young adults.

An arts and cultural education has a positive effect on mental health and depression.

Arts and culture illuminates our inner lives, enriches our emotional world and teaches us compassion and empathy.

The arts are essential to childhood – they teach confidence and give children the chance to shine, both as performers and as the skilled creative workers and leaders of the future.



## 2. LOCAL CONTEXT:

### Based on latest (2015) ONS mid-year estimates and the 2011 Census

The population of Reading is 161,739 living within 16 Wards

There are 31,556 children aged 0-14 and 9,452 young people aged 15-19

The Black and Minority Ethnic (BME) population of Reading is 33% of the total population, however this is higher amongst younger age groups, especially younger children where 49% of 0-4 year olds are BME

Reading has the third highest proportion of ethnic minority groups in the South East (excluding London) after Slough and Oxford

Reading ranks 146th most deprived out of 326 LAs (129th in 2010)

But 10 Lower Super Output Areas( LSOAs)\* in the worst 20% nationally, 2 within the most deprived 10% This compares with 12 LSOAs in the most deprived 20% in 2010, but with none in the most deprived 10%. This suggests that while overall relative deprivation has decreased, it has actually increased in certain small areas - predominantly in the south, with four areas in the west and one in the north. These areas are within the wards of Caversham, Church, Norcot, Redlands, Southcote and Whitley

### Child Health & Wellbeing

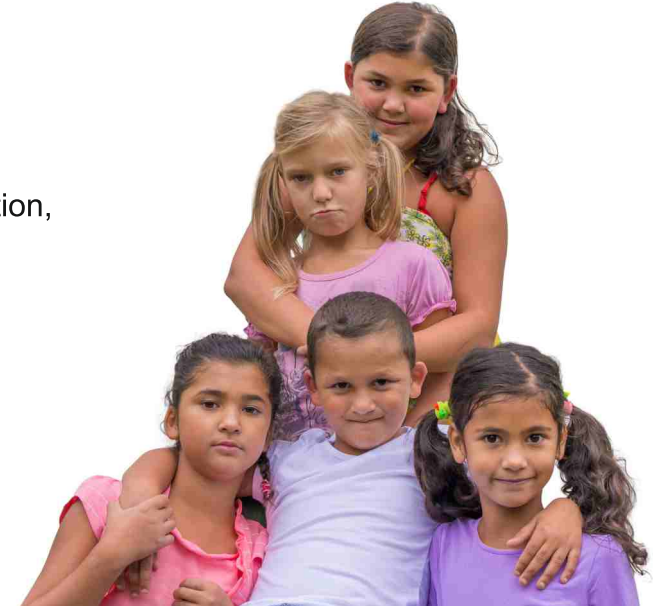
In Year 6, 19.9% (270) of children are classified as obese

The rate of alcohol-specific hospital stays among those under 18 was 17.5 per 100,000 population, better than the average for England. This represents 7 stays per year.

Levels of breastfeeding and smoking at time of delivery are better than the England average

About 17.8% of children live in Poverty

\*areas of approx. 1,000 - 3,000 people



### 3. MEMBERSHIP OF READING CULTURAL EDUCATION PARTNERSHIP

The following organisations are formal members of Reading Cultural Education Partnership and have agreed to Terms of Reference for the Partnership attached as Appendix A:

#### Artswork

Berkshire Maestros

Reading Borough Council (including Reading Museum and Reading Library)

Reading First Partnership

Reading Culture and Arts Network (CAN) – including all community arts organisations in the town

Reading College

Reading Cultural Partnership

Reading UK CIC

University of Reading

Thames Valley Housing

Representatives of Reading Primary and Secondary Schools





## 4. CEP SUB GROUPS

**There will be three formal Sub Groups to support Reading's Cultural Education Partnership.**

These Sub Groups will be focused as follows:

**To support and develop new engagement**

**To focus on activity that promotes and enables readiness for creative employment**

**To facilitate achievement of Arts Award objectives and target Artsmark numbers**

It is anticipated that every organisation involved as a formal partner within the CEP will participate in an appropriate Sub Group with CAN represented, through different cultural and community arts organisation, on each sub group.

The Sub Groups are anticipated as the drivers to enable delivery of the Action Plan, harnessing the skills and existing resources available through partners and other sector organisations. Through the Sub Groups the resources already available to support planned delivery will be identified, as well as the gaps. Where additional resources need to be secured Sub Groups will feed identified need back to the CEP to inform the development and implementation of the Fundraising Strategy.

