

# Education, Children and Families Committee

10am, Tuesday, 6 October 2015

## Arts and Creative Learning update

Item number  
Report number  
Executive/routine  
Wards

### Executive summary

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This Report updates elected members of the Education Children and Families Committee on the work of the Arts and Creative Learning Team. It provides an update on the Instrumental Music Service, the Youth Music Initiative, Creative Learning and Screen Education Edinburgh.

### Links

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Coalition pledges	<a href="#">P5</a> , <a href="#">P15</a> , <a href="#">P24</a> , <a href="#">P29-P31</a>
Council outcomes	<a href="#">CO1-CO4</a> , <a href="#">CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Arts and Creative Learning Update

### Recommendations

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- 1.1 Note the contents of this report.
- 1.2 Note the progress of the Instrumental Music Service.
- 1.3 Note the progress of the Creative Learning Network funded by Education Scotland and related creative learning initiatives.
- 1.4 Note the progress of developments of the Scottish Government's Youth Music Initiative funded via Creative Scotland.
- 1.5 Note the progress of work carried out by Screen Education Edinburgh.
- 1.6 Note the high level of external funding and partnership working.
- 1.7 Agree to receive a further report in October 2016.

### Background

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- 2.1 Arts and Creative Learning delivers front line services in and through the arts and contributes to improving outcomes linked to key education priorities (raising attainment/achievement, developing the young workforce and tackling child poverty). Arts and Creative Learning has citywide responsibility for instrumental music, the Youth Music Initiative, creativity across learning, Edinburgh's Creative Learning Network, Screen Education Edinburgh and dance development. The key areas of focus are creative learning and teaching and developing learners' creativity skills.
- 2.2 Every mainstream school and most special schools regularly benefit from some aspect of the team's input. The extent and frequency depends on a variety of factors including need, available resources and school priorities. The team also delivers some out of school and holiday provision.
- 2.3 Much of the work relies on accessing external funding and though increased operational capacity via collaborations with external organisations.
- 2.4 The Arts and Creative Learning team contributes to national developments in creative learning and expressive arts education
- 2.5 This report provides the Committee with an update and progress across the various workstreams.

3.1 The key areas of front line delivery are:

### **Instrumental Music Service**

- 3.2 The Instrumental Music Service (IMS) is the largest in Scotland and one of an increasing number of non-charging authorities. Lessons are available in every mainstream school from P4/5 through to S6, on a wide range of instruments across the city. A team of 80 (55.14 FTE) instrumental instructors (35 full time and 45 are part time) teach mostly in small groups. On request, pupils in special schools are assessed for lessons and if successful, receive free tuition on a suitable instrument. Pupils are encouraged to participate in school, area and central bands, orchestras and ensembles. Young people regularly play in public at concerts, receptions, conferences, award ceremonies and other events. In 2014/15 these additional events numbered 17 (See appendix 1). A total of 1,413 pupil performances including concerts took place.
- 3.3 The music service is split 25/75% between primary/secondary schools to support pupils learning a wide range of instruments at SQA level. The allocation of instructors to all schools is based on the roll. Non classroom instruments (upper strings, lower strings, brass and wind) are offered across all primary schools with the distribution and instrument(s) in each school depending on the size of the cluster and individual school roll. An allocation of the same instruments plus voice, piano/keyboard, guitar and percussion are offered in all secondary schools.
- 3.4 Final figures for 2014/15 are currently being compiled and the Improvement Service will produce a national Instrumental Music Service report (date tbc).
- 3.5 Instrumental music instructors are engaged on teaching terms and conditions and the salary is nationally negotiated. Their Working Time Agreement (195 hours) is agreed each May and 25 of those hours per FTE are used to rehearse central bands and orchestras. The remaining hours (170 per FTE) are given over to planning, assessment and reporting to parents, school groups and ensembles and additional pupil contact which is often in support of qualifications.
- 3.6 Instructors are encouraged to present pupils for ABRSM and Trinity Guildhall graded music exams which carry UCAS points. ABRSM should be added to Insight in 2015/16.
- 3.7 Every November/December, the annual Fanfare concert showcases central bands, orchestras and ensembles, each of which is directed by an IMS instructor. In November 2014, 261 pupils performed in the Central Hall, Tolcross, to an audience of family, friends and invited guests numbering c. 400. The concert featured:
- Edinburgh Secondary Schools Orchestra (ESSO);
  - Edinburgh Schools Training Orchestra (ESTO);
  - Edinburgh Schools Wind Ensemble (ESWE);

