



Scottish **Arts** Council

Arts Education – a Lifelong Learning Strategy

2004-2009

EDUCATION

Contents

Foreword	1
The right time	2
The imperative	3
The framework	4
The aims	5
Action Plan 2004-2009	8
References	16
Abbreviations	16

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Foreword

This Arts Education Strategy is the result of a year of rigorous discussion, thinking, drafting and re-drafting, and has been much informed by consultation with the wider world of education and the arts, by the deliberations of our Education Forum, and other Scottish Arts Council strategies. We are very grateful to all who took time to consider and comment on it and, in particular, the members of the Education Forum, whose legacy this document represents.

The words in which any strategy is couched are necessarily fairly precise, but the passionate beliefs behind it, while not perhaps made explicit, underlie everything written here. The Scottish Arts Council believes that arts and creativity have the power to bring joy, change lives, provoke thought and action and give a confident voice and means of expression to everyone, and therefore should be open and available to all. We also believe that arts and creativity are, or should be, inextricably bound up with the same principles and

practice which drive education in its widest sense.

Much of our Education Strategy is concerned with forging new partnerships and strengthening old ones. We are very aware of the need to do this in order to tap into a greater area of expertise and experience than we have currently. Partnership working is not always easy, but we are confident that such partnerships are the best way forward and add rigour to the objectives and outcomes of the Strategy.

We are not, of course, starting from scratch. There is an enormous amount of excellent work in evidence in Scotland. The growth of the Creative Links programme, which places arts co-ordinators at the strategic centre of education authorities, has already made a huge difference to the profile and practice of arts in education. The Cultural Co-ordinators project, which has 100 people working at school level to help make possible arts education links, can only

spread that good practice wider and more effectively.

This is an aspirational Strategy, which acknowledges no distinction between education and lifelong learning. It is a Strategy for the Scottish Arts Council as a whole to better serve the people of Scotland.



Graham Berry
Director
Scottish Arts Council

The right time

Within Scotland, and internationally, there has never been a more timely opportunity to promote the intrinsic and instrumental benefits of the arts, culture and creativity in lifelong learning.

It is clear that fostering creativity is a major priority in many areas of modern society. Creative thinking, innovation and excellence are seen as essential components of social and economic growth, and new ideas and solutions are the keys to survival in a rapidly-changing world. The arts and cultural activity offer distinct and stimulating ways of nourishing essential human characteristics.

In the case of formal education, the Standards in Scotland's Schools Act 2000 stated that it is the responsibility of local authorities to provide education that reflects Article 29(1)(a) of the UN Convention on the Rights of the Child: 'to ensure the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential'. Such provision imposes a statutory duty to

stimulate the development of the individual child.

A variety of current Scottish initiatives reinforces this sense of the 'right time' for the arts, culture and creativity in education. The Scottish Executive's policy reflected in the National Cultural Strategy document, *Creating our Future... Minding our Past*; the outcomes of the national debate in education and the resultant publication *Educating for Excellence*; and the Culture, Education and Sport Committee's report on the *Purposes of Education*, offer unprecedented opportunities for the arts.

Such opportunities can be seized in practical ways such as the National Priorities Framework for Improving Scotland's Schools, the New Community Schools initiative, enterprise and citizenship education, the growth in Out of School Hours Learning, the IDES network and Learning and Teaching Scotland's (LTS) *Creativity in Education* publication and web resource and the Scottish Executive's *Assessment is for*

Learning Programme. All these initiatives explicitly recognise the potential contribution to be made by the arts, culture and creativity in education.

In youth work comparable developments are arising from the Scottish Arts Council-supported Creative Links Officers in national organisations such as YouthLink Scotland, Young Scot and Children in Scotland. And there is an expectation that there will be complementary developments in further, higher and community education.

It is into this context that this Education Strategy is placed, complementing and augmenting current initiatives, 'realising culture's potential contribution to education, promoting inclusion and enhancing people's lives' (National Cultural Strategy, 2000, page 38).

The imperative

The social, economic, cultural and educational context of the 21st century demands new ways of thinking about the arts, culture and creativity. This new thinking, whether in formal or informal learning, must help the people of Scotland become active and reflective participants in society and in their own learning. Learning in and through the arts can enhance knowledge and understanding of artists' practice and remove barriers in a way which acknowledges and appreciates individual identities and values. Such a view of arts education builds on wider educational and public policy objectives currently dominating political and social thinking.