### **Sub Group membership:**

To support and develop new engagement – Reading University, Berkshire Maestros, Reading Library, Arts and Heritage Forum (Chair), Thames Valley Housing and CAN

To focus on activity that promotes and enables readiness for creative employment – UK CIC/Elevate, Reading University, Reading College and CAN

To facilitate achievement of Arts Award objectives and target Artsmark numbers – Reading First Partnership, Artswork, Reading Cultural Partnership and CAN

## 5. OVERARCHING AIM:

**To allow every child and young person in Reading to have the opportunity to aspire, achieve and participate in high quality arts and culture, and to develop a collaborative, sustainable infrastructure to maintain such engagement.**

*Definition: the work of the CEP focuses on children and young people aged 0-19 and on vulnerable young people up to the age of 25.*

## 6. OBJECTIVES:

By August 2019 5,000 children and young people who were previously unlikely to engage with or participate in arts and culture will have engaged with and participated in an activity\*

Over the term of the CEP Action Plan 1,500 young people will have undertaken training, and achieved skills and appropriate accreditation, making them ready to seek employment in the cultural sector, or to use creative skills in their chosen employment field\*\*

Between September 2016 and August 2019 1,500 children and young people in Reading will have engaged in Arts Award with at least 750 achieving accreditation at one or more levels

Over the term of the CEP Action Plan 30 schools and colleges in Reading will have gained Artsmark status

Between September 2016 and August 2019 20+ partner organisations will actively participate, in collaboration, in delivering the CEP Action Plan

By August 2019 a further 3 Year CEP Action Plan will have been developed and resources secured to maintain a sustainable infrastructure for comprehensive ongoing arts and cultural engagement and participation from Reading's children and young people

\* By targeting activity in areas of deprivation this objective can be focused and evaluated

\*\*Meaning that young people from Reading will have achieved relevant accreditation through arts related degree programmes, BTEC Arts programmes, Silver or Gold Arts Awards, Level 5 or above Music Grades, specific and recognised theatre and dance awards, or equivalents

## 7. ALIGNMENT:

**The Reading Cultural Education Partnership Action Plan aligns with:**

**Reading Borough Council Corporate Plan 2016-2019 (Building a Better Reading)**

**Reading's Culture and Heritage Strategy 2015-2030**

**Reading Children's Trust Children and Young People's Plan 2015-2018**

**Reading's Health and Well-Being Strategy 2013-2016 (and subsequent updates)**

**Arts Council England's 10 Year Strategic Framework 2010-2020 – Great Art and Culture for Everyone**

**Arts Council England's Cultural Education Challenge**



**great art & culture for everyone**

## 8.action Plan:

Objective	Tasks	Responsibility	Alignment with other strategies
<p>1. By August 2019 5,000 children and young people who were previously unlikely to engage with or participate in arts and culture will have engaged with and participated in an activity</p>	<p>1. By December 2016 have mapped the existing activity planned to take place over the next three years that contributes to this objective (including plans through the Abbey Ruins engagement programme) and have undertaken a survey sample in two appropriate schools (one primary and one secondary) to assess numbers of children and young people who are not currently engaged (also drawing on Taking Part survey information)</p> <p>2. By January 2017 agree the target areas and schools for focused activity over the next three years</p> <p>3. By March 2017 agree the priorities, delivery agencies and fundraising requirements for new activity delivery to meet Action Plan targets, including assessing potential use of Pupil Premium</p> <p>4. By July 2017 have implemented the fundraising activity designed to secure resources for new activity</p> <p>5. Through Sept 2017-Aug 2019 – new activity delivery informed by resources secured</p> <p>6. Continuously monitor, evaluate and review achievements and establish new targets for future delivery by March 2019</p>	<p>CEP Partners led by RBC and CAN</p> <p>CEP Partners</p> <p>CEP Sub Group (including Artwork, CAN + representative of Pupil Referral Units)</p> <p>To be determined</p> <p>Reading Museum, MERL, Readipop, Jelly, Real Time Video, South St Arts Centre, Culture Mix</p> <p>CEP Partners</p>	<p>Reading's Culture and Heritage Strategy</p> <p>Reading Corporate Plan + Health and Well Being Strategy</p> <p>Reading's Children and Young People's Plan</p> <p>Reading's Culture and Heritage Strategy</p> <p>Reading's Culture and Heritage Strategy,</p> <p>Reading's Children and Young People's Plan, Health + Well Being Strategy</p>