- Edinburgh Schools Jazz Orchestra (ESJO);
  - Edinburgh Schools Rock Ensemble (ESRE);
  - Edinburgh Schools Classical Guitar Ensemble (ESCGE);
  - City of Edinburgh Music School (CEMS) based at Broughton High School;
  - Soloist: S6 clarsach pupil from James Gillespie's High School.
- 3.8 The Childline concert takes place each December raising an average of £2,000 for Childline. In 2015, 214 pupils from, school groups, choirs and central ensembles performed at Central Hall to a large audience of family and friends and raised £2,300.
- 3.9 In a successful partnership with the Queen's Hall, the Resonate Concerts each March feature city and school groups, choirs, ensembles and orchestras. In March 2015, 5 concerts involved 688 children and young people and a total audience of 1,842. This was the largest audience for Resonate to date, up by 534 on the previous year.
- 3.10 Since Resonate began in 2011, pupils attending special schools also perform, showcasing their work with Drake Music and The Inclusive Classroom (see YMI at 3.30 below). In March 2015, taking inspiration from BBC's Ten Pieces education project, 60 pupils from special schools performed of their own original compositions based on the theme of space. Schools consistently report a positive impact from the school workshops and the performance opportunity. Benefits are seen in confidence and enjoyment, working with others, motor skills, parental engagement and health and wellbeing.
- 3.11 In March 2015, 14 members of ESJO (Edinburgh Schools Jazz Orchestra) and 22 pupils from Braidburn, Kaimes and Woodlands schools collaborated on an innovative project with Drake Music. Together they rehearsed and performed the premiere of The Red Planet Suite at Resonate. This new composition used new music technologies (Figurenotes, Skoog, Brainfingers and iPads) designed to include young people with a range of complex needs including physical and learning difficulties. This hugely successful partnership is continuing in 2015/16.
- 3.12 The IMS also works with Napier University. Every year BA music students do a placement with the IMS. Students are paired with instructors, shadowing them in schools. In 2014/15, 23 students did placements with the IMS. The university reports the positive impact. The number of students electing to follow an education route since this partnership began 3 years ago has increased. Instructors act as coaches and mentors to the students and at the same time develop their own learning, particularly around creative music technologies. Pupils benefit from conversations with young people who have chosen to study music at tertiary level. This can be very motivational and help pupils make subject and career choices.
- 3.13 The Scottish Government made £1m available to local authorities for instrument purchase and repairs. Each local authority was invited to bid for an allocated amount *and* a discretionary amount. Edinburgh was allocated just under £25,000

and successfully bid for a further £20,000. Repairs are currently underway and new instruments will be in schools this academic year. The bid prioritised schools in greatest need.

- 3.14 The Young Musicians Passport (YMP) is an initiative from the Edinburgh International Festival delivered by working closely with Arts and Creative Learning team. The YMP allows all pupils in Edinburgh who are learning an instrument either through the IMS or Youth Music Initiative (YMI), free tickets and half price adult tickets to selected International Festival concerts. Launched in 2013, this has gone from strength to strength.
- 3.15 Other successful partnerships with the IMS include the schools concert on Fireworks day with Scottish Chamber Orchestra and Edinburgh International Festival, SCO VIBE, BBC Ten Pieces (see Appendix 2 for more detail).
- 3.16 Piping and Drumming is developing as follows:
  - 3.16.1 Parent and/or community led pipe bands in partnership with trusts and independent sector: a number of local initiatives are running across the city. Arts and Creative Learning liaises with these parent/community/school groups as required (Currie, Firhill, Craigroyston and Tynecastle). The team has provided some YMI funding to match trust funding for a new initiative based at Tynecastle;
  - 3.16.2 YMI Chanter and drumming lessons: funded by YMI, chanter and pipe band drumming was offered P5, 6 & 7 pupils via every primary school. Classes on a Friday afternoon were then organised in response to the demand. Centres now offering chanter and drumming are Forrester High School, Craigroyston cluster, Broughton (on a Saturday morning), Parkside Primary School;
  - 3.16.3 YMI performance band: with funding from YMI a performance band was established in 2014/15 which continues in 2015/16. The band rehearses each Wednesday at St. Thomas of Aquin's RC High School and is open to pipers and drummers across the city. There are around 10 – 12 regular attendees and around 15 young people performed as part of the band at one of the Resonate concerts at the Queen's Hall in March. They also performed at the annual YMI concert in June at the Assembly Rooms on the Mound;
  - 3.16.4 SQA pupils: Every school was asked to identify SQA piping and drumming pupils and those pupils studying National 5, Higher or Advanced Higher on pipes or drums were offered free tuition for exams. In 2014/15 at Boroughmuir there were 2 piping pupils and JGHS there was one Advance Higher piper. In 2015/16, Boroughmuir is receiving tuition for 2 pipers and 2 drummers.

