

## Starting points

### Who will be involved?

- Does your school have particular target groups, or strategic priorities you are striving to achieve? Could your arts project help you reach groups you are already trying to engage in other ways? Some examples of specific target groups that people have geared arts projects towards in the past:
- **Pupils who don't normally participate in after school activities**
- **Creatively gifted and talented pupils**
- **Girls who we'd like to interest in ICT**
- **Disaffected pupils at a learning support unit**
- **Asian boys**
- **GCSE drama pupils**
- What artform(s) are relevant to the participants you hope to involve? Don't assume - have you asked them about their interests?
- Where there isn't a specific target group, or for whole school involvement, consider ways of making your project inclusive but with a diverse appeal.
- Could there be creative professional development opportunities for teachers/ learning assistants / older pupils to learn from observing or working alongside the artist during the project?
- Potential partners: Would it add to the project to involve other schools, local community groups, parents etc? Eg: Secondary pupils do research with primary pupils from a feeder school, to inform a web page they are designing to promote a better image of their school; Pupils interview elderly people in a local home as research for a project about dance in different eras, and create a performance for them.

## Artforms and themes

- Think broadly about artforms and creative professionals that could be involved, from the obvious so-called “high artforms” to popular culture and design. For instance:

**Street dance, folk dance, classical dance, contemporary dance, classical music, samba and world music, popular music, singing, song-writing, composing, music technology, video-making, installation and site-specific art, crafts, drama, voice coaching, stand up comedy, performance poetry, creative writing, radio and broadcasting, arts reviewing....**

- Is there a **theme** you’d like the artist(s) and participants to engage with?
- Classroom themes: **Asian arts and architecture, water, animals**, Subtle themes can be a creative stimulus for projects involving more than one artform discipline: **sound and light, energy, motion**.
- Could there be tie-ins with non arts curriculum areas: **maths, geography, science, history, citizenship**? Eg: devising a play about environmental issues, using exploring shapes and numerical patterns as an inspiration for music composition.
- Could the project link to other events happening in school, locally or nationally? For instance, creating a curtain raiser for a professional performance, regional schools concerts or youth dance festivals.
- **Research local artists and arts organisations and venues using the Arts in Reading page of this website, which links to their web pages so you can browse them** - finding out what they do already can give you project ideas you might not have thought of, or they may have projects going on that you can link in with.
- **Research previous projects** - you can learn from what others have done before- there are [project examples](#) and [useful links](#) and [books and publications](#) on this website, or type keywords into an internet search engine. Or visit other schools who have arts projects going on.

## How will the artist(s) be involved?

### What balance do you want between:

- Facilitating: artists leading and facilitating activities with pupils,

and/or helping pupils to create individual or group work - good projects should include an element of pupil participation, even if they are not entirely participatory.

- Seeing and experiencing: pupils can see or experience artist(s) making, creating, talking about or performing their own work. You could build an element of this into a participatory project, or artist's residency.

### **Sustainable project ideas**

**What experiences, activities, or relationships can be left behind once the project's finished? Can you plan this in now?**

- Eg: if an artist is brought in to kickstart an after school arts club, will the teacher be able to carry it on afterwards with the ideas learnt from working alongside the artist?
- Eg: Young people who have been involved in a dance project have some training sessions with the dancer who's been leading the project to enable them to plan and lead sessions with younger people new to dance.