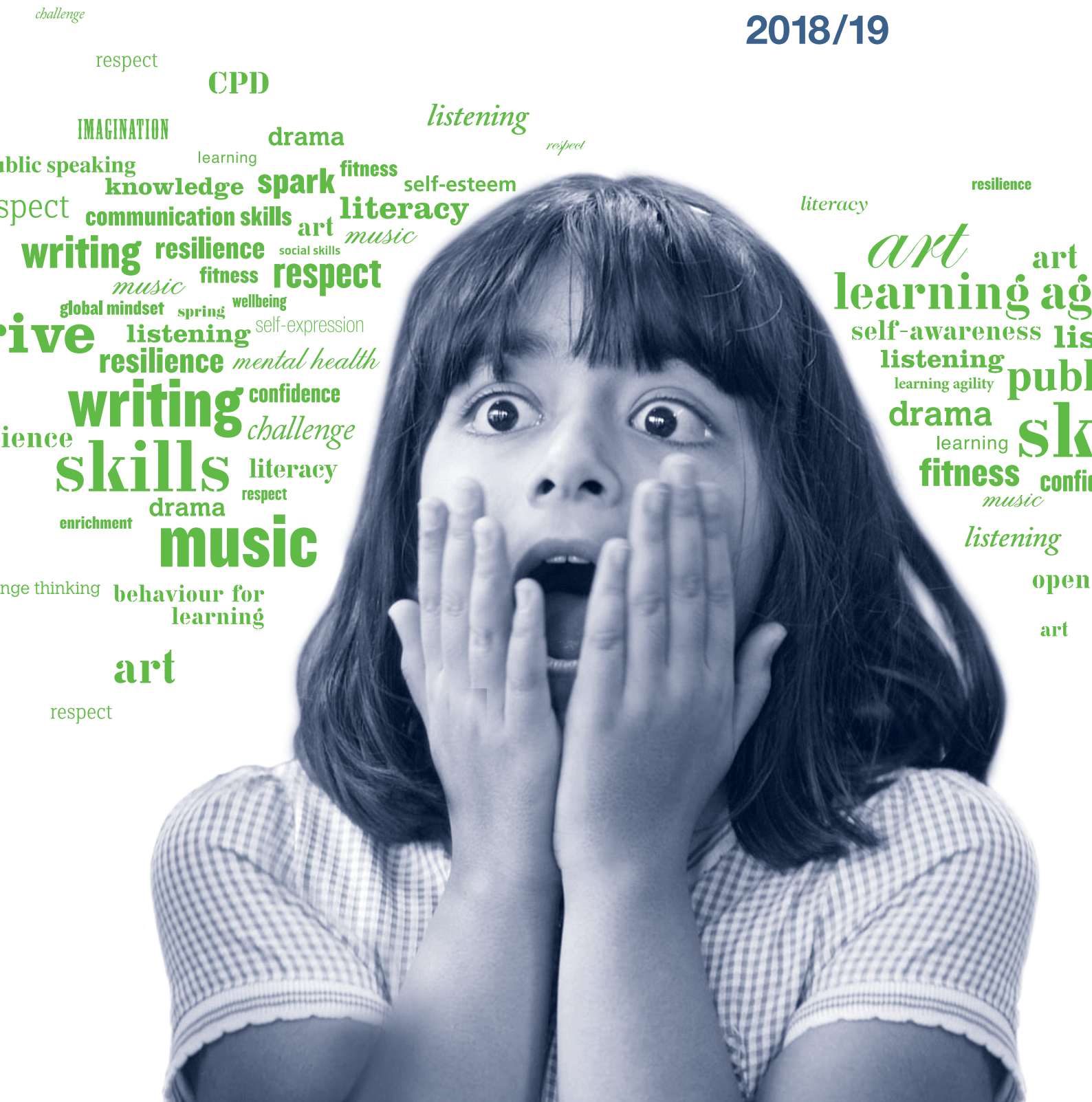


artis...
transforming lives through the arts

Annual Report

2018/19



challenge

respect

CPD

IMAGINATION

drama

listening

respect

public speaking

learning

fitness

self-esteem

spect

knowledge

spark

literacy

communication skills

art

music

writing

resilience

social skills

music

fitness

respect

global mindset

spring

wellbeing

listening

self-expression

rive

resilience

mental health

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writing

confidence

challenge

skills

literacy

respect

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respect

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learning agility

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music

listening

open

art

A year in numbers



19,368 hours
of weekly performing arts
sessions delivered in schools



11,430 children
engaged in weekly wellbeing
and learning programmes



3,542 hours mentoring
and training provided to our
96 specialists



962 people viewed
our video about creative mental
health and wellbeing for children



22,685 views of our video content
– equates to **23 days, 6 hours,
24 minutes and 30 seconds**
over the year!

An impactful year

2018/19 marked our first full academic year as a charity and much was achieved. Most importantly we have ensured that across the country thousands of children each week are reaping the benefits of a creative education in their primary schools.

Artis was also delighted to welcome on board a new patron, the esteemed actor and director, Kwame Kwei-Armah. When asked why he wanted to support Artis, he said “an education without the arts means that we raise a generation of children who will not understand their three dimensional selves.”

It’s always great to win an award, and this year Artis won a prize at the National Creative Learning Awards for our new mental health project called You, Me, Together that reached 150 children and young people in Milton Keynes.

Our impact data gathering has also been gathering pace. This year a group of our partner schools measured children’s progress in three particular areas; confidence, communication, and participation. Initial results are encouraging with 73% of children demonstrating an increase in their confidence and 70% in their participation. Going into 2019/20 even more schools will be joining us on this important journey of evaluation.

We are extremely grateful to continue welcoming new donors, trusts and foundations, partners, Artis Specialists, teachers and schools. Together with our exceptional Artis team, we can continue to help children enjoy a creative education at primary school and to transform more lives through the arts.



A handwritten signature in cursive script that reads "Rebecca Boyle Suh".

Rebecca Boyle Suh (Buzz)
Chair of Trustees & Co-Founder