### **Creative Learning: Creativity Across Learning 3–18**

- 3.17 Scotland's Creative Learning Plan was published in 2013 as a further development of the *Education, the Arts, Culture and Creativity: an Action Plan* published by the Scottish Government in 2010. The Creative Learning Plan sets out how the strategic partners (Creative Scotland, Education Scotland, SDS, GTCS, SQA, ADES and College Development Network) will deliver against four workstreams. It also highlights the role local authority Creative Learning Networks (CLN) should take in progressing creative learning and teaching.
- 3.18 Education Scotland invites local authorities to bid for CLN funding each year. The purpose is to develop and embed creativity within CfE. There is a strong emphasis on the contribution creativity makes to key education priorities and for the work to be delivered through cross sector partnerships. Funding is competitive and awarded on the basis of strategic links and capacity to meet the fund aims and outcomes.
- 3.19 The Arts and Creative Learning Team has received the maximum award of £10,000 (per authority) each year between 2010/11 to 2013/14. In 2014/15 and again for 2015/16, the team collaborated with Midlothian and East Lothian Councils, making a consortium bid on behalf of the three authorities. In 2014/15 the team was awarded £30,000 and for 2015/16, £29,000 (£99,000 in total).
- 3.20 Since 2011/12, Edinburgh has strategically developed the CLN via Creative Conversations. Creative Conversations have successfully engaged practitioners at all levels and from all sectors (special schools, early years, primary and secondary along with HE/FE, community learning and the arts and cultural sector). Creative Conversations provide access to highly regarded and inspiring individuals of national or international renown. Their contributions are pitched at a philosophical level as a catalyst for discussion. Creative Conversations invite dialogue around the big questions of effective learning and teaching and securing improvements in learning. Creative Conversations are not about specific projects and are therefore of relevance to all participants. Around 680 individuals have attended Creative Conversations which have inspired action at school and authority level. Edinburgh's Creative Conversations have also influenced how some other local authorities developed their CLN. A growing number of schools participate in Creative Conversations which are increasingly attended by several staff from the same school. Some Head teachers, Deputes and class/subject teachers describe them as the best professional learning they have had. An increasing number of schools have creativity on their improvement plans and seek support from the Arts and Creative Learning team. For arts organisations attending Creative Conversations, as well as engaging in dialogue with education colleagues, they make new contacts and widen their networks.
- 3.21 Between 2011/12 and 2014/15 Creative Conversations represent a cost of around £22 per head and have a far greater value that is harder to quantify. They have had a demonstrable impact on the development of creativity and creative approaches in schools and also to some extent with arts partners.

- 3.22 Another growing dimension of the CLN is Creative Connections. Since 2013/14, the team has facilitated, under the same brand and format as Creative Conversations, events which have focussed on local creative initiatives in schools. These are mostly but not always delivered in partnership with or by local arts organisations and creative professionals. Creative Connections are planned in response to initiatives in all three authorities that are seen to have a positive impact on learners, staff and the community. Arts organisations whose work has featured in Creative Connections report increased engagement and uptake from schools with whom they have not previously worked.
- 3.23 Creative Lives is the third dimension of the CLN. Creative Lives engages primarily with the arts and cultural sector based in Edinburgh and the Lothians. It is delivered in partnership with Culture Republic and the Arts Development Team in Culture and Sport. It focuses on data collection from and networking between, organisations that offer education, learning and participation opportunities. An emerging area of activity is professional learning and peer learning. A programme of events share approaches to working with schools and community groups and have featured input from school and CLD staff.
- 3.24 In June 2015 the Arts and Creative Learning Team worked with Education Scotland to plan and host a national event called Attaining Creative Solutions. Held at the Royal College of Surgeons, the event attracted 81 delegates from 24 local authorities, as well as Creative Scotland, SDS (Skills Development Scotland) and Education Scotland. Up to 3 people with a lead responsibility for raising attainment, developing the young workforce and creative learning from each authority were invited. A booklet called Ten Challenges to being a Truly Creative School in Scotland, authored by Sir Tim Brighouse and David Cameron (the Real David Cameron) was launched at the event. A free copy has now been sent to every Head Teacher in Edinburgh. Dr Alasdair Allan, Minister for Learning, Science and Scotland's Languages gave a short speech at the Creative Conversation which closed the event.