The arts in Scotland attract international acclaim. In many areas participation in the arts is greater than ever before, and arts activities take place in all communities across the country. Engagement in the arts (whether as practitioners, participants or audiences) involves reflection on the ideas and skills that make them a real and vital part of daily life.

Creativity, imagination and the arts are at the core of a dynamic, diverse and inclusive cultural Scotland. They have the potential to be life-changing, inspirational and engaging, belonging to us all. Creativity has high currency as an aspect of contemporary life. It is becoming an essential feature of lifelong learning as education is called upon to prepare people for a world that is changing more rapidly now than ever before. The arts, in a unique and particular way, and as perhaps the most obvious and universal expression of creativity, have an important role to play in that educational objective.

It is by engaging learners of all ages, artists and non-artists, in arts experiences where creative thought and action are fostered, that deeper and wider appreciation of the power of the creative process and the value of the arts can best be nurtured. Learning takes place whether you are reading in the local library, directing an opera, dancing in a community production, working with new media or developing ideas for visual artworks.

The framework

The Scottish Arts Council's five-year strategy for education forms an essential part of our commitment to championing and nurturing the arts in Scotland. The Scottish Arts Council is involved in delivering corporate arts and education objectives through departmental strategies and funding decisions. Current strategies include audience development, crafts, cultural diversity, dance, drama, literature, music and visual arts.

This Education Strategy puts in place a framework that encourages learners to enjoy the arts. This strategy will help develop informed, confident, critically aware individuals and communities who understand and appreciate the role of artists, the arts, culture, creativity and imagination and their impact on people's lives. In setting out our educational aims, we seek to ensure that the arts in Scotland provide exciting, innovative and diverse experiences, appropriate for all.

To help develop the skills, values and attributes that all of us need for effective life and work in a knowledge-based society, learners must be afforded opportunities to engage in creative problem-posing and -solving, analytical thinking, working collaboratively, discernment and judgement. To encourage imaginative approaches to creating an effective and forward-looking society it is essential that we recognise the role the arts, culture

and creativity can play in issues of citizenship, such as social justice, inclusion, community development, the environment and sustainable development.

Excellence in arts education has positive affective, cognitive, cultural, personal, physical and social consequences that help learners cope with the demands of contemporary life, extending what we know as well as what we can imagine and what we can feel. 'Such benefits enrich lives and are achieved through developing the full variety of human intelligences, exploring feelings, sensibilities and values, examining cultural change and developing physical and perceptual skills' (Robinson, 1982, pages 10-12). Positive arts experiences confirm that the role of education is more than 'learning how to make a living; it's about learning how to make a life' (Eisner, 1997, page 5).

Excellence in cultural organisations involves three elements: programming and development of arts practice; clear awareness of the educational potential of the practice; and an understanding of the differing needs of audiences. From the integration of these elements comes wider appreciation and celebration of the arts. Consideration is given, therefore, to both the practice and the ways in which audiences engage with the arts.

This integrated approach by both the Scottish Arts Council and the organisations and projects it funds will afford more people the opportunity to experience arts and cultural activity.

We are committed to improving appreciation of contemporary practice as a context for learning in and through the arts. The best of this practice makes up a profoundly important body of ideas and insights into the world. The aim must be to enhance the public's confidence, understanding and appreciation of what artists wish to achieve and communicate.

The Education Strategy, whilst complementing and augmenting current initiatives in public policy, challenges people and organisations in many areas of life and work to reflect on their policies and practice to secure the vision set out in the National Cultural Strategy for Scotland, *Creating our Future... Minding our Past* (2000):

'...it is through engagement with culture in its widest sense that people are enabled and communities strengthened... to succeed in the 21st century Scotland needs to foster the creativity and ingenuity of all its people'.