2018/19 – a year in review

Our Vision & Values

Artis is a creative learning charity with four main goals to:

- 1 **Bring the curriculum to life in schools**
- 2 **Promote wellbeing and tackle social issues**
- 3 **Discover and nurture artists as educators**
- 4 **Advocate the importance of the arts in learning.**



Bringing the curriculum to life

This academic year has been another transformational year with incredible stories of children whose communication, confidence and participation has dramatically developed through the ongoing support of our professional performing arts educators, or as we know them, Artis Specialists.

In 2018/19, Artis provided children across the UK with **over 19,000 hours** of arts opportunities to deepen their engagement with curriculum topics and stimulate their creative skills. An additional 480 children took part in Artis sessions thanks to the support of generous funders. This work has been focused in areas of disadvantage to give children arts opportunities in school to support their learning. In 2019/20, we are already set to work with an additional **2,970 children** through funded programmes.

We've had fantastic feedback in our end of term survey with **100%** of Artis partner schools telling us that their provision had improved their children's communication, confidence, teamwork, participation, and creative thinking.

“It has been great to see many of our children grow in confidence over the year. Those who did not want to join in at the beginning of the year are now happily contributing and even our EAL children are now confidently using more English and performing more.”

Emily Baggot
Year 1 Leader, Wheelers Lane School

This year we've seen a lot of positive work happening across all of our partner schools, with many magical moments to share. We have been particularly excited about the development of our creative provision in SEN settings. Artis has been extending our repertoire of performing arts activities for children who have severe and complex learning difficulties and learners with an additional diagnosis of autism and/or

physical/sensory difficulties. We also delivered a professional development day to 30 class teachers who work in SEN schools.

Following a successful project in 2018 at the Guildhall Art Gallery, Artis was extremely pleased to secure additional funding from the City of London Corporation's Inspiring London through Culture grant for a series of creative workshops in the gallery in 2019/20. **Off the Canvas!** is a free workshop for 1,800 children from across the country to experience the beautiful exhibition space of the Guildhall Art Gallery and explore Victorian London through the performing arts led by our experienced Artis Specialists. We look forward to sharing the impact of this project series over the next 12 months.