### **Projects and Partnerships**

- 3.25 While CLN funding from Education Scotland is used to strategically develop the network, the team also supports the development of learners' creativity skills and creative learning and teaching through:
- Delivery and brokerage of a range of arts, creative learning and interdisciplinary learning projects in schools;
  - Practical advice and support for schools, colleagues and partners;
  - Delivery of CLPL (Career Long Professional Learning) for teachers and external partners;
  - The development of creative learning resources to support practitioners.
- 3.26 See Appendix 3 for more details of some of the team's recent partnerships including:

- 3.26.1 Pack up Your Troubles Project Kitbag in partnership with Community Learning and Development, Global Citizenship and Libraries. Funded by Heritage Lottery (£40,000). Young people are completing Saltire awards, DoE and Youth Achievement Awards (secondary schools);
- 3.26.2 Project BFG with Lyceum Theatre, funded from trusts and foundations (primary school, special schools and family learning);
- 3.26.3 Winder Windows with Underbelly Edinburgh Christmas, funded by Underbelly and local businesses (primary schools);
- 3.26.4 Silver of the Stars creative learning resource for teachers in partnership with Incorporation of Goldsmiths and funded by Education Scotland CLN funding and Incorporation of Goldsmiths (early years, primary, secondary and special schools) <https://silverofthestars.wordpress.com/>;
- 3.26.5 BBC Ten Pieces funded by BBC Learning (primary schools);
- 3.26.6 From Studio to Stage (primary and secondary schools);
- 3.26.7 Creative Learning professional learning for teachers with National Galleries (early years, primary, secondary and special schools);
- 3.26.8 Edinburgh International Book Festival events for teachers at (all schools);
- 3.26.9 John Byrne drawing competition and John Byrne award in partnership with Education Scotland etc.

#### **Paolozzi Prize for Art**

- 3.27 In 2015, the third Paolozzi Prize for Art was again held in the National Galleries of Scotland. This strong partnership has evolved to include closer working on a range of other projects. The Paolozzi Prize in 2015, 14 schools nominated 33 pupils for the award.
- 3.28 The judges are Richard Demarco (artist), Chris Breward (Principal of Edinburgh College of Art), Duncan Robertson (artist educator with National Galleries and trained at school of Paolozzi in Munich), Councillor Paul Edie who initiated the prize following Paolozzi's death.
- 3.29 Pupils from the schools below won the following categories:
  - 3.29.1 Talent and Creativity: Royal High School (commended), Currie High School (highly commended), Boroughmuir High School (winner) ;
  - 3.29.2 Overcoming Barriers: Liberton High School (commended), Craigmount High School (highly commended), Castlebrae High School (winner);
  - 3.29.3 New Directions: Holy Rood RC High School (commended), Currie High School (highly commended), Holy Rood RC High School (winner);
  - 3.29.4 Spirit of Paolozzi: Royal High School (commended), James Gillespie's High School and Portobello High School (joint highly commended), Holy Rood RC High School (winner) .



- 3.30 The overall winner was an S6 Pupil from Holy Rood RC High School, entered to the Overcoming Barriers category.
- 3.31 Each year the previous overall winner is invited to the award ceremony to describe what winning meant to them and how they used the prize money. Being nominated and winning a prize at the Paolozzi Prize for Art helps pupils wishing to go on to study art at college and is beginning to be recognised by the art schools. Being nominated is very motivational and has a positive impact on the individuals as well as the schools. Paolozzi Prize winners often receive additional recognition at school achievement events.
- 3.32 Winners receive a cash award and a Paolozzi Workshop at the National Gallery.