Objective	Tasks	Responsibility	Alignment with other strategies
<p>2. Over the term of the CEP Action Plan 1,500 young people will have undertaken training, and achieved skills and appropriate accreditation, making them ready to seek employment in the cultural sector, or to use creative skills in their</p>	<p>1. By September 2016 establish a CEP Sub Group to have an active role in driving and monitoring the work towards this objective –additional partner recruits secured (including LEP representative, Elevate Reading and New Directions)</p> <p>2. By December 2016 have mapped the existing activity planned to take place over the next three years that contributes to this objective, have defined the accreditation that will be monitored to determine achievement and have fully engaged the LEP in the CEP</p> <p>3. By March 2017 determine delivery agencies and targets for achieving Gold and Silver Arts Award in the period to August 2019</p> <p>4. By July 2017 have agreed new delivery aspirations and resource requirements to contribute to achieving this objective</p> <p>5. From September 2017-August 2019 secure resources and new commitments and implement actions to achieve the target agreed</p> <p>6. Continuously monitor, evaluate and review achievements and establish new targets for future</p>	<p>Reading University, Reading College, Readipop, Elevate Reading, New Directions, Reading First Partnership</p> <p>CEP Sub Group</p> <p>RBC and Artswork</p> <p>CEP Sub Group</p> <p>Reading University, Reading College, Readipop, Elevate Reading, New Directions</p> <p>CEP Sub Group and full partnership</p>	<p>Reading Corporate Plan</p> <p>Reading’s Culture and Heritage Strategy</p> <p>Reading’s Culture and Heritage Strategy</p> <p>Reading Corporate Plan and Reading’s Culture and Heritage Strategy</p> <p>Reading Corporate Plan and Reading’s Culture and Heritage Strategy</p>

Objective	Tasks	Responsibility	Alignment with other strategies
<p>3. Between September 2016 and August 2019 1,500 children and young people in Reading will have engaged in Arts Award with at least 750 achieving accreditation at one or more</p>	<p>1. By September 2016 establish a CEP Sub Group to have an active role in driving and monitoring the work towards engagement in and achievement of accreditation activity (Arts Award and other opportunities)</p> <p>2. By December 2016 have mapped existing engagement in Arts Awards in Reading and identify/review partners and individuals accredited to deliver</p> <p>3. By March 2017 have an action plan to extend numbers of accredited partners for delivery and to focus where Arts Awards will be promoted and activity initiated to recruit target participants</p> <p>4. Wide delivery by organisations working in target Wards and with children and young people from target communities</p> <p>5. Continuously monitor, evaluate and review achievements and establish new targets for future delivery by March 2019</p>	<p>RBC, Artsworld, CAN, Reading First Partnership, CultureMix, , Reading Museum, MERL</p> <p>RBC, Artsworld and Reading First Partnership</p> <p>CEP Sub Group</p> <p>CAN, CultureMix, Reading Museum, MERL, Reading Youth Theatre, primary and secondary schools</p> <p>CEP Sub Group and full partnership</p>	<p>Reading's Culture and Heritage Strategy, Children and Young People's Plan, Health and Well Being Strategy</p> <p>Reading's Culture and Heritage Strategy</p> <p>Reading's Culture and Heritage Strategy, Children and Young People's Plan, Health and Well Being Strategy</p> <p>Reading's Culture and Heritage Strategy</p>





Objective	Tasks	Responsibility	Alignment with other strategies
<p>4. Over the term of the CEP Action Plan 30 schools and colleges in Reading will have gained Artsmark status</p>	<p>1. Primary and secondary education representatives fully participating in the CEP partnership by October 2016 – particular focus needed on recruiting secondary schools</p>	<p>Reading First Partnership</p>	<p>Reading Children and Young People’s Plan</p>
	<p>2. 10 Reading schools to have attended an Artsmark development day by March 2017</p>	<p>Reading First Partnership and Artswork</p>	<p>Reading Children and Young People’s Plan, Reading’s Culture and Heritage Strategy</p>
	<p>3. 10 Reading schools to have achieved new Artsmark status by July 2017</p>	<p>Reading First Partnership and Artswork</p>	<p>Reading Children and Young People’s Plan, Reading’s Culture and Heritage Strategy</p>
	<p>4. 10 more Reading schools to have attended an Artsmark development day by December 2017</p>	<p>Reading First Partnership and Artswork</p>	<p>Reading Children and Young People’s Plan, Reading’s Culture and Heritage Strategy</p>
	<p>5. 10 additional Reading schools to have achieved new Artsmark status by July 2018</p>	<p>Reading First Partnership and Artswork</p>	<p>Reading Children and Young People’s Plan, Reading’s Culture and Heritage Strategy</p>
	<p>6. By August 2019 30 Reading schools and colleges have achieved and are maintaining Artsmark status</p>	<p>Primary and secondary schools CEP Sub Group</p>	<p>Reading Children and Young People’s Plan, Reading’s Culture and Heritage Strategy</p>
		<p>CEP Partners</p>	<p>Reading Children and Young People’s Plan, Reading’s Culture and Heritage Strategy</p>



