

Education, Children and Families Committee

10:00, Tuesday 11 October 2016

Arts and Creative Learning Update

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Report number
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Wards

Executive Summary

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 Creative Learning, the Paolozzi Prize for Art, work with young people related to employability, the Instrumental Music Service, the Youth Music Initiative, Dance Development, Screen Education Edinburgh and partnership projects with the arts and cultural sector.

Links

Coalition Pledges [P5](#), [P15](#), [P24](#), [P29-P31](#)
Council Priorities [CO1-CO4](#), [CO6](#)
Single Outcome Agreement [SO3](#)

Arts and Creative Learning Update

1. Recommendations

- 1.1 Note the contents of this report
- 1.2 Note the progress of the Creative Learning Network funded by Education Scotland and related creative learning initiatives
- 1.3 Note the progress of work with young people related to employability
- 1.4 Note the progress of the Instrumental Music Service
- 1.5 Note the progress of developments of the Youth Music Initiative
- 1.6 Note the progress of Dance Development
- 1.7 Note the progress of work carried out by Screen Education Edinburgh
- 1.8 Note the level of external funding and partnership working
- 1.9 Agree to receive a further report in October 2017

2. Background

- 2.1 Arts and Creative Learning strategically leads and delivers front line services in and through the arts. The team 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 creativity across learning, the Creative Learning Network for Edinburgh, Midlothian and East Lothian, instrumental music, the Youth Music Initiative, Dance Development and Screen Education Edinburgh. The key areas of focus are creative learning and teaching and developing learners' creativity skills.
- 2.2 The team contributes to national developments in creative learning and arts education, also representing Edinburgh on a number of national networks and fora.
- 2.3 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 Youth Music Initiative and Screen Education Edinburgh teams also deliver some out of school and holiday provision.
- 2.4 This report updates the Committee on progress across the various workstreams, the external funding accessed and collaborations with external organisations.

3. Main report

3.1 The key areas of service delivery are:

Creative Learning

- 3.2 Scotland's Creative Learning Plan sets out how the strategic partners (Creative Scotland, Education Scotland, Skills Development Scotland (SDS), the General Teaching Council for Scotland (GTCS), Scottish Qualifications Authority (SQA), Association of Directors of Education Scotland (ADES) and College Development Network (CDN)) will deliver against four workstreams. In late 2015, two Working Groups and an Oversight Group were established to replace the previous Implementation Group. The Working Groups each have a thematic approach to implementing the Creative Learning Plan and are: Developing the Young Workforce, led by SDS; and Raising Attainment, Learning, Teaching and Assessment, led by Education Scotland. Members of the Arts and Creative Learning Team are represented on both Working Groups and the Oversight Group. The Creative Learning Plan highlights the role of the local authority Creative Learning Networks (CLN) in progressing creative learning and teaching.
- 3.3 Education Scotland invites bids 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.
- 3.4 The Arts and Creative Learning Team has received the maximum award of £10,000 (per authority) for Edinburgh each year between 2010/11 to 2013/14. This is a competitive fund and the total amount available nationally is £230,000. Since 2014/15 the team has submitted a consortium bid on behalf of Edinburgh, Midlothian and East Lothian Councils.

In 2015/16 the team was awarded £29,040.

For 2016/17, Education Scotland has just awarded the team £27,840 from a nationally oversubscribed total, saying that:

- our Creativity Skills Progression Framework demonstrates leading thinking in this area;
- our proposal evidences leadership in the implementation of the National Creative Learning Plan.

Increasing activity and impact across Midlothian and East Lothian will be a focus over 2016/17.

- 3.5 The Creative Learning Network has been developed in Edinburgh by delivering a programme of Creative Conversations which successfully engage practitioners at all levels and from all sectors. Creative Conversations provide access to highly regarded and inspiring individuals of national or international renown. Their contributions are cross sector, feature highly effective practice or research and

provide a catalyst for professional discussion. Around 700 individuals have attended Creative Conversations which have inspired action at school and authority level. A number of teachers and school leaders describe Creative Conversations as among the best professional learning on offer. Edinburgh's Creative Conversations have also influenced how some other local authorities are developing their CLN.