### **Dance Development**

- 3.33 Arts and Creative Learning worked in partnership with Moray House around the development of a new Masters level course. Student will qualify with a Masters Degree in Dance Science and Education and will be eligible to register with GTCS as Specialist Teacher of Dance 3-18. This qualification is the first qualification of its kind that has been validated by GTCS. One of the strengths of the presentation to the GTCS validation panel was the strong partnership with City of Edinburgh Council. The first cohort of students is currently embarking on their studies. They will each undertake three six week placements over 18 months; one in a secondary school, one in a primary school and one in an early years, community or FE setting. The initial cohort will be placed in Edinburgh schools, with some possibly in East Lothian and Midlothian and will be mentored by school and university staff. This will be a welcome addition to the workforce as there is a lack of suitable qualified and experienced dance teachers.
- 3.34 A dance teacher post is shared between the specialist dance unit at Broughton High School and the Arts and Creative Learning Team. The time with Arts and Creative Learning is devoted to dance development across the city. Over 2014/15 the main projects were:
  - 3.34.1 Dance Fest funded by the Big Lottery in partnership with Active Schools, Dance Base and the Festival Theatre involved c. 300 pupils from 19 schools (primary and secondary);
  - 3.34.2 CLPL and support for teachers delivering dance qualifications were offered and delivered;
  - 3.34.3 P6 and P6 Young Performers Programme offers pupils from across the city opportunities to participate in weekly dance classes in a range of styles. Increasing numbers of pupils are interested with over 100 auditioning for 2015/16. There is now a waiting list. An increasing number of boys are now participating in the programme;
  - 3.34.4 Creative Dance at Oaklands Special School – 8 pupils participated in a workshop with further planned as a result of successful pupil engagement.

## Youth Music Initiative

- 3.35 The Youth Music Initiative is now in its 13th year. Funded by Scottish Government, grants are distributed via Creative Scotland. Local Authorities are required to bid each year for a formula based allocation. Edinburgh receives £403,100 which is used to employ a Co-ordinator and a Projects Assistant who manage the extensive programmes. The bids need to meet the purpose and outcomes of the fund local authorities are required to report to Creative Scotland annually. In 2014/15 the Scottish Government commissioned an external evaluation of the YMI nationally. One of Edinburgh's projects at Panmure St Ann's will feature as a case study in the forthcoming report.
- 3.36 In 2014/15 the following projects were delivered, many of which are further developing in 2015/15:
- 3.37 **Magic of Music:** a suite of resources was produced which use music, rhythm and song to help early years practitioners teach literacy, maths and numeracy and health and wellbeing. Fully illustrated, each has a CD or DVD to support practitioners. The resources were developed with a group of Early Years practitioners and young children who worked with a professional music educator. The following were involved:
- Leith cluster especially Stanwell Nursery school and Leith Primary school;
  - Craigmillar cluster especially Moffat Early Years Campus and Castlevew Primary school;
  - St David's Primary School and nursery ;
  - Pirniehall Primary School;
  - Hailesland Early Years Centre.
- 3.38 A fourth resource is currently being produced using music to help develop creativity skills in young children.
- 3.39 Magic of Music was launched at the Early Years conference in February 2015 attended by c.300 early years staff. A free copy has been given to every nursery school, children and family centre and partner provider. 136 practitioners have attended CLPL sessions to support them deliver the resources and feedback was extremely positive. CLPL on the resource was delivered at a national conference to 30 YMI co-ordinators from other local authorities. The team delivered a seminar on Magic of Music at the Scottish Learning Festival in September 2015.
- 3.40 **NYCoS** (National Youth Choirs of Scotland) are engaged annually via YMI to deliver a programme of Kodaly workshops (pedagogical approach designed to support music learning through song and rhythm) in P3 classes in all schools. In 2014, NYCoS worked with 4,292 P3 pupils in 87 schools and delivered CLPL to 36 teachers.