Two of our Artis partner schools also secured funding from the SHINE Trust to support their Artis provision over three academic years. SHINE is an educational charity with a mission to raise the attainment of children from low income homes across the North of England. Artis has been working at Parklands Primary School in Leeds and Pennine Way Primary School in Cumbria to bring the curriculum to life through music, drama and dance.

“We have seen a monumental difference in the pupil's engagement and participation with Artis sessions that are not seen in the classroom lessons. One pupil had never even spoken until during an Artis session in which she articulated quite clearly in front of the entire class. She listens, follows instructions, and anticipates repeated activities, all of which did not seem possible through classroom assessments.”

Anthony Wikinson
Behaviour Support Worker, Parklands Primary School

Promoting wellbeing and tackling social issues

Last year we developed our **Artis Bounce** programme that uses music, drama and movement to explore wellbeing with children. Using creative approaches, we introduce the topic of mental health to schools and use arts activities to understand emotions and feelings, and how to talk about how we express ourselves and relate to one another.

This year Artis is extremely pleased to have won the Performing Arts and Music award in the inaugural National Creative Learning Awards for our **You, Me, Together** creative mental health project and film which supported 150 children and young people in Milton Keynes.

Due to the success of this project Artis was also funded by Artsworld, the South East Arts Council bridge organisation, to run the programme in a further 10 schools in 2020. This programme, called **Schools Connect**, also focuses on upskilling teachers and sharing creative approaches to support wellbeing in the classroom.

“Thank you so much for this incredible opportunity. The children have really enjoyed and benefited from the sessions and it has given me new activities and ideas for future teaching.”

Emily Cox
Class Teacher, Knowles Primary School

Artis is also delighted to have won **Arts Council National Lottery** project funding for a 2019/20 project in The Midlands called **Discover Wellbeing**. The programme will take place in five West Midlands primary schools in areas of deprivation and use music, drama and movement to support children’s mental health and wellbeing and help them gain the Arts Award Discover qualification.

We were excited to have been invited to share our Artis Bounce resources on the Duke and Duchess of Cambridge’s charity website, Mentally Healthy Schools. The resources offer teachers creative ideas to explore the topic of mental health and to give ideas for “check-ins” and arts activities that support wellbeing.



Discovering and nurturing artists as educators

Training

This year 21 talented performing artists were recruited to join our panel of Artis Specialists and undergo our training programme.

In January 2019 our mid-year training took place in Manchester and London. Sessions included African dance, Dalcroze (pedagogy of experiencing music combined with movement) and a skills set in paper puppetry. There was also online training in November 2018 and April 2019.

The Royal Agricultural University, Cirencester, was home once again to our annual summer residential training. Our 21 new specialists were inducted and participated in some intensive and informative sessions alongside our continuing specialists. It was an excellent few days with plenty of time to share experiences and knowledge between artists and to gain new ideas and skills. We were delighted to welcome Carl Smith, founder member of STOMP, to join our summer training on the last day with a musical and physical workshop.

Artis Specialist Alumni Survey

In April 2019, we conducted our first Artis Specialist Alumni Survey to find out more about the opportunities that had presented themselves to the wealth of arts educators that Artis has trained over the years, and the impact of their training on their future careers.

The majority of former Artis Specialists are still teaching (67%), with 30% pursuing their own performance career.

82% said that from their Artis training and work, they gained the most knowledge in teaching skills, which included classroom and behaviour management skills. 67% said planning and session design was something they benefited from during their time with Artis, and 56% saying performing arts skills and ideas.

“The training programme was insanely good. Being surrounded by other creative people from different fields to me was inspiring and opened my eyes to a whole world of expression and collaboration. The mentoring was very helpful and enabled me to improve my practice rapidly.”