- 3.6 As a result of Creative Conversations and the resources developed by Arts and Creative Learning, more schools are seeking guidance and support around developing creativity. Such requests have increased over the last year, also partly in response to Creativity being one of the indicators in the new How Good Is Our School? 4 (HGIOS4) document.
- 3.7 Since they began in 2011/12, Creative Conversations represent a cost of around £22 per head and have a far greater value that is harder to quantify. The impact on the development of creative learning and teaching is demonstrable, with schools arts organisations and young people giving very positive feedback.
- 3.8 Another 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 focus on local creative initiatives in schools. These are mostly but not exclusively delivered in partnership with 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.
- 3.9 Education Scotland, as part of its support for Creative Learning, holds an annual event each June. The Arts and Creative Learning Team contributed to the planning of this year's event which was called Re-imagining the Future. The Arts and Creative Learning Manager also delivered a session called 'Future Proofing the Creative Learning Networks' to national colleagues. As a result of the interest in this session, a follow up is planned for early 2017, designed to help build capacity among the CLN managers nationally.

Creative Learning Projects and Partnerships

- 3.10 CLN funding from Education Scotland is used to strategically develop the network and for work with colleagues in Midlothian and East Lothian. In addition, 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.

Notable partnership developments this year have been:

- School art project exploring the Circular Economy with Creative Carbon Scotland;
- Winter Windows with Underbelly;
- Dazzle Queensferry with Libraries services and Edinburgh Art Festival;
- Theatre in Schools Scotland with National Theatre, Imagine and Festival and Kings Theatres;
- The Enlightenment project.

Partnerships have included work with a wide range of Edinburgh and national organisations including (but not only):

- The National Gallery of Scotland
- Scottish Chamber Orchestra
- The National Museum
- The Lyceum Theatre
- The Fruitmarket Gallery
- Moray House School of Education
- The Botanic Gardens
- Edinburgh International Festival
- The Edinburgh International Science Festival
- The Edinburgh Fringe
- Drake Music Scotland

Paolozzi Prize for Art

- 3.11 In 2016, the fourth 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. For the Paolozzi Prize in 2016, 14 schools nominated 39 pupils in 4 categories for the award.
- 3.12 The judges commented on the increasingly high quality of nominated pupils' artwork. 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), and Councillor Paul Edie who initiated the prize following Paolozzi's death. Prizes were handed out by Chris Breward; Alistair Gaw, Acting Director of Communities and Families; Sheila Paton, Schools and Lifelong Learning Service Manager, and Ken Edwards, Education Programme Lead with Skills Development Scotland.
- 3.13 Pupils from the schools below won the following categories:
- Talent and Creativity: James Gillespies High School (commended), Holy Rood RC High School (highly commended), Trinity High School (winner)
 - Overcoming Barriers: Pilrig Park School (commended), Liberton High School (highly commended), Braidburn School (winner);

- New Directions: James Gillespie's High School (commended), Holy Rood RC High School (highly commended), Portobello High School (winner);
 - Spirit of Paolozzi: Holy Rood RC High School (commended), Boroughmuir High School (joint highly commended), James Gillespie's High School (winner).
- 3.14 The overall winner was an S6 Pupil from Forrester High School, entered to the New Directions category. The winning artwork was a short animated film – the first time that film has been nominated.
- 3.15 All nominated pupils, 2 guests and the nominating teacher are invited to an award ceremony at the National Gallery of Scotland. The ceremony is a high profile and very inclusive event. Feedback regularly points to the positive impact on pupils' self confidence and that the Prize is genuinely inclusive of all young people and their families.
- 3.16 Each year a previous a 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 university 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.
- 3.17 All nominated pupils receive a certificate and Paolozzi Tour and Workshop at the National Gallery. Category winners receive cash prizes of £50 (Commended), £100 (Highly Commended), £250 (Winner) and the overall prize winner receives £500.

Creativity, young people and employability

- 3.18 Over the past year, the Arts and Creative Learning team has increased its focus on employability. The team has provided supportive placements for JET (Job, Education and Training) and JET Plus students from a number of high schools including St. Augustine's RC High School, Leith Academy, Trinity, Broughton and Liberton High Schools. These students have worked closely with the team, becoming involved in school projects, gaining skills and in some cases qualifications. One JET student from St Augustine's won the overall JET student of the year award, citing the support from Arts and Creative Learning as transformational. A number of JET students began their placements very lacking in confidence or direction. In each of their end of placement presentations, the JET students commented very favourably on the impact on their confidence and skills as well as opportunities, motivation and in some cases, qualifications.
- 3.19 All members of Arts and Creative Learning are Career Ready mentors, supporting young people on the Career Ready programme. The team's Youth Music Initiative Assistant (a former Modern Apprentice with Arts and Creative Learning) is the work place supervisor for Career Ready students during their internships with the team. Pupils on Career Ready programmes with Arts and Creative Learning are from Holy

Rood RC High School, Castlebrae, Trinity, St Augustine's, Gracemount and Wester Hailes Education Centre.