- 3.41 **Sounds Like Friday/Sounds Like Saturday** are the key Edinburgh YMI projects that deliver the P6 target. The project is designed recognising that even with a free Instrumental Music Service, there can remain a number of barriers for some pupils. Sounds like Friday (Friday afternoons) takes place in centres across the city. Sounds Like Saturday attracts pupils from across the city and is held in Broughton High School. A cafe at Broughton run by parents helps create a warm and welcoming atmosphere. In Sounds Like Friday/Saturday pupils learn in groups and choose voice *and* one of the following: guitar, violin, recorder, flute or trumpet. Attendance in 2014/15 totalled 671 as follows - Friday: Craigmoynton (28), Oxfords (51), Craiglochart (48), Leith Academy (57), Dalry (29), Wester Hailes (46), Hillwood (25), Sandy's and Castlebrae (30), Forrester (56), Gracemount (53) and each Saturday pupils from across the city attend Broughton (248). The emphasis is very much on fun and engaging music making.
- 3.42 571 pupils performed in public at the Assembly Rooms on the Mound in June.
- 3.43 **The Inclusive Classroom** is a partnership with Drake Music Scotland. Each year Drake musicians deliver a programme of workshops and staff training in special schools. In 2014/15, a total of 81 pupils from Braidburn (9), Oaklands (6), Kaimes (10), Rowanfield (8), Redhall (15), Pilrig Park (10), Prospect Bank (10), Woodlands (7) and St Crispin's (6) were involved. Drake musicians work with pupils using new technologies, meeting the learning needs of individual pupils. Each year the Inclusive Classroom culminates with a performance at the Queen's Hall as part of Resonate. In 2015 the collaboration with the schools jazz orchestra was a huge success and the partnership will continue in 2015/16.
- 3.44 **Music Making a Difference** began in 2011 and is a song writing and music programme at Panmure St. Ann's. The participants have significant personal and social difficulties which have led to their exclusion from mainstream school. A number are looked after away from home. In 2014/15 the project worked with around 35 pupils aged between 13 and 16. School staff are encouraged to learn instruments alongside the pupils helping build relationships and reinforce the concept of lifelong learning. Group work is usually a mixture of singing and song writing. Individual sessions focus on instrumental tuition and song writing. Instruments available to learn are voice, guitar, bass guitar and ukulele. Pupils are also taught music production and sound engineering using technology and through spending time in a professional recording studio. The technical aspects successfully encouraged more young men to participate, some of whom have also moved on to singing and song writing. Pupils are encouraged to record their music in a professional recording studio and to share their CD's with friends and family. Along with developing musical skills, the project impacts on personal and social development, life skills, self-esteem and confidence. In some cases, the project has helped to nurture the relationship between the pupils and their family and friends. Family and friends are invited to attend the concert staged by the pupils. This is often the first time that the young person has performed for an audience and sometime the first time their family has heard them play music.

- 3.45 Last year two pupils went on to pursue music; one at college and another through a local skills course.
- 3.46 **Creative Traditions of Music:** this project is designed to use the common language of music to help integrate pupils in schools with high ethnic diversity and significant numbers of pupils who do not have English as a first language. In 2014/15 a total of 215 pupils the following schools participated in workshops with a group of musicians from Ghana:
- Broomhouse;
  - Niddrie Mill;
  - St Francis;
  - Fox Covert ND;
  - Fox Covert RC;
  - Preston Street;
  - St Joseph's.
- 3.47 At the conclusion of the project pupils from all the participating schools performed together at the Ross Bandstand in June to an audience of families, friends and members of the public.
- 3.48 **Chanter Piping and Drumming (YMI):** is offered to P5, 6 and 7 pupils in every school in the city and delivered in Sounds Like Friday centres where classes are viable. It is also offered at Merchiston Castle School. Around 39 pupils began learning chanter/piping and drumming, around half of whom attended at Merchiston. At Craigoyston, YMI resources have supported tuition in the cluster primary schools. There is also a small citywide performance pipe band made up of 10 pipers and 5 drummers. They rehearse weekly at Drummond and in 2015 performed as part of Resonate.