Objective	Tasks	Responsibility	Alignment with other strategies
<p>5. Between September 2016 and August 2019 20+ partner organisations will actively participate, in collaboration, in delivering the CEP Action Plan</p>	<ol style="list-style-type: none"> <li>1. Primary and secondary education representatives fully participating in the CEP partnership by October 2016– particular focus needed on recruiting secondary schools</li> <li>2. 3 key Sub Groups of the CEP set up, established and effectively operating by December 2016</li> <li>3. CAN effectively re-established and operating as a comprehensive partnership network by March 2017</li> <li>4. Any gaps in the CEP membership identified and filled by March 2017</li> <li>5. Review of the CEP Action Plan achievements in each of July 2017, July 2018 and July 2019</li> </ol>	<p>Reading First Partnership</p> <p>CEP Partners</p> <p>Readipop, Jelly, RBC and Artswork</p> <p>CEP Partners</p> <p>CEP Partners</p>	<p>Reading Children and Young People’s Plan</p> <p>Reading’s Culture and Heritage Strategy</p> <p>Reading’s Culture and Heritage Strategy</p> <p>Reading’s Culture and Heritage Strategy</p> <p>Reading’s Culture and Heritage Strategy</p>

Objective	Tasks	Responsibility	Alignment with other strategies
<p>6. By August 2019 a further 3 Year CEP Action Plan will have been developed and resources secured to maintain a sustainable infrastructure for comprehensive ongoing arts and cultural engagement and participation from Reading's children and young people</p>	<p>1. Any gaps in the CEP membership identified and filled by March 2017</p> <p>2. By March 2017 agree the priorities, delivery agencies and fundraising requirements for new activity delivery to meet Action Plan targets</p> <p>3. By July 2017 have implemented the fundraising activity designed to secure resources for new activity planned 2017-2019 (including seeking Artsworld partnership funds)</p> <p>4. Continue the process of consultation and dialogue to with those involved in the sector to ensure targets and objectives remain ambitious and relevant</p> <p>5. By December 2017 have created a long term Fundraising Strategy to meet the needs of establishing a sustainable infrastructure to fulfil CEP aim and objectives</p> <p>6. Implementation of the long term Fundraising Strategy through 2018</p> <p>7. By August 2019 30 Reading schools and colleges have achieved and are maintaining Arts Mark status</p> <p>8. By August 2019 a new 3 Year CEP Plan is in place with committed resources for implementation</p>	<p>CEP Partners</p> <p>CEP Sub Groups and Partners</p> <p>CEP Sub Groups and Partners</p> <p>CEP Partners, led by RBC</p> <p>CEP Partners, led by RBC</p> <p>CEP Partners, led by RBC</p> <p>Primary and secondary schools</p> <p>CEP Partners</p>	<p>Reading Corporate Plan and Reading's Culture and Heritage Strategy</p> <p>Reading's Culture and Heritage Strategy</p> <p>Reading Corporate Plan, Reading's Culture and Heritage Strategy, Children and Young People's Plan and Health and Well Being Strategy</p> <p>Reading Corporate Plan, Reading's Culture and Heritage Strategy, Children and Young People's Plan and Health and Well Being Strategy</p> <p>Reading Corporate Plan, Reading's Culture and Heritage Strategy, Children and Young People's Plan and Health and Well Being Strategy</p> <p>Reading Children and Young People's Plan, Reading's Culture and Heritage Strategy</p> <p>Reading Corporate Plan, Reading's Culture and Heritage Strategy, Children and Young People's Plan and Health and Well Being Strategy</p> <p>Reading Corporate Plan, Reading's Culture and Heritage Strategy, Children and Young People's Plan and Health and Well Being Strategy</p>



# APPENDIX 1

## TERMS OF REFERENCE

### Purpose and role of the group:

The purpose of the group is to drive forward a shared vision in providing high quality arts and cultural experiences for children and young people in Reading; ensuring them the opportunity to aspire, achieve and participate.

### Outcomes:

As partners working together the aim is to achieve the following:

- Ensure art and culture is strategically positioned to influence senior level decision making
- Increase the profile of art and culture for children and young people and advocate its benefits
- Ensure the Culture and Heritage Strategy, children and young people targets are developed and implemented
- Create and implement a cultural education infrastructure to provide sustainable access to a diverse range of communities and cultural activities, complementing the ACE creative case for diversity
- Collaboratively work with Reading CAN to provide access to artist, cultural organisations, best practice and workforce development
- Support the ongoing art and culture activities for children and young people and develop new initiatives where identified.

The Cultural Education Partnership (CEP) is responsible for commissioning any financial resource which will actively contribute to the agreed outcomes. It is also responsible for identifying and generating revenue to support outcomes.