Bryony Harris (Bash)

“My time with Artis was one of the most inspirational in so many ways. I still turn to ideas, lesson plans, feedback and training sessions to keep myself motivated and I always look back with exciting memories. I believe that Artis provided me with the necessary platform to enter the professional world of education and I am so very thankful for this.”

Gisele Grima (Tingle)

“It was some of the most rewarding work I did. Skills and teaching tools I learnt 7 years ago are still part of my teaching repertoire today. My first term on the job certainly wasn’t easy, but thanks to the support I received from my mentor and from starting their Post-Graduate Diploma, the moment when everything ‘clicked’ and I found my stride was just glorious!”

Claire Cossins (Doodle)

Artis Master’s Module

The Artis Master’s Module had 6 participating students in 2018/19. The module enables Royal Northern College of Music (RNCM) students to experience working with our highly skilled, imaginative and versatile performing arts educators, to develop their creative pedagogical skills, together with their analytical and reflective faculties. This is delivered through a combination of seminars and working alongside our experienced mentors.

Advocating the importance of arts in learning

In November 2018 Artis celebrated the launch year of the charity with a fantastic event at LIFT in London. The event included speakers from across the arts and cultural sector as well as a wonderful speech from Lynne Gavin, Headteacher at Artis Partner School, Pakeman Primary School.

This year Artis Foundation also welcomed a new Patron, actor and director Kwame Kwei-Armah.

Artis has been lucky enough to be invited to speak at a number of conferences this year, including the Young People, Arts and Mental Health at the University of Leeds Cultural Institute and at the Educating Creatively Conference at the Storyhouse in Chester.

We were also pleased to be invited to join the RSA Evidence Champions Network as a collection of arts organisations committed to improving and sharing their evaluation. This year we have been **focusing on evaluation** so that we can better share the impact of Artis' work in schools.

“The arts hold the power to reflect, to motivate and to bring us to our highest possible selves. Without the arts we are but two dimensions.”

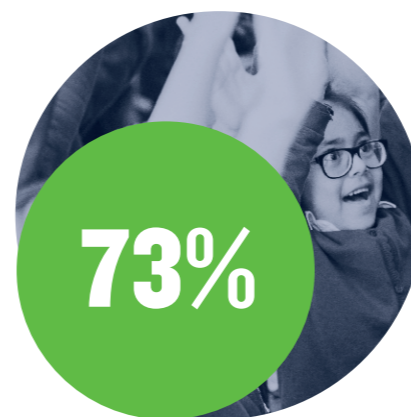
Kwame Kwei-Armah (Wow)
Artis Patron



Our impact

How we are doing?

In 2018/19 many of our partner schools measured children's progress in three areas: confidence, communication, and participation, at three points in the year. 66 children's progress was tracked by 11 schools. Some highlight statistics from this year have been:



73% of children had a perceived increase in their confidence



70% of children had a perceived increase in participation in Artis sessions



65% of children had a perceived increase in their communication skills

This was our first group of partner schools to help us monitor and evaluate the programme in this new way. We will now use these results to set a benchmark for the future and aim to increase the number of partner schools involved next year.

“I love watching the children enjoying the sessions. They are really happy in those sessions, and absolutely engaged and absorbed in what they are doing. I love the way they are more self-assured, more confident and over time it makes them more confident in taking risks.”

Lynne Gavin
Head, Pakeman Primary School

Early Years Initial Results

Over the past two years, Artis has been working with Pennine Way Primary School in Cumbria supported by funding from the SHINE Trust, a charity that helps raise the attainment of disadvantaged children from the North East, North West & Yorkshire.

Artis has been supporting their Early Years and Foundation Stage teachers to develop approaches to teaching through the performing arts, helping them to confidently use music, drama and movement in their sessions to support children’s engagement with learning material. We are working with 4 teachers across 4 classes, supporting 240 children over a period of three years.