### **Screen Education Edinburgh (SEE)**

- 3.49 SEE is based in Pilton and delivers screen and media education in schools and communities across the city and beyond. Their work is funded largely from external grants awarded to the SEE Trust. Their work prioritises young people in areas of greatest deprivation.
- 3.50 Projects and programmes include:
- **Cash for Creativity** is an educational drama filmmaking programme for young people aged 12-19 in the South East of Scotland. Young people living in areas of multiple deprivations are prioritised. Arts Awards accreditation is offered at Explore (Introductory) and Bronze (Next Steps) level. In 2014/15 SEE worked with 240 young people, 72 of whom gained accredited Arts Awards. Many then progress to BFI Film Academy.
  - **BFI Film Academy** is a programme for 16-19 year olds and priority is given to young people hoping to work in the film industry and who are from diverse backgrounds. The programme offers a qualification, *Preparing to Work in the Film Industry*, developed by Creative Skillset and the BFI (British Film

Institute) in conjunction with the NCFEE (Northern Advisory Council for Further Education). Participants in both programmes gain organisational and inter-personal skills in teamwork, planning and negotiation. This is in addition to gaining and improving technical film skills in sound, camera and editing. Evaluation shows improved motivation and engagement, greater empathy, confidence and motivation and a sense of strengthened identity.

- **Edinburgh Schools Film Competition:** All schools in Edinburgh are encouraged to submit their films to SEE. A youth jury watches each film and selects winners in a number of categories. The awards screening takes place each year at the Filmhouse as part of the Edinburgh International Film Festival. Prior to judging, the youth jury attends 3 training delivered by SEE. They are introduced to the basics of how to judge a film and the training includes presentations from programmers at the Edinburgh International Film Festival. The jury get a free pass for the film festival. The young people on the youth jury gain inter-personal and critical skills through debating each film, planning and presenting the winning films to an audience during the Edinburgh International Film Festival. The jury comprises 12 young people and in 2015, 175 short films were submitted from schools.
- **Princes Trust:** *Getting started in the Film Industry* is a programme that works with young people in the 16-25 age range who are not in employment, training or education. In 2014/15, 24 participants were involved and are working on their Arts Award.
- **Moving Image Arts (MIA) A Level and GCSE** This new project will pilot the Northern Ireland based MIA qualification in Scotland. The programme is split into theory and practice, with students learning about, and understanding, the major movements in world cinema. Each student will also make, and reflect on, their own film. The course is delivered at Wester Hailes Education Centre with 12 students at GCSE and 6 at A Level.

### **Attainment and Achievement**

- 3.56 Arts Award, SQA results, Dynamic Youth, Saltire, ABRSM and Trinity Guildhall are among the numerous awards that young people engaged in Arts and Creative Learning projects can gain.

### **Enterprise and Employability**

- 3.57 **Career Ready:** Arts and Creative Learning Principal Officers mentor two young people on the Career Ready programme. One, from Wester Hailes Education Centre undertook a 4 week paid work placement at the Lyceum Theatre as an actor with the Lyceum Youth Company. She performed on the Lyceum stage, having had very little previous performing or acting experience. This was a major confidence boost and she has now returned to school to do Highers. She has also enrolled onto the Access to Creative Industries course at Queen Margaret University. The other pupil was from Gracemount Community High school. Her paid intern was with the Arts and Creative Learning Team as a Creative Learning Assistant. Following this she successfully applied for a post with the

British Heart Foundation. She reported that working with the team had helped develop her confidence to apply for the job. She also reported that she had developed skills for work which have been crucial in helping her get and maintain the job. A third Career Ready young person will be mentored by the team from October 2015.

- 3.58 **JET** (Jobs Education Training): 2 young people on the JET programme are joining the Youth Music Initiative team in October to gain skills while helping support the various projects.

### **National Profile**

- 3.59 The Arts and Creative Learning team contributes to the national development of creative learning and arts education via the following Education Scotland for a:

- National Working Group for Art and Design;
- National Working Group for Dance;
- Local Authority National Expressive Arts Network;
- National Expressive Arts Forum (Formerly CLTAS: Curriculum, Learning, Teaching, Assessment and Support forum);
- National Creative Learning Network (NCLN);
- NCLN Steering Group;
- NCLN Evaluation Group;
- HITS (Heads of Instrumental Teaching in Scotland).

## **Measures of success**

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- 4.1 Increasing numbers of young people in all schools benefit from engagement with arts and creative learning

- 4.2 In 2014/15 a total of **5,215** pupils learn music through the Instrumental Music Service (above target)

There were a further **4,305** pupils engaged in YMI projects with an additional 430 participating in a (YMI) partnership with Scottish Chamber Orchestra.