- 3.20 Arts and Creative Learning offers placements, work experience and volunteering opportunities for young people interested in the arts, youth work and education. A number of young volunteers have gained awards such as Saltire and Duke of Edinburgh while working with the team.

Instrumental Music Service

- 3.21 The Instrumental Music Service (IMS) is the largest in Scotland and one of 9 or 10 of non-charging authorities (exact number to be confirmed when the Improvement Service publishes the annual national survey). Lessons are available in every mainstream school from P4/5 through to S6 on a wide range of instruments. A team of 81 (54.82 FTE) instrumental instructors (34 full time and 47 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. A few pupils in special schools, with support from IMS staff, are presented for National 3 SQA awards in music.
- 3.22 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 community events. These additional events numbered 17 in 2015/16 and a total of 1,240 pupil performances took place.
- 3.23 In 2015/16, 5,100 pupils were taught through the music Service.
- 3.24 By matching every IMS pupil's individual Scottish Candidate number to their SIMD decile, the instrumental music service is able to maintain an overview of the impact on key priorities such as: SQA; Free School Meal Entitlement; Socio-economic background; additional support needs; children looked after. In this way the IMS is able to benchmark against the profile of the city's pupils as a whole, and make improvements or interventions if/where required.
- 3.25 The IMS profile closely matches that of the city, demonstrating that the allocation of instructors to every school is as inclusive and equitable as possible within a finite resource.
- 3.26 The music service is delivered 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 school 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 those same instruments plus voice, piano/keyboard, guitar and percussion are offered in all secondary schools.
- 3.27 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.

- 3.28 Instructors are encouraged to present pupils for ABRSM and Trinity Guildhall graded music exams which carry UCAS points. Those qualifications contribute to overall attainment and achievement.
- 3.29 Every November/December, the annual Fanfare concert showcases central bands, orchestras and ensembles, each of which is directed by an IMS instructor. In November 2015, 225 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 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;
 - Piping Hot! The most recent performance group of pipers and drummers funded by the Youth Music Initiative.
- 3.30 The Childline concert takes place each December raising an average of £2,000 for Childline. In 2015, 228 pupils from, school groups, choirs and central ensembles performed at Central Hall to a large audience of family and friends and raised £3,202 for Childline.
- 3.31 In an ongoing successful partnership with the Queen's Hall, the Resonate Concerts each March feature city and school groups, choirs, ensembles and orchestras. In March 2016, 5 concerts involved 641 children and young people and a total audience of 1,473. School staff and parents continue to feedback on how much these concerts develop self confidence and skills.
- 3.32 Since Resonate began in 2011, pupils attending special schools also perform, showcasing their work with Drake Music and Spotlight: Creating Music (formerly called The Inclusive Classroom) which is funded by YMI. In March 2016, Building on the success of the acclaimed Red Planet Suite in 2015, the concert in 2016 featured Wagner's School of Cool by emerging young composer Lewis Forbes. The performers were pupils from Kaimes, Braidburn and Woodlands Schools and the Edinburgh Schools Jazz Orchestra, made up of pupils from a number of schools. Inspired by BBC's Ten Pieces, this was an exciting new work, fusing themes and melodic ideas from Wagner's Ring Cycle, re-imagined and arranged for an inclusive Jazz Orchestra. The concert brought together a wide variety of traditional jazz instruments with Figurenotes notation and new music technologies.
- 3.33 Benefits for pupils from special schools are in increased confidence and enjoyment, working with others, motor skills, parental engagement and health and wellbeing. This partnership continues develop into an exemplary project with inclusion at the

heart, underpinned by a strong partnership between Drake Music and the Arts and Creative Learning Team.

- 3.34 Every year BA music students at Napier University do a placement with the IMS. Students are paired with instructors, shadowing them in schools. In 2015/16, 16 students had placements. The university reports a continuing positive impact. 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.
- 3.35 Every year, The Improvement Service carries out a national survey. The most recent survey is not yet published. Previous surveys show that Edinburgh's Instrumental Music Service performs well.