### Membership

#### Reading Borough Council

- Chair of Arts and Heritage Forum (Chair)
- Mayor
- Head of Culture and Economic Development
- Head of Education Services
- Children Services- cross sector representation x3 (e.g. youth service, children centres)
- Library Service Manager
- Reading Museum Manager
- Culture Development Officer

#### Community Engagement

- 1 leading representative of Reading CAN
- 1 representative from the Local Strategic Partnership
- 1 representative Cultural Partnership (Arts)
- 1 local artist

#### Education Engagement

- 1 representative from School Governors
- 2 head teachers (primary and secondary)
- 1 representative of further education (Reading College)
- 1 representative from Higher Education (University of Reading)
- 1 representative Music Education Hub



1. Aged 0-19 and up to 25 for children and young people with a disability

## TERMS OF REFERENCE (CONT)

### Core Strategic Partners

- 1 representative from Artswork
- 1 representative for the Reading Youth Cabinet
- 1 representative from the Health and Wellbeing Board

### Other Partners

- 1 representative Police and Crime Commissioners
- 1 representative Housing Association
- 1 representative Thames Valley LEP
- 1 representative Business and Skills- UK CIC

Each role will be reviewed on an annual basis. The purpose of this is to ensure that the partnership represents the communities changing views, bring new perspectives and innovation to the partnership.

Membership of the partnership will be by invite only.

### Accountability:

Governance- Readings CEP is a formal partnership brought together under this Terms of Reference document.

### Working methods:

CEP members agree to:

- Work collaboratively towards the outcomes agreed
- Use an Outcomes Framework to plan project activity delivered individually and in partnership
- Share project ideas and learning with the CEP members at partnership meetings or within Reading CAN to inform the development of the Outcomes Framework and the shared expertise of the group
- CEP members understand that there needs to be a long term commitment and collaboration in order to ensure sustainability and longevity

### Organisation

The venue for meetings will be held in Reading.

Meetings will be held on a quarterly basis

### Decision Making

The partnership will be asked for decisions and recommendations on a range of cultural opportunities in Reading for children and young people. When voting the majority carry's the vote, if the vote is tied the chair has the deciding vote. In the event that a board member is unable to attend their substitute can attend to vote on their behalf or they can vote in advance of the meeting by sending their vote through to the chair.

### Review

The CEP will review its outcomes, membership and activity on an annual basis.

### Changes

This is intended to be a working document and as changes are made it will be circulated to the partnership.



## APPENDIX 2



### WHY ARTSMARK?

The new Artsmark has been redesigned, by schools for schools, to make it relevant and straightforward.

#### Benefits to Schools

- Access to exceptional resources as well as networks of the country's most treasured cultural organisations, helping them develop and strengthen their arts provision
- Evidence of how a school is meeting its social, moral, cultural and spiritual requirements for OFSTED
- Endorses and highlights a schools schools high quality arts and cultural offer

#### Benefits to Students

- Build the confidence, resilience and drive that will help children grow into happy, articulate, successful young people
- Arts and culture unlock potential helping children and young people develop character and talent, knowledge and understanding
- Gives every child the opportunity to create, compose, and perform, gain knowledge and understanding, and to visit, experience and participate in extraordinary work

Find out more here:  
[www.artsmark.org.uk](http://www.artsmark.org.uk)

For more information contact the  
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### DISCOVER GREAT ARTS & CULTURE

Connectingwithculture.com - the quick, easy way for schools, children & youth organisations to connect with arts and culture across the South East



### WHY ARTS AWARD?

Arts Award is a unique national qualification that supports anyone up to 25 years old to grow as an artist and arts leader, inspiring them to connect with, and take part in, the wider arts world. Arts Award enables young people to progress their learning throughout their school life and beyond into further education and employment.

Arts Award has five levels, four of which (Explore, Bronze, Silver, Gold) are on the Qualifications and Credit Framework (QCF). Arts Award Discover is an introductory award.

At each level, children and young people work with an Arts Award

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

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Adviser, a trained adult who supports them to gain arts experiences, provides guidance and assesses their arts logs and portfolios. Teachers, teaching assistants, museum learning staff, art practitioners, youth workers and volunteers can all train as advisers.

Offering Arts Award can also help schools to demonstrate certain elements of the OFSTED and Teaching Standards framework and provides great links across the curriculum.

Find out more here:  
[www.artsaward.org.uk](http://www.artsaward.org.uk)

For more information contact the  
Arts Award team at Artwork:

Kristianne Drake  
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## APPENDIX 3

### INTRODUCTION

The Reading Cultural Education Partnership members agreed that it was paramount to its development to hear the voices of young people when developing a three year action plan. Therefore, a consultation was created for children and young people to provide their feedback. The consultation was delivered between May-July 2016. 280 children and young people completed the consultation, below are key findings. Further analysis is possible, via data that is collected.