The aims

The Scottish Arts Council's commitment is to place the arts, culture and creativity at the heart of learning

From this goal, six key aims have been identified:

- Aim 1** to enhance the value attached to arts education
- Aim 2** to assert the responsibility of Core Funded Organisations (CFOs) and other relevant Scottish Arts Council funded projects to provide a range of learning experiences as central to their practice
- Aim 3** to encourage recognition and use of the professional arts sector as a key resource in the provision of educational experiences
- Aim 4** to increase the availability of continuing professional development opportunities for artists
- Aim 5** to foster conditions that ensure teachers and other professionals, such as youth and community workers, are confident and expert in arts provision in both formal and informal learning contexts
- Aim 6** to raise the profile of contemporary arts practice as a context for learning.

The Scottish Arts Council works with a range of individuals, groups, organisations and agencies to achieve these aims and to build partnerships in order to ensure shared understandings.

For each aim, objectives, outcomes and actions have been identified. Aims and their relevant objectives are outlined below, with a comprehensive list of actions under the headings of advocacy, networks, partnerships and research in the Action Plan which follows. The Action Plan gives a fuller picture. This gives timescales where possible, but may be dependent on the extent of funds available in the future.

forging new partnerships, strengthening old ones

Aim 1

To enhance the value attached to arts education

Objectives:

- to demonstrate to key stakeholders how the arts, culture and creativity can benefit learning
- to advocate for the establishment of a ministerial task force on the role of the arts, culture and creativity in learning contexts
- to influence the corporate policies of key stakeholders in both formal and informal education through partnership working
- to contribute to the review of the school curriculum
- to provide practical advice for local authorities and schools on the contribution that cultural activity can make to life and work
- to strengthen the arts education infrastructure in Scotland through a series of strategic actions.

Aim 2

To assert the responsibility of CFOs and other relevant Scottish Arts Council funded projects to provide a range of learning experiences as central to their practice

Objectives:

- to establish within the Scottish Arts Council a strategy and timeline that requires agreed CFOs to develop integrated arts education policies and practices
- to ensure Scottish Arts Council application and monitoring procedures reflect this requirement.

Aim 3

To encourage recognition and use of the professional arts sector as a key resource in the provision of educational experiences

Objective:

- to demonstrate the benefits for learning of engagement with the highest quality arts practice, and publish findings.

Aim 4

To increase the availability of continuing professional development opportunities for artists

Objectives:

- to review the current range of professional development opportunities available to artists
- to support appropriate organisations in the provision and the dissemination of information on continuing professional development for artists.

Aim 5

To foster conditions that ensure teachers and other professionals such as youth and community workers, are confident and expert in arts provision in both formal and informal learning contexts

Objectives:

- to establish, in collaboration with Initial Teacher Education (ITE), a forum for discussion and action
- to plan comparable activities with groups with responsibility for informal learning
- to support organisations in the dissemination of information on continuing professional development opportunities for teachers and other professionals.

Aim 6

To raise the profile of contemporary arts practice as a context for learning

Objective:

- to demonstrate the range of benefits of high quality contemporary arts experiences to the educative process.

Scottish Arts Council Education and Lifelong Learning Action Plan 2004-2009

This Action Plan provides a detailed framework showing how we will implement the Education Strategy. For each aim we have identified objectives and specific actions.

Please note that, as highlighted on page 5, the implementation of certain proposals will be dependent on additional investment, and therefore timescales may vary.

