

Programme Board: Children and Young People's Dance

The Programme Board is a unique grouping of organisations that have a national remit to support dance for Children and Young People (CYP) in and beyond schools. It includes both Dance, Arts, PE and Sport organisations. There are other fora and networks but the Programme Board (PB) is the only one focused on CYP's dance and that represents cross-sector interests involving Dance, Arts, Health, PE, Sports and Schools.

The PB meets three times a year. Its independent Co-Chairs are Linda Jasper, Veronica Jobbins and Chris Thomson. The work of the board is administered by One Dance UK.

Dance Programme Board Membership

Organisation/network

Representative

One Dance UK

Claire Somerville,
Amy Swalwell (Minutes)

Association for Physical Education (afPE)

Sue Wilkinson

Cultural Learning Alliance (CLA)

Sam Cairns /

CDET (formerly Council for Dance Education and Training)

Liz Dale

DanceHE

Fiona Bannon (Univ of Leeds)
Jo Breslin (DMU Leicester)

National Network of Bridge Organisations (NNBO)

Sally Manser (ROH Bridge)

National Dance Network (NDN)

Polly Risbridger (East London
Dance)

Centres for Advanced Training (CATs)

Veronica Lewis (The Place)

Dance PGCE providers

Fiona Smith / Lucy Pocknell
(University of Brighton)

Dance Educators Group (DEG)

Ellie Douglas Allan / tba

Observers / other invitees

Arts Council England (ACE)

Pam Johnson (Senior
Relationship Manager Dance)
Anne Applebaum (Senior
Officer, Learning)

Department for Education (DfE)

Lin Hy / Liam Ennis

Report of Meeting
Tuesday 7 February 2017, 2.00-4.00pm
Venue: Arts Council England, London office

Information from members about current issues and actions

Arts in schools

CLA reported that New School Network (NSN) is releasing an Arts Report tomorrow (8 Feb 2017) by Ed Fellows and Tony Young (Director of NSN) with the DfE. The stats in this report show a very different picture to those in the ImagineNation report (produced by CLA). Their data shows an increase in the up-take of GCSE art subjects, claiming a strong case that the EBacc has not had a negative impact on arts subjects in school. NSN have used a different baseline, said CLA, not including independent schools and using an average of GCSE entries by pupils.

According to the CLA data Arts and Design figures have dipped, there has been a decrease of 12,000 taking BTEC and what looks like an increase of 9,000 taking GCSE - a 15% increase taking GCSE between 2010-2015. However, the number of arts teachers across all art forms has decreased along with a 50% cut to the hours of delivery of arts subjects.

CLA suggested that it is important not to get fixated by the statistics, and to be unified in putting out a consistent message about the benefits of arts education and the reductions in arts teachers and teaching hours.

It was also reported that many schools are going back to offering arts subjects on a 'carousel' model, which only gives a taster of art subjects at KS3 and therefore does not help the uptake of arts qualifications at KS4.

Feedback from conservation One Dance UK have had with young people suggests that the arts subjects are being reduced and they are limited in their choices for arts GCSEs.

A point was made about the introduction of new vocational qualifications (AQA's Technical Awards, BTEC First), intended for KS3 students. Many teachers are using these qualifications instead of GCSE and BTEC, due to changes to KS4 examinations being seen as more academically 'rigorous' and thus not appealing to a range of pupils of all abilities.

ImagineNation: The Case for Cultural Learning

ImagineNation: The Case for Cultural Learning is a revised and updated version of the report first published in 2011 by Cultural Learning Alliance (CLA). It has been described as a 'love letter' to the arts. CLA feel that ImagineNation has an important role to play in supporting teachers working in isolation in schools and in stressing the importance of a cultural education. It can be used as advocacy document with Head Teachers, school governors, parents, and politicians.

CLA has revised the underpinning evidence of the report and hope it can be used by schools and teachers and that they feel energised by it. As it is short and readable teachers (and others) can lift whole sections of text to use when having conversations about the justification for the arts.

The report also includes great quotes and bears 65 signatures, which hopefully can connect with anyone you are talking to. DCMS have checked the evidence, which is strong, and 10 key findings summarise existing research. The report was launched on the 24 January in Parliament, at which 40 MPs attended, along with Caroline Dinenage the Secretary of State for Women, Equalities and Early Years and Matt Hancock, the Minister of State for Digital and Culture. RSC actress Fiona Shaw gave an outstanding speech and Darcey Bussell also spoke at the launch.

A video will go online on the CLA website showing highlights of the speeches.

It was reported that ImagineNation had already been downloaded from the CLA website 3000 times, and members were asked to do all they can to share it as widely as possible. It seemed likely that Bridge Organisations would also distribute it.

<https://www.culturallearningalliance.org.uk/about-us/imagine-nation-the-case-for-cultural-learning>

In relation to dissemination attention was also drawn to the DfE's PE and Sport monthly newsletter that goes to between 300 and 400 contacts interested in PE and sport including Youth Sport Trust, afPE and others.