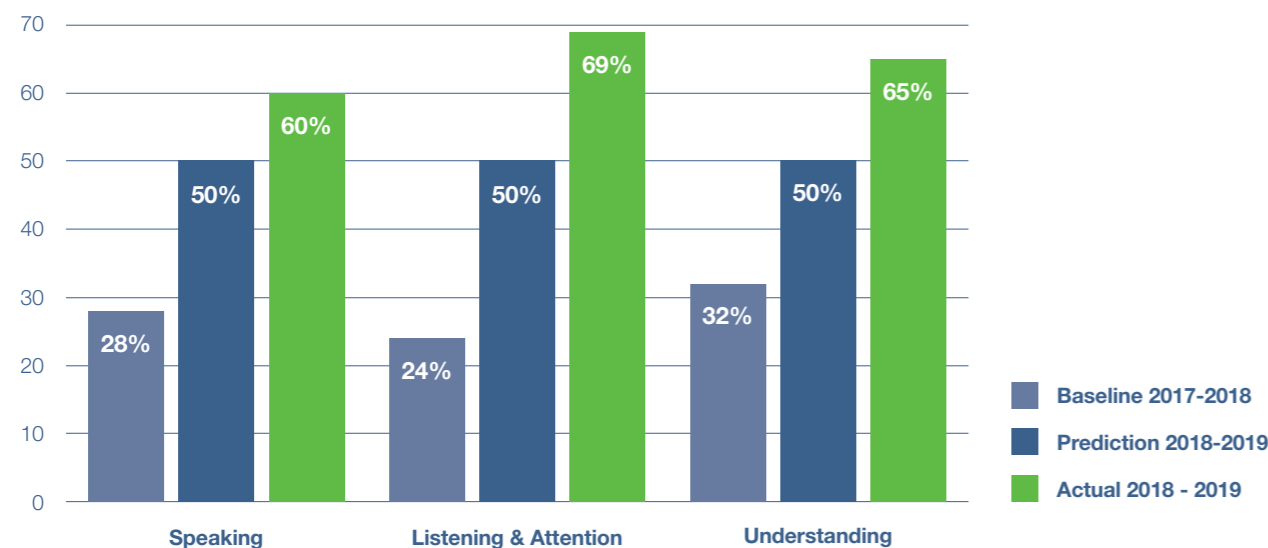
Their baseline assessment at the start of Reception, prior to working with Artis for three years, showed a low level of key indicators for speech and language (24% – 32%). The national average for children reaching at least the expected level in these areas is 86% at the end of Reception.

Throughout the duration of the Artis project the expected outcomes are:

- End of first year: 50% of children reaching expected baseline in the areas identified on entry to Reception
- End of second year: GLD (Good Level of Development) to have improved to in line with national expectations
- End of third year: GLD to be exceeding national expectations.

The following outcomes (chart below) for these children already represent huge progress in one year with Artis and the national average is certainly within reach if progress continues at this rate.

Pennine Way: Early Years Initial Results



Stories about our impact

Artis is always delighted to hear about how the arts has impacted a particular child’s life. Here we share two case studies from our partner schools.

Case Study 1

Child M joined the school in September. On arrival, he was unsure of himself and was quite reserved. He lives with his mum and sister in temporary accommodation – some distance from the school. His mum was very anxious about the move to a new school. She has mental health issues and this has impacted significantly on the family.

We noticed early on that in Artis sessions, he was more confident. He seemed to come out of his shell, was happy moving around the hall, transforming into new characters, participating in the role play and interacting with others. He seemed both “lost” and “found” in the movement and the drama.

“I feel that the arts have provided Child M with a safe space to release his emotions and find his voice.”

This has translated to other areas of school life. He is focused in class and is now showing great potential in his learning. He has a wide circle of friends and is happy to come in to school. His mum mentioned his love of drama early on and having conversations with her about his enjoyment of the sessions has provided a route for us to build a strong relationship with her – so we are now able to talk to her about other issues, such as how we can help to support her mental health. I feel that the arts have provided Child M with a safe space to release his emotions and find his voice. I feel incredibly proud of him.

Case Study 2

Child K has been with us for the past 2 years. When she arrived, we quickly identified that she had special needs and she has since been diagnosed with autism. She struggled to focus in class and would often wander around the class and, whenever possible, around the school. She actively sought out adult attention and struggled to interact with and make friends with her peers. Child K hated going out into the playground, preferring to stay indoors to draw and colour. Her dad was recently sent to prison and she had to move home, which has been a struggle for her.