#### Key Learning:

##### About the Young People

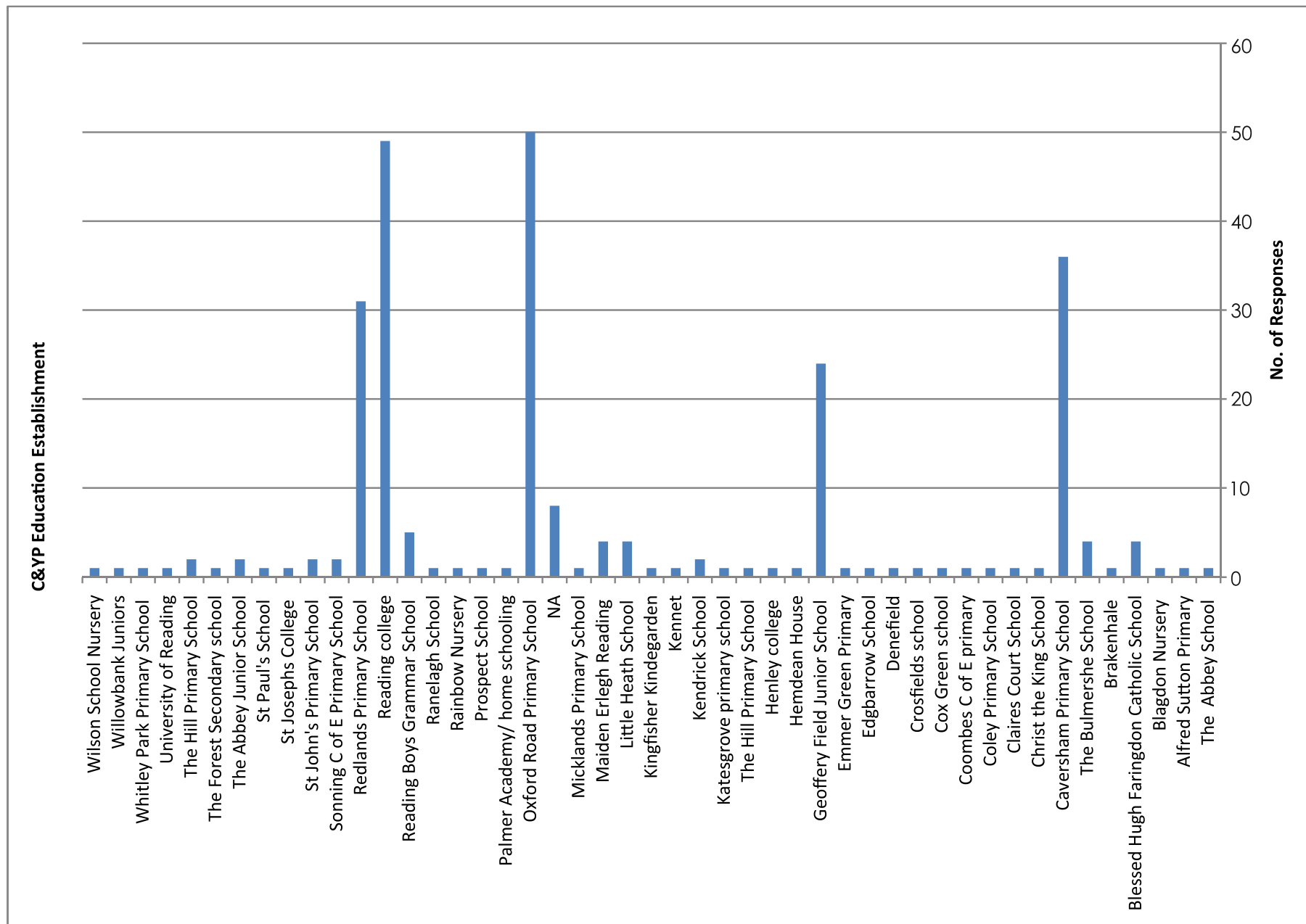
54% Female 44% Male 1% preferred not to say