Youth Music Initiative

- 3.36 The Youth Music Initiative is now in its 14th 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. One of Edinburgh's projects at Panmure St Ann's feature as a case study in an external evaluation report of YMI, commissioned by the Scottish Government.
- 3.37 In 2015/16 Creative Scotland moved to outcome based evaluation of YMI programmes across the country.
- 3.38 In 2015/16, Edinburgh's YMI has continued develop and strengthen. Based on evaluation of previous year's work, Sounds Like Music was introduced in 2014/15. In 2015/16 the numbers of pupils increased significantly and around 13,000 P4, 5 and 6 pupils receive 6 week blocks of whole class music delivered by YMI tutors. Improved access for special schools to similar opportunities has been another key development in 2015/16.
- 3.39 School closures affected YMI after Easter and some projects were delayed. However work is underway to deliver all the planned YMI programmes.
- In 2015/16 the following YMI projects were delivered, many of which are further developing in 2016/17:
- 3.40 **Magic of Music:** The Early Years Resources are now being used effectively in nursery schools, some special schools and partner provider nurseries across Edinburgh. A programme of CLPL has been very well attended and has helped build practitioner confidence leading to increased usage of the resources. Practitioners comment very favourable not only on the quality of the resources and CLPL, but also on the impact on learning and teaching.

Scottish Borders Council has purchased a copy of the Magic of Music resource for all its nursery schools. The programme is being rolled out across the Borders through CLPL delivered by Edinburgh's YMI Coordinator. Using music, rhythm and song to help early years practitioners teach literacy, maths and numeracy, health and wellbeing and creativity. Fully illustrated, each has a CD or DVD to support practitioners. The resources were developed in Edinburgh with a group of Early Years practitioners and young children who worked with a professional music educator.

Work is now underway to develop First Level Resources which will support school teach Global Citizenship, Health and Wellbeing, Digital technologies and Creatiity skills through music, rhythm and song. These new resources are developing in partnership with schools in Edinburgh.

- 3.41 **ABC Creative**, provided a comprehensive programme of CLPL to primary teachers across the city, including nurseries and special schools. This helps practitioners to use ABC Creative online resources, including French, Spanish and Burns Songs, designed to support 1+2 and Scots culture through music.
- 3.42 **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 primary schools. In 2015/16, NYCoS worked with 4,503 P3 pupils in 87 schools and delivered CLPL to 73 teachers.
- 3.43 **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 11 centres across the city. Sounds Like Saturday attracts pupils from across the city and is held in Broughton High School. A I 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, double bass, percussion, chanter, pipe drum, French horn or trumpet. Attendance in 2015/16 totalled 697 as follows – Friday: Craigroyston (32), Oxfangs (49), Craiglockhart (38), Leith Academy (57), Dalry (29), Wester Hailes (36), Kirkliston (25), Craigmillar Library (30), Forrester (56), Gracemount (43), Merchiston (36) and each Saturday pupils from across the city attend Broughton (266). The emphasis is very much on fun, social skills and engaging music making.
- 581 pupils performed in public at St Paul's and St George's Church York Place and Broughton High School Theatre in June 2016.
- 3.44 **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 2016 the collaboration with the Edinburgh Schools Jazz Orchestra was a huge success and the partnership will continue in 2016/17.

- 3.45 **Music Making a Difference** began in 2011 as 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 mostly female pupils aged between 13 and 16.

Now working with 10 male students, the programme is tailored to engage their interest, and a music video was the outcome of the collaboration between YMI, Screen Education Edinburgh (SEE), freelance music educators and staff from the school. Pupils are taught music production and sound engineering using technology and through time spent in a professional recording studio at North Edinburgh Arts. The technical aspects successfully encourage young men to participate. 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 families and friends.

- 3.46 In 2015/16 the YMI team supported two JET students, a Career Ready student, 6 work experience students from Edinburgh College, and two volunteers. They employed over 60 tertiary tutors, and generated creative work through CLPL, development of Creativity through Music (Magic of Music), and the development of a guitar teaching book.

- 3.47 **Creative Traditions of Music** 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 2015/16 a total of 150 pupils from the following schools participated in workshops with ABC Creative Music tutors and the Akrowa Dance and Drum Ensemble from Ghana. Pupils from Oxfangs, Forthview and St. David's RD Primary schools were involved

At the conclusion of the project, pupils performed together at the Ross Bandstand in June to an audience of families, friends and members of the public. This project was affected by PPI school closures as three schools were unable to accommodate workshops. These schools are being prioritised in 2016/17.

- 3.48 **Chanter Piping and Drumming (YMI)** is offered to P5, 6 and 7 pupils in every school in the city and delivered at selected Sounds Like Friday centres. It is also offered at, and funded by Merchiston Castle School. Around 60 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 citywide performance pipe band, Piping Hot! Which rehearses each week at St Thomas of Aquin's RC High School and in 2015/16 performed as part of Fanfare and the Resonate concert series.