EDUCATION

Outcomes	Objectives	Actions	Timeline
National recommendations set for engagement in arts, cultural and creative activity for the people of Scotland	To demonstrate to key stakeholders the range of benefits of the arts, culture and creativity to learning	Advocacy Fund the 'Premier Pack' produced by Young Scot, used by 32 local authorities as part of the Personal and Social Education (PSE) curriculum*	2004/09
A strengthened arts education infrastructure that supports and promotes excellence in arts, cultural and creative education	To advocate the establishment of a ministerial taskforce on the role of the arts, culture and creativity in learning	Continue to fund Scottish Adult Learning Arts Awards, sponsor annual awards event in partnership with Scottish Adult Learning Partnership (SALP), and work with the organisation to develop future collaborations*	2004/09
All education curricula in both formal and informal contexts appropriately reflect the benefits of the arts to the educative process	To influence the corporate policies of key stakeholders in both formal and informal education through partnership working	Organise a conference on arts, lifelong learning and older people*	2004
	To contribute to curricular review processes	In advance of the formal education curriculum review generate a paper setting out the range of benefits of the arts, culture and creativity to learning	2004
	To provide practical advice for local authorities and schools on the contribution that cultural activity can make to life and work	Partnerships In collaboration with key stakeholders review corporate policies, aims and objectives to determine opportunities for collaborative projects which strengthen the position of the arts, culture and creativity within learning	2004/09
	To strengthen the arts education infrastructure in Scotland through a series of strategic actions	Recommend to the Scottish Executive the formation of a ministerial task force to consider the place of the arts, culture and creativity in learning and meet with Ministers and civil servants to discuss the proposal	2004
		Identify individuals to serve on relevant review panels for curricular review processes	2004
		In collaboration with LTS host an event on culture, creativity and citizenship	2004
		Fund Creative Links posts in Children in Scotland, Young Scot, Youth Link Scotland and Imagine, and identify possibilities for future seed-funded partnerships*	2004
		With LTS, commission and disseminate a publication advocating and demonstrating the benefits of high quality arts education in developing a range of competencies which transfer to work and life	2005
		In collaboration with the Scottish Arts Council Drama Department work with stakeholders to develop a strategy for drama education initially by funding a review of provision and practice	2004

Aim 1 To enhance the value attached to arts education (continued)

Outcomes	Objectives	Actions	Timeline
		In collaboration with the Scottish Arts Council Music Department, implement the recommendations of the Youth Music Audit	2004/06
		<i>Work with key partners within education to explore options for strengthening dance within the curriculum and devise action plan</i>	2004/07
		Research	
		Commission a two-year research project on the impact of the arts and culture in fostering creativity in young people	2004/06
		Commission a mapping exercise to identify the numbers of young people engaging in the arts and cultural activity in Scotland	2004
		Review the position of the arts in undergraduate community education and youth work training to identify future strategy for more effectively integrating arts-related elements	2005

Items marked * are currently part of the Education Department workplan
 Items in *italics* are currently part of Arts Development strategy workplans

Aim 2

To assert the responsibility of Core Funded Organisations (CFOs) and other relevant Scottish Arts Council funded projects to provide a range of learning experiences as central to their practice

Outcomes	Objectives	Actions	Timeline
<p>Agreed CFOs have an integrated model of working practice by 2009</p> <p>CFOs and other relevant Scottish Arts Council funded projects provide a broad menu of high quality and appropriate opportunities for a wide cross-section of people to engage with arts practice</p>	<p>To establish within the Scottish Arts Council a strategy and timeline that requires agreed CFOs to develop integrated arts education policies and practices</p> <p>To ensure Scottish Arts Council application and monitoring processes and procedures reflect this requirement</p>	<p>Networks</p> <p>Fund, organise and support the annual conference for education officers in arts organisations. Review content and target participants in 2004*</p> <p>Partnerships</p> <p>Make Scottish Arts Council funding available to enable CFOs to develop integrated programmes of practice</p> <p>Fund two education officer traineeships in 2004 and 2005, and review programme in 2006*</p> <p>Host, in collaboration with arts development departments, a series of seminars for CFOs which investigate examples of good practice in integrated working</p>	<p>2004/09</p> <p>2006/09</p> <p>2004/06</p> <p>2005</p>
<p>All Scottish Arts Council application and monitoring processes appropriately reflect this requirement</p>		<p>Research</p> <p>Commission research project auditing current policy and practice within CFOs</p>	<p>2004/05</p>

Items marked * are currently part of the Education Department workplan

Aim 3 To encourage recognition and use of the professional arts sector as a key resource in the provision of educational experiences		Timeline
Outcomes	Objectives	Actions
Every child in Scotland has at least one engagement with the professional arts each year until age 16	To demonstrate the benefits for learning of engagement with the highest quality practice, and disseminate findings through publication and other means	<p>Advocacy</p> <p>Seek mainstream funding for Cultural Co-ordinators programme post-2006 2005/06</p> <p>Seek programming/commissioning budget for each Cultural Co-ordinator post-2006 2005/06</p> <p>Consider the outcomes of a feasibility study into smARTmark charter mark scheme* 2005/07</p> <p>Commission a publication that demonstrates the benefits of engagement with the professional arts sector 2004</p> <p>Networks</p> <p>Facilitate and fund the National Arts Education Network* 2004/09</p> <p>Partnerships</p> <p>Continue to develop the Creative Links Programme by offering partnership funding to each local authority by 2007 2004/07</p> <p>In three contrasting local authorities, fund action research projects in a variety of learning contexts, where artists and educators collaboratively deliver curricula 2004/09</p> <p>In collaboration with Scottish Cultural Resources Access Network (SCRAN), seek funding to digitise relevant work created by CFOs and disseminate as an educational resource through National Grid for Learning (NGfL) and SCRAN websites 2005/06</p> <p>Research</p> <p>In advance of a proposed high profile campaign about creativity, commission base line research 2005</p>