56% White British 44% BME

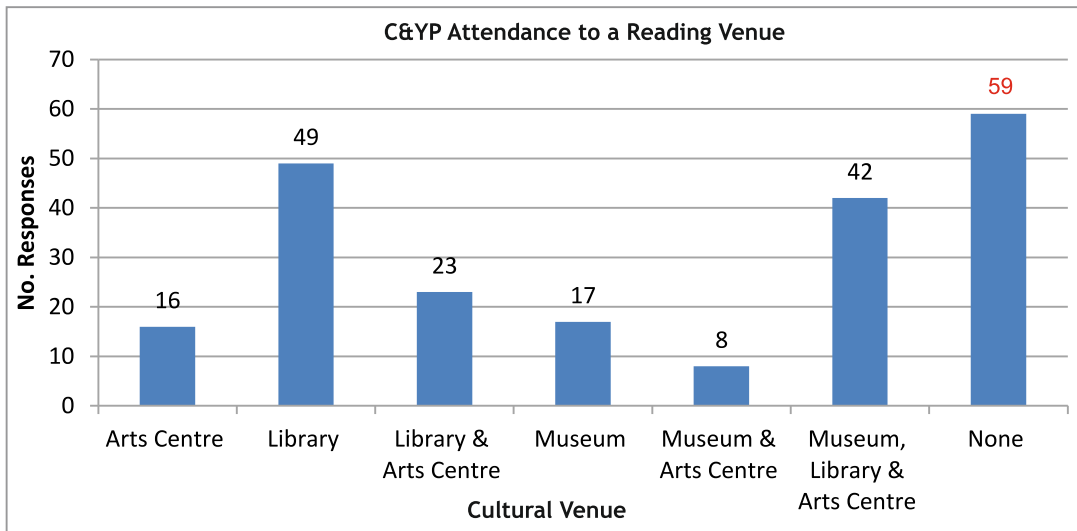
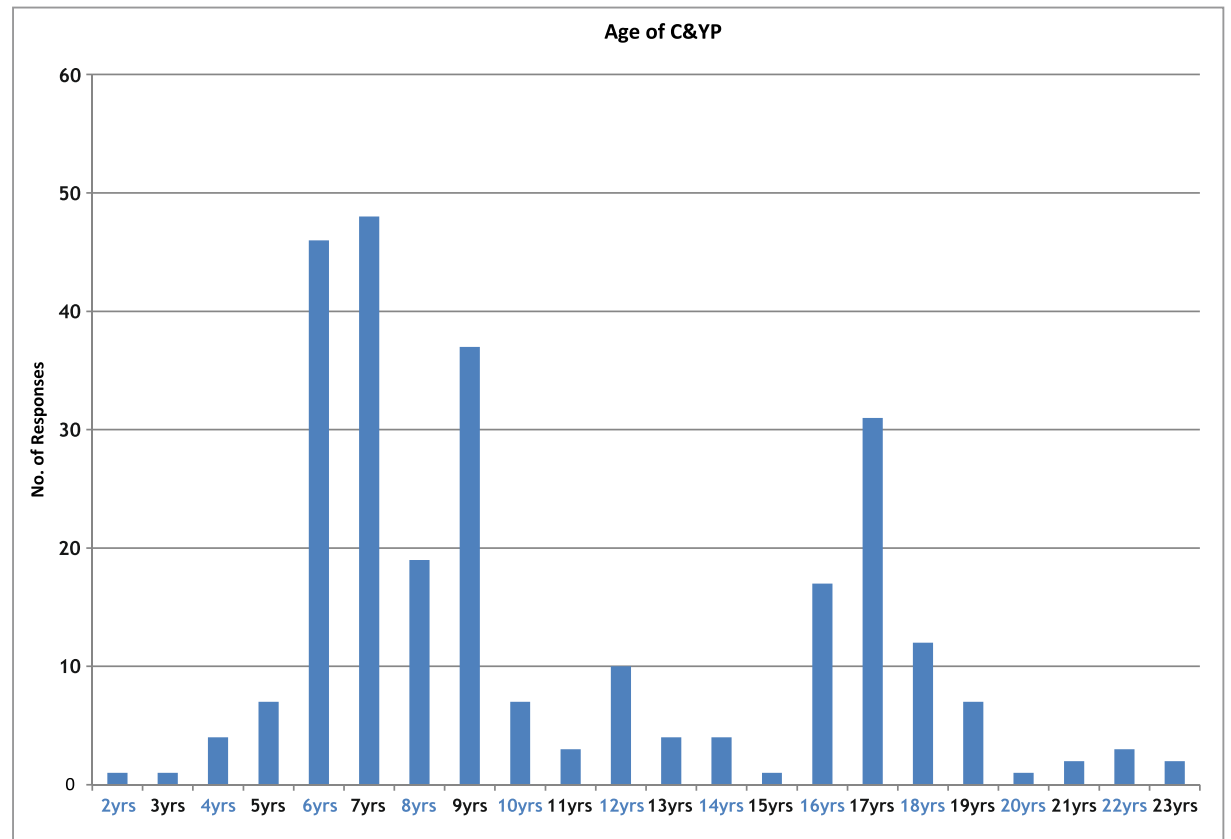


HEAR THE VOICES OF  
YOUNG PEOPLE

## Education Settings Engaged



Further details (Cont.)





### Art Events

Have you attended or taken part in a gallery exhibition, street art performance, carnival or festival?

51% yes **49% No**

32% in School, 50% out of School, in and out of school 17%

9% once a week or more

19% 2 times a month

**72% once a month or less**



### Writing

Have you written your own story or piece of creative writing?