- 3.49 YMI contributed to the production of the Feis Ros Early Years app, through brokering activity in pilot schools, James Gillespie PS and Moffat Early Years Centre.
- 3.50 **Sounds like Music:** In the academic year 2015/16, it was decided to extend opt-out provision offering ukulele and singing for five weeks in all primary schools for pupils in P4 and 5, 8,212 children in total. This initiative has been so well received, that CLPL was organised with Fife Council's primary ukulele specialist. Instruments have been lent to nine schools and classroom teachers who have used the instruments in class have also gone on to establish extra-curricular uke clubs.

Dance Development

- 3.51 Moray House and the Arts and Creative Learning Team established a partnership during 2014/15 around the development of a new Masters level qualification with a teaching pathway, Graduate will ultimately be GTCS registered as Specialist Teachers of Dance 3-18. The first cohort of students is about to embark on their first six week placement (of three). The 1st placements are in secondary schools, the 2nd in primary schools and the 3rd placement will be in a community, special school of further education setting. Because this is a new qualification, the placements are being co-ordinated by the Arts and Creative Learning team. Interest from secondary schools outnumbered students, reflecting the growing demand for dance specialist teaching up to national exam level.
- 3.52 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 2015/16 the main projects were:
- 3.52.1 Dance Fest at the Festival Theatre is a progression from the 2014-2015 project and was funded by the Big Lottery. Dance Fest showcased excellence in dance from across Scotland in a diverse programme. Young people from a wide range of backgrounds and organisations performed, including students from the Royal High School, Broughton High School, Dancebase and Edinburgh College.
- 3.52.2 A Cultural Collaboration involving Arts and Creative Learning, the Spanish International Film Festival, The Filmhouse and Dance Base celebrated language, film and dance with a focus on creativity and collaboration. A screening of Five Days to Dance (Spanish film) was attended by 219 pupils. The Introduction to the screening was given by the team's Dance Development Officer who also choreographed and produced the special performance to open the film. This was performed by dancers with Additional Support Needs from the Lighthouse Dance Project. A Creative Dance workshop was attended by 36 pupils.
- 3.52.3 Dance Development organised performances for a variety of events across the city. Highlights were: the Children and Families Achievement Awards

which was and was attended by over 400 people, including children, young people, staff and partners. High school and Primary schools performed, providing high quality entertainment between awards. Pupils also performed at the Long Service Awards, dancing traditional Highland dance with live music.

3.52.4 The Resonate Concert Series traditional Night provided an opportunity to showcase traditional Highland dancers from across the city adding diversity to the night's musical showcase. Career Long Professional Learning (CLPL) was provided for all teachers delivering National 5 and Higher Dance, along with support and guidance throughout the year. The Dance Development Officer assisted school teachers who are delivering National 5 and Higher dance qualifications

3.52.5 The Talented Young Performers Programme continues to offer P6 and P7 pupils from across the city opportunities to participate in weekly technical dance classes in a range of styles. Increasing numbers of pupils are auditioning for the programme and classes are at full capacity.

3.52.6 A unique collaboration with the Learning Disability Awareness Week event in the Meadows, resulted in young adults with additional support needs creating and performing a performance for the event, supported by the Dance Development Officer. Members of Arts and Creative Learning attended and supported the event which celebrated the achievements and contribution that people who have a learning disability make to the wider community.

3.52.7 From Studio to Stage in an annual concert at the Queen's Hall and is part of Resonate. From Studio to Stage showcases the diversity of talent of Edinburgh's pupils. Nine schools and a total of 200 pupils were involved in performances which included dance, music and drama. The event provides an unrivalled opportunity for pupils to perform on a professional stage, the majority for the first time. All young performers also watch the show, enabling appreciation the other performances and inspiration from peers from other schools. The event was fully supported by a backstage staff of high school volunteers giving them a hands on experience of event organisation and management.

3.52.8 Towerbank Primary Pantomime – senior dance students from Broughton High School assisted staff with the pantomime – they choreographed dance routines which they taught to primary students for performing in the Christmas Pantomime. The opportunity provides senior pupils with progression from school dance sessions to hands on experience, and also strengthens links with the primary school.

3.52.9 Rambert Elements enables schools and colleges across the UK to create and perform an original dance piece inspired by a leading choreographer associated with Rambert. Rambert commissioned three world renowned choreographers to create toolkits for schools helping them create

their own piece. The project was UK-wide project with six regional performances and one school from each regional performance was invited to perform at a central London theatre. One high school from Edinburgh was selected. The London special showcase was accompanied by the Rambert Orchestra with a feature performance by dancers from Rambert.