Cultural Ambassadors

CLA also reported positive conversations with DCMS on the subject of Cultural Ambassadors. The idea is that each school would identify an ambassador for culture on their staff, so arts organisations will have a central point of contact for schools and for example be able to make ticket offers for shows via the ambassador. This however is a work in progress; discussions are continuing with DCMS.

RSA research project

The RSA has committed £850,000 to support a research project focusing on Pupil Premium students and how the arts might increase attainment.

It will look at cognitive retention and development as well as non-cognitive aspects such as self-esteem and confidence.

More information about the project can be found here:

<http://www.thersa.org/discover/publications-and-articles/rsa-blogs/2017/01/call-out-for-cultural-impact>

Update on the PE & Sport Premium for Primary Schools

DfE is waiting for sign off on the new funding levels and funding formula. However, the main two areas of concern are to improve accountability and measure impact. There has been a concern that the funding is not always used for its intended purpose: to improve the quality and range of curricular and extra-curricular PE (including dance) and Sport. DfE plan to carry out random audits on one or two percentage of schools over the academic year, with the aim of ensuring that schools take the funding more seriously.

Last summer, Justine Greening made clear the social mobility agenda of the government, looking at areas of deprivation in relation to the pupil premium. The funding received by schools will be based on these factors, free school meals and academic achievement. On

average, schools will have their PE and Sport premium doubled. However, some schools will receive less than this and some more. By March/April DfE hope to inform schools of their allocation, in order that they can include this in their business planning for the next academic year. During summer 2017 they will be updating the guidance to schools which will be available in September.

DfE suggested that One Dance UK might create dance-specific brief case studies on how to use the Premium for dance activity. These can then be published on the website as part of the guidance. Of particular interest, would be information on dance specialised teaching – either within the curriculum or as an extra-curricular activity - and CPD for developing teaching practice.

Soft Drinks Industry Levy

From the 2016 Soft Drinks Industry Levy, £10 million was spent on breakfast clubs and £285 million on extending the school day in secondary schools. The aims for the long-term impact of SDIL will be announced within the next month. There is no information available yet on how the funds are to be spent.

Update on Level 3 teaching qualification by 1st4Sport

One Dance UK gave a short update on this based on a recent conversation with a representative of afPE. The afPE is writing a Level 3 qualification for dance, working with 1st4Sport. This is aimed at teachers in schools who are not dance specialists but who want to deliver dance. They are most likely to be PE or Primary teachers.

Dance Teaching Awards

One Dance UK were launching the Dance Teaching Awards on 7 March 2017. These will champion the excellent work of teachers both in and out of schools in dance education and in community settings. The award aims to support governors, head teachers and leaders as well as organisations. It is an open nomination scheme.

More information at <http://www.onedanceuk.org/programme/children-young-people/dance-teaching-awards/>

Dance HE conference -

Dance Fields: Staking a Claim for Dance Studies in the 21st Century

Dance Fields: Staking a Claim for Dance Studies in the 21st Century will be held at Roehampton University from 19-22 April. It will focus on the current state of play in dance research and dance practice, and will cover a wide spectrum including practical sessions, papers and discussions, research in dance science, youth dance, and choreography.

See <http://estore.roehampton.ac.uk/conferences-and-events/conferences/dance-fields/dance-fields-staking-a-claim-for-dance-studies-in-the-21st-century> for more information and to book for the whole conference or day tickets.

General and policy updates

Arts Council England: At the end of March, 12 'Great Places' funded by ACE and the Heritage Lottery Fund through the 'place-making and place-shaping' agendas will be announced.

One Dance UK will be running a Children and Young People's Dance conference on Saturday 25 November at Trinity Laban, looking at practice and provision both in and out of school. This is a one day conference which sits within a weekend of ODUK conferences.

ODUK will also shortly be launching a survey for teachers, to obtain feedback on the services and membership benefits they would like ODUK to offer.

Regarding the **Bacc for Future** campaign, a letter will be handed in to Number 10 in the second week of March. Dance groups will also perform in Parliament Square.

Council for Dance Education and Training recently ran a very successful Dance and Musical Theatre careers conference. It included performances by all their member schools. MPs and agents attended and 20 schools were involved, selling out 3 months in advance. This conference will be an annual event, taking place in London every second year. CDET's remit as an organisation has broadened and, they now include drama schools and currently have five on board. The organisation's name is now simply CDET.

Dance Educators Group held a meeting in November as well as at the Dance Education Day. Their next meeting will take place in Birmingham. The two current representatives will shortly come to the end of their tenure as co-chairs and will step down from the Programme Board. DEG is looking for two new co-chairs to take over from November.

DanceHE have revamped the DanceHE website, with developments to the membership scheme. They ran a conference at the NSCD about sustaining the dance industry and will be contributing to the conference at Roehampton in April.