There are currently 1,688 active members of the Young Musician's Passport (Edinburgh International Festival) the majority of whom are counted about in the about IMS figures

Participation in artforms other than IMS and YMI in 2014/15 totalled **3,721** pupils and 139 staff. This figure does not count participation in activity that was not delivered in partnership with the Arts and Creative Learning team.

- 4.3 Increasing numbers of staff are aware of and promote the value of creativity in learning and teaching

Over **850** staff participated in events, CLPL and Creative Conversations.

## Financial impact

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- 5.1 There are no financial impacts arising from this report.
- 5.2 All the Arts and Creative Learning team's work is delivered within existing funding and/or external funding (Education Scotland, Creative Scotland, Heritage Lottery etc.)
- 5.3 Internal funding: The Instrumental Music Service (IMS) budget is £2,155,674 which includes all staff costs and essential travel between schools.
- The Concerts and Events budget is £35,666 with an income target of £8,000 (Fanfare concert tickets) which covers: IMS rehearsal and ensemble coaching and all concerts, events and performances; the Paolozzi Prize for Art; From Studio to Stage concert at Resonate; occasional small contributions to other projects.
- Screen Education Edinburgh's core budget is £13,220 which covers essential building and utility costs. SEE raises project and additional staff cost from external sources.
- 5.4 External funding: Total external income in 2014/15 was in the region of **£673,100**
- The Youth Music Initiative is fully funded (including staff costs) via Creative Scotland and is **£403,100** per year.
- Creative Learning Network (CLN) funding covers activity agreed annually with Education Scotland. In 2014/15, **£30,000** was awarded to the team.
- In 2014/15, the team was awarded **£40,000** from Heritage Lottery.
- Although varying from year to year, SEE's income from external sources is usually around **£200,000** (£180,000 - £250,000)
- A range of other projects delivered in partnership have varying values. The money does not come directly to the city - the value of activity is typically £50,000 - £100,000 each year.
- 5.5 The team does not charge any pupils for participating in arts and creative learning activity, either in or out of school.
- 5.6 The team develops and maintains effective partnerships which increases the operating capacity.

## Risk, policy, compliance and governance impact

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- 6.1 There are no direct implications for policy, compliance or governance arising from the recommendations in this report.
- 6.2 Arts and Creative Learning is contributing to the In-House Cultural Policy Group.

## Equalities impact

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- 7.1 The team prioritises resources towards young people living in areas of deprivation and where possible with protected characteristics.

## Sustainability impact

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- 8.1 There are no adverse economic, social or environmental impacts resulting from these areas of activity.

## Consultation and engagement

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- 9.1 All areas of Arts and Creative Learning's work relies on effective consultation, engagement and partnership.

## Background reading/external references

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[Creative Learning Plan](#)

[Creative Learning Networks Evaluation Report](#)

[Consilium Report – evaluation of the Creative Learning Plan Strategic Group](#)

[HMIE 3-18 Aspect Review - Creativity across Learning](#)

[Scottish Government Instrumental Music Group Report](#)

[Scottish Government response to Instrumental Music Group recommendations](#)

IMS National Guidelines (not yet available online)

[Improvement Service national survey of Instrumental Music Services 2014](#)

[YMI Guidelines](#)

ODS Consulting – Scottish Government commissioned evaluation of YMI (publication date tbc)



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## Links

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<b>Coalition pledges</b>	<p>P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P15 - Work with public organisations, the private sector and social enterprise to promote Edinburgh to investors</p> <p>P24 - Maintain and embrace support for our world-famous festivals and events</p> <p>P29 - Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work</p> <p>P30 - Continue to maintain a sound financial position including long-term financial planning</p> <p>P31- Maintain our City's reputation as the cultural capital of the world by continuing to support and invest in our cultural infrastructure</p>
<b>Council outcomes</b>	<p>CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 - Our children and young people at risk, or with a disability, have improved life chances</p> <p>CO4 - Our children and young people are physically and emotionally healthy</p> <p>CO6 - Our children's and young people's outcomes are not undermined by poverty and inequality</p>
<b>Single Outcome Agreement</b>	<p>SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>
<b>Appendices</b>	<ol style="list-style-type: none"><li>1. Instrumental Music Service Performances and events 2014/15</li><li>2. Some Examples of Creative Learning</li><li>3. Instrumental Music Service Partnerships</li></ol>