3.52.10 An Edinburgh school was selected as a Hub School by Ballet Boyz to deliver new resources for choreography students from S1 – S6. The resource, Balley Boyz Moov Bank has also produced further resources for primary schools. The Dance Development Officer worked with the schools to deliver workshops and provide critical feedback throughout the process. The resources are now available for all schools and are beneficial for teachers, helping them provide quality dance lessons and giving students the tools to create choreography of a high level.

Screen Education Edinburgh (SEE)

- 3.53 **Cashback for Creativity:** This filmmaking training programme works with young people aged from 10 – 19 who live in areas within the top 15% of the Scottish Index for Multiple Deprivation (SIMD). The programmes provide pathways for further learning and development, with young people progressing from Film Taster (3 hours learning) to Film Intro (24 hours learning) to Next Steps (66 hours learning) and then onto SEE's more advanced programmes. Further progression for participants who are talented, but not ready for work or further education is provided through paid work experience at SEE. Through this they also gain their Certificate of Work Readiness.
- 3.54 Young people develop a range of skills from technical and digital skills as well as literacy and organisational skills. Feedback shows young people have improved levels of confidence and self-esteem and feel more prepared for the next stage in their life (work, further education and citizenship).
- 3.55 Young people are recruited from schools, youth and community centres with the appropriate catchment areas. The programme worked directly with a variety of schools and youth organisations. During the year See worked with a total of 498 young people. Accreditation was also gained through the Arts Awards Explore (57 awards) and Arts Awards Bronze (16 awards).
- 3.56 **Edinburgh Schools Film Competition:** This is a partnership with the Edinburgh International Film Festival (EIFF). It is open to all pupils in nursery, primary and secondary education within Edinburgh and the Lothians, who submit their films to a jury of their peers. The unique aspect of this is the core role of a panel of judges made up of young people studying media studies at Edinburgh schools. The youth panel work with staff from SEE and the EIFF to learn about short film watching, critical analysis, and curation. They select and shortlist the best films and decide on the awards for each category, presenting them in a glitzy awards ceremony that takes place during the EIF. The young jury shares the festival limelight with leading filmmakers from across the world.

- 3.57 **Princes Trust – Get Started in Media:** This is a personal and social development programme funded by the Princes Trust. It is designed to help develop young people who face difficulties in education or (un)employment, giving key workplace skills such as digital skills, teamwork, confidence, self-esteem and motivation, along with career support. It is a 5 day filmmaking programme, delivering 35 hours of learning and introducing participants to all aspects of filmmaking, producing, directing, shooting and editing a film they have written and acted in.
- 3.58 The programme worked with 12 young people (16-30) all of whom obtained an Explore Arts Award. There was a 100% positive outcome on this programme with all participants moving on to positive destinations, including Cashback Next Steps, the BFI Film Academy and SEE Internship programmes.
- 3.59 **Into Film:** During the year SEE delivered three partnership projects with Into Film:
- Two Transitions programme with 13 young people making the transition from primary to secondary school (18 hours of learning)
 - Three Princess Trust Excel programme, developing 20 young people at Woodlands Special School, Balerno HS and Panmure House and providing CPD support (18 hours of learning)
 - Easter Workshop, open to young people throughout the city, developed in conjunction with the Filmhouse and working with 16 young people (35 hours of learning) in two groups of 8.
- 3.60 BFI Film Academy (Network and Residential programmes): This is an excellence programme for 16-19 year-olds, preparing and supporting them for a life in the film industry. The Network programme provides 110 hours of learning with accreditation delivered through the NCFE qualification 'Preparing to work in the film industry', developed jointly by the BFI and Creative Skillset. During the year SEE worked with 20 young people (18 of whom gained the qualification).
- 3.61 Young people on the BFI Film Academies are further supported into the HE/ FE Sector (10 youngsters from the BFI Film Academy Network programme have progressed onto the BA in Film course at Napier University, with the others progressing onto other programmes and FE/ HE opportunities).
- 3.62 The residential programme is a progression from the Network programme, with 24 young people spending 11 days at Fettes college benefitting from 90 hours of learning and gaining the opportunity to participate in masterclasses with top British filmmakers. This provides inspiration and challenge, helping the participants take the next steps in their learning. Young people on the residential programme receive a further 12 months career support, supporting them into the film industry.
- 3.63 The BFI Film Academy programmes are jointly funded by the British Film Institute and Creative Scotland.
- 3.64 **Moving Image Arts (MIA) GCSE & A Level Awards:** SEE was funded by Scottish Film Education to pilot the MIA GCSE and A Level in Scotland. MIA students made

their own film and sat an examination on film theory. Students achieved 8 passes (4 B's and 4 C's) at the GCSE level and a further 5 passes (3A, 1B and 1C) at A Level. There were 100% positive outcomes for youngsters sitting the A Level, with three now enrolled for the Film BA at Napier University, one enrolled at Edinburgh College and the other going on to full-time employment.