**82% yes** 18% No

52% in School, 9% out of School, in and out if school 39%

**52% once a week or more**

20% 2 times a month

28% once a month or less



### Drama and Theatre

Have you watched or taken part in a play or other drama/theatre activity?

**69% yes** 31% No

39% in School, 21% out of School, 40% in and out of school

22% once a week or more

8% 2 times a month

**73% once a month or less**



### Art

Have you drawn or painted a picture, put together a model or made a sculpture, pot or piece of jewellery?

**82% yes** 18% No

48% in School, 16% out of School, 36% in and out of school

**56% once a week or more**

16% 2 times a month

29% once a month or less



### Music

Have you sung, played a musical instrument, watched or taken part in a musical performance or created a new piece of music using a computer?

**79% yes** 21% No

**53% in School, 39% out of School, 61% in and out of school**

**58% once a week or more**

4% 2 times a month

39% once a month or less



### Photography

Have you taken some photographs using your mobile phone, tablet computer or other camera?

**88% yes** 12% No

14% in School, 62% out of School, in out of school 24%

47% once a week or more

23% 2 times a month

30% once a month or less



### Reading

Have you read books for fun or listened to someone else read you a book or story?

**91% yes** 24% No

18% in School, 23% out of School, 60% in and out of school

**83% once a week or more**

5% 2 times a month

11% once a month or less



### Dance

Have you watched or taken part in a dance performance?

**60% yes** 40% No

44% in School, 37% out of School, 20% in and out of school

24% once a week or more

4% 2 times a month

**72% once a month or less**





### Media

Have you visited the cinema or made your own film, animation, computer game, radio broadcast, written a blog or created a website?

84% yes 16% No

8% in School, 62% out of School,  
29% in and out of school

15% once a week or more

14% 2 times a month

71% once a month or less



### Arts Award

Have you taken part in an Arts Award?

36% yes 64% No

81% in School 10% out of School 7% in and out of school



Are there any other arts or cultural activities that you take part in that are not listed above? If there are, please note them below and then state where you take part in them and how often.

Sculpturing

Paper Mache and clay

Mask making

More activities from Jelly if they were in a town centre studio

I want to try more art from other countries

3D drawings

Water colours

Animals sketch

Building a house made of blocks

Ballet piano guitar

Would like more computer activities

Would like to perform on TV for music videos or do more performances

Film making

Would like to try radio activities

Animal drawing

Making TV programmes out of animation

Making models

Making my own game

Exhibiting at a gallery

Doing the Arts Award

Animation film

Doing directing

Illustration workshops

Writing group

Graffiti class

Making video games

Animal drawing

Sewing

Pottery

Model clay



## I think taking part in arts activities is important for me because...

'Life would be boring without arts'

'It is usually not an academic subject and is different from school lessons. More relaxing and enjoyable'

'Interesting and fun'

'I love arts'

'Art can help you'

'Art provides a bit of escapism from the daily grind - allows the mind to unwind'

'It enriches my creativity and allows my mind to go free'

'I can join in with art'

'I can increase my creativity through art'

'Art is interesting'

'Art is good for learning and cool'

'Art can increase my creativeness and challenge me to creative things I wouldn't usually'

'Art helps to broaden your horizons'

'Art helps you learn new skills'

'I can meet new people and enjoy myself whilst being me'

'Art activities help to build social skills & to understand people's culture , views on today's society'

'I like doing messy and colourful things. Playing the drums is noisy and cool'

'Dancing and singing makes me feel very happy. Writing and listening to stories can be exciting. I find taking photos interesting'

'Art is fun to do with family and friends'

'Art teaches me how to do things that I wouldn't do normally at home'

'Art helps me make friends and it's fun'

'Art gives you an insight into different communities'

'Art gain an understanding of myself'

'Art makes me happy'

'Art enhances my social skills and involves you in public situations'

'It helps keep my brain and body active'

'Arts, like drawing and playing the piano are hard for me as I have cerebral palsy which makes it hard to control my fingers. But it's great when I succeed and if I keep trying I succeed!'

'Art helps me to make new friends and develop my brain for creative problem solving'

'I find art very fun and it is an important part of my life. My instruments mean a lot to me so does acting and dancing'

'Art gives me confidence - I enjoy it a lot'

'Art helps me express myself and is fun'

'It encourages me to spend my time expanding my mind and skill set in all manner of ways. For some it is therapy, for some it is education and for some it is just plain fun. It is all three for me and think the benefits to doing arts activities are endless'

'Art is an important aspect of a person's life, it can be the best way to express someone's inner thoughts and feelings without having to use words, it can help develop someone's confidence and creativity skills that could help them during later life'

'Art is important because it can have a real impact on someone's life'

'Art helps me get more connected to the wider society as so many people enjoy that. It's like being a part of ever present community'

'I love art because art has different things like drawing and colouring'