Items marked * are currently part of the Education Department workplan

Aim 4

To increase the availability of continuing professional development opportunities for artists

Outcomes	Objectives	Actions	Timeline
A broad range of continuing professional development is available for artists	<p>To review the current range of professional development opportunities available to artists</p> <p>To support appropriate organisations in the provision and the dissemination of information on continuing professional development for artists</p>	<p>Networks</p> <p>Bring together representatives from Higher Education arts institutions to discuss the provision of professional practice in undergraduate education</p> <p>Partnerships</p> <p>In collaboration with Scottish Arts Council arts development departments undertake an artists' skills audit in order to identify need</p> <p>Fund five professional development training opportunities in each artform, each year. Review in 2008</p> <p>Research</p> <p>Map current professional development provision</p> <p>Research the ways and means of establishing an agency/project manager to develop continuing professional development opportunities for artists in all artforms to work in educational contexts</p>	<p>2004</p> <p>2005/06</p> <p>2005/09</p> <p>2005/06</p> <p>2007/08</p>

Aim 5

To foster conditions that ensure teachers and other professionals such as youth and community workers, are confident and expert in arts provision in both formal and informal learning contexts

Outcomes	Objectives	Actions	Timeline
A strengthened infrastructure of professionals to provide arts, cultural and creative activity	To establish, in collaboration with Initial Teacher Education providers, a forum for discussion and action	Partnerships Facilitate meetings with Higher Education institutions to discuss the position of the arts, culture and creativity in Initial Teacher Education	2006
	To plan comparable activities with groups with responsibility for informal learning	Facilitate meetings with higher education institutions to discuss the position of the arts, culture and creativity in undergraduate education	2006
	To support organisations in the dissemination of information on continuing professional development opportunities for teachers and other professionals	Research Research the place of the arts, culture and creativity in a broad range of higher education courses	2005

Aim 6

To raise the profile of contemporary arts practice as a context for learning

Outcomes	Objectives	Actions	Timeline
Arts curricula in both formal and informal education appropriately reflect contemporary practice and artists' use of new media	To demonstrate the range of benefits of high quality contemporary arts experiences to the educative process	<p>Partnerships</p> <p>Fund a series of professional arts residencies within Creative Links local authorities, evaluate impact and disseminate information</p> <p><i>Collaborate with the Crafts Department on crafts residencies programme*</i></p> <p>In collaboration with the Visual Arts Department work with key stakeholders to identify continuing professional development needs of art and design educators in Scotland in relation to contemporary practice*</p> <p>In collaboration with the Scottish Arts Council Visual Arts Department fund professional arts organisations to participate annually in The Arts Directory*</p> <p>In collaboration with the Literature Forum and the Scottish Arts Council Literature Department bring together stakeholders to discuss issues related to contemporary literature and the arts in education</p>	2004/09 2004 2004/06 2004/09 2004

Items marked * are currently part of the Education Department workplan
 Items in *italics* are currently part of Arts Development strategy workplans

References

Scottish Executive: National Cultural Strategy, *Creating our Future... Minding our Past*, (2003, page 38)

Robinson, Ken: *The Arts in Schools: Principles, practice and provision*, (Calouste Gulbenkian Foundation, 1982, pages 10-12)

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Scottish Executive: National Cultural Strategy, *Creating our Future... Minding our Past* (2003, Foreword)

Abbreviations

CFO	Core Funded Organisation (these receive regular support from the Scottish Arts Council)
IDES	International Design and Enterprise Support Network
LTS	Learning and Teaching Scotland
NGfL	National Grid for Learning
SCRAN	Scottish Cultural Resources Access Network

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