- 3.65 The programme delivered 200 hours of learning for each programme. Recruitment for MIA worked across all of Edinburgh's High Schools, with students coming from Firhill, Forrester, Trinity, Drummond, Liberton, Portobello, St Thomas of Aquin's RC', Craigmount and Craigroyston.
- 3.66 **FIND:** This is a national project run jointly between SEE, GMAC Film in Glasgow and SHMU in Aberdeen. It provides young people with their first break into the film industry. 12 young participants from diverse backgrounds took part in a residential 'preparing for work' programme, two weeks of work experience and six-month Internships with film production companies.
- 3.67 **SEE Youth:** this is a creative committee of young people drawn from across all SEE programmes. They advise, support and shape the activities delivered by SEE. They worked on the FANS showcase (a youth driven celebration of the work of film access centres across Scotland) presented during the Edinburgh International Film Festival and are currently working on a presentation during Creative Scotland's Time to Shine October programme. Additional SEE Youth are curating Write Shoot Cut (a quarterly showcase of independent films, presented at the Filmhouse) and creating a film hub at SEE's base in Pilton
- 3.68 **Overview of SEE:** The work seeks to address the attainment gap through film education with young people experiencing challenges and difficulties and who live in areas of multiple deprivations. The work provides pathways to further learning and progression. Programmes provide important digital, technical, teamwork and organisational skills as well as raising levels of aspiration, confidence and self-esteem.
- 3.69 Programmes are structured over four progressive stages, ranging from creative learning and personal development to excellence programmes preparing young people for work in the creative industries. Underpinning all of this is the advisory work of SEE Youth.
- 3.70 The work of SEE is supported by additional funds of £250,000 from Creative Scotland, the British Film Institute, Scottish Film Education and through Screen Productions, its revenue earning arm.
- 3.71 **Feedback from young people:**
- *'Screen Education Edinburgh teaches you everything you need to know about filmmaking. Every course I have been on at SEE I have learned how to use their equipment better as well as developing myself as an all-round filmmaker. I have benefitted so much from being involved with SEE and they always push you to*

go that extra mile. You make friends for life...learning off each other as you go'
– Liam Russell – Broomhouse – now studying BA (Hons) at Napier University.

- *'From the essential skills they teach to the amazing people you'll meet – if you want to be a filmmaker, Screen Education is the place to start'* – Sam Thomson, Oxgangs, now studying BA (Hons) Film at Napier University.
- *'When I was 14 if someone had told me where I would be now with the career path I am following I wouldn't have believed them. I didn't know that film was an option for me. It was just in Hollywood and for certain type of people. Through Screen Ed, I made my own short films and worked my way up to bigger productions and because of Screen Ed I now know that I want to spend my life involved in filmmaking'* – Samantha Cazaly, Granton, now studying BA Digital Film & Television at the Royal Conservatoire of Scotland.

Brief Partnerships and Projects update

3.72 Some of the team's recent partnerships include:

3.72.1 Winder Windows: with Underbelly Edinburgh Christmas; in 2015/16 this project was extended to include secondary schools due to its success in engaging with schools and pupils

3.72.2 Silver of the Stars: the Interdisciplinary Learning (IDL) creative learning resource for teachers (developed in partnership with the Incorporation of Goldsmiths) has increasing numbers of users from Scotland and internationally accessing the online resource. More content continues to be added I feedback from recent CLPL sessions with Edinburgh teachers was very good. www.silverofthestars.org

3.72.3 CLPL: Quarterly Creative Exchange sessions for teachers, delivered in partnership with the National Galleries (early years, primary, secondary and special schools) are regularly oversubscribed. In particular creativity and STEM learning events have been popular. Feedback has been consistently very good.

3.72.4 The John Byrne National Drawing Competition: Out of over 4000 entries nationally, three pupils from Edinburgh schools were in the top 33 selected by John, including the overall winner: a P5 pupils from Hermitage Park, whose prize was an original print by John Byrne. Among the runners up were a P6 pupil at South Morningside Primary and an S3 pupil at Tynecastle High School.

New partnerships in 2015/16 include:

3.72.5 The Arts and Creative Learning Team provided advice and support to a number of organisations, helping them develop teachers' packs, creative learning materials and school engagement activities. All support was designed to help teachers make links between relevant curriculum content

and the venues. New partnerships of this type included: Real Mary King's Close, Holyroodhouse Palace, National Museums of Scotland.

3.72.6 **National Museums of Scotland – Christmas Art Competition:** team member involved on judging panel of this Open competition for all ages from under 5's through to adults. Advised on new approaches to engage more diverse entries for next year.

3.72.7 **CEC 20mph Project: Schools Competition:** Invited to advise, be on judging panel and chair the Award Ceremony in partnership with 20mph Programme, which led this project. The winning design was made into a full size Mascot outfit called 'The Reducer'. 366 Entries were received from 51 Primary Schools. The **Winning Primary Schools were:** Tollcross, Sciennes, Nethercurrie, Flora Stevensons, Stockbridge, Craigentenny, South Morningside, Towerbank.

3.72.8 **Winter Windows** is part of Edinburgh's Christmas. Primary schools were invited to submit their designs for stained glass windows. A selection panel chose 25 designs (9 more than previously) which were made into large windows and displayed along the walkway in Princes Street Gardens during the winter festival. The winning designs were unveiled at a ceremony at the National Gallery of Scotland, attended by pupils, teachers and parents. The windows were returned to the schools in January where many are now proudly displayed.

Feedback: One high school teacher felt that since winning, her student has come out of her shell and the teacher hopes she will go on to even greater things in the future. The winner said: *I was really surprised and amazed that I was one of the winners of the competition! I was so very proud to see my Christmas bird design enlarged and lit up for everyone to see. I felt so important when I went up on stage to receive my certificate. Mum and Dad took loads of photos of me and my design and have been sending them to all our friends. Taking part in the competition has helped me become more confident and has shown me I could go on to specialise in art and design. It's been a great experience and has helped me believe in myself and shown me that, with hard work, anything is possible!*

4. Measures of success

- 4.1 Increasing numbers of young people and staff in all schools benefit from engagement with arts and creative learning
- 4.2 In 2015/16 a total of **5,150** pupils learned through the Instrumental Music Service
- 4.3 The SIMS profile of pupils on IMS timetables broadly matches the SIMD profiles of all pupils in Edinburgh
- 4.4 There were a further c.13,000 pupils engaged in YMI projects.

- 4.5 Participation in artforms other than IMS and YMI in 2015/16, delivered by Arts and Creative Learning totalled around 3,800 pupils and 150 staff. This figure does not count participation in activity that was delivered directly to schools by arts organisations.
- 4.6 Increasing numbers of staff are aware of and promote the value of creativity in learning and teaching
- 4.7 Around **900** staff participated in events, CLPL and Creative Conversations.

5. Financial impact

- 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 etc.)
- 5.3 Internal funding: The Instrumental Music Service (IMS) budget is £2,247,833 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 £13,707 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 2015/16 was in the region of **£433,140**

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 2015/16, **£29,040** was awarded to the team. (£28,000 has been awarded for 2016/17)

Skills Development Scotland has agreed a grant award of **£4,000** for 2016/17

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.

6. Risk, policy, compliance and governance impact

- 6.1 There are no direct implications for policy, compliance or governance arising from the recommendations in this report.

7. Equalities impact

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

8. Sustainability impact

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

9. Consultation and engagement

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

10. Background reading/external references

- 10.1 The following links provide background reading/references:

[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 2015

[YMI Guidelines](#)

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11. Links

Coalition Pledges	CP5 Seek to ensure the smooth introduction of the Curriculum for excellence and that management structures within our schools support the new curriculum CP15 Work with public organisations, the private sector and social enterprise to promote Edinburgh to investors CP24 Maintain and embrace support for our world-famous festivals and events CP29 Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work CP30 Continue to maintain a sound financial position including long-term financial planning CP31 Maintain our City's reputation as the cultural capital of the world by continuing to support and invest in our cultural infrastructure
Council Priorities	CP1 Children and young people fulfil their potential CP2 Improved health and wellbeing: reduced inequalities CP3 Right care, right place, right time CP4 Safe and empowered communities CP6 A creative, cultural capital
Single Outcome Agreement	SO3 Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	