“She also loves Artis sessions. She becomes quite animated and listens to and follows instructions.”

In response to Child K’s needs, we organised art therapy sessions, which have helped her to open up about her feelings and to improve her communication skills. She also loves Artis sessions. She becomes quite animated and listens to and follows instructions. She not only interacts with and works positively with others but is able to wait for her turn. She often gets lost in the movement, actions and characterisation.

We have seen a marked difference in Child K. Her social skills have improved significantly, she has much more positive interactions with her peers and she has made some good friends. She is happier, more focused and no longer wanders around the school. She loves playtimes now but will still often choose to take part in more artistic activities outside. Even though her family circumstances are still difficult, the arts are supporting her in coping with these difficulties. It has been amazing to watch Child K come into her own – developing a greater sense of self and a growing confidence.

Looking ahead

“I don’t think you can really invest in anything better than the arts because that’s about how we see each other and ourselves...”

Nitin Sawhney (Dhushum)
Artis Patron

Over the last 15 years, Artis has worked with over 775 schools so we know what we do is effective. Our goal as we move forward is to spread the Artis magic to even more children.

In 2019/20 we aim to reach 5,000 new children from disadvantaged areas to benefit from an Artis Learning experience. In addition, we will:

- **Support** 200 new teachers to embed arts-learning into their practice by giving them the tools and training they require.
- **Develop**, pilot and evaluate new approaches such as early years language acquisition and wellbeing through the arts for school children.
- **Recruit** and develop 25 arts professionals into arts educators offering them a pathway to a fulfilling portfolio career whilst helping extend our reach into new areas.

In the 2019/20 academic year our focus is on:

Working with our core group of schools on a weekly basis and a further 100 schools on a project basis, supporting those teachers and children who are most affected by cultural deprivation. In response to challenging school budgets, we also aim to establish a new funding model to support the arts in primary schools.

Evaluation: we will continue to capture top level headlines about all our work, drawing on the overarching approach developed from our summer 2018 consultation with Artis Specialists and schools. We identified the three measures that are hallmarks of all Artis programmes: **confidence, communication skills and participation.** We will use a new online form to make it easier to work with our schools to collect and analyse this data.

Further developing creative programmes for mental health and wellbeing: we will continue to develop and roll out our Artis Bounce programmes to more schools. We are also excited about continuing our year-long version of the programme, working with children on a weekly basis to explore wellbeing themes like resilience and courage through creative responses to carefully chosen books.

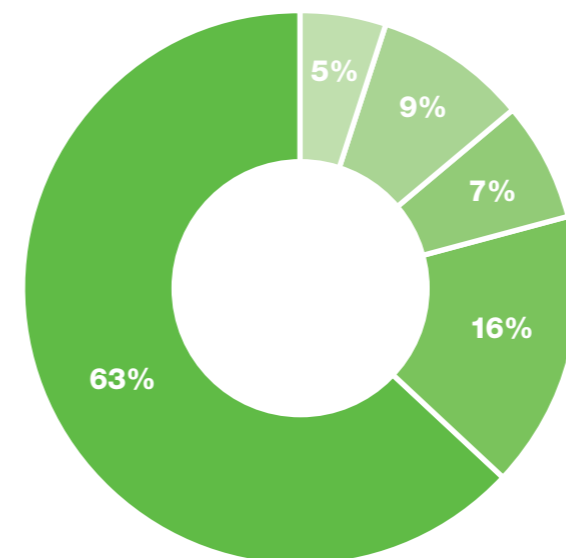
Building relationships: Artis is keen to play an active role in working with all sorts of organisations and individuals, both delivering and advocating for high quality arts and working across arts, education and health arenas.

How we are funded

Artis Foundation heavily relies on the vital support of our funders, sponsors and partner schools who share our vision. Our work would not be possible without them. All donations we receive go towards growing our programmes for children in disadvantaged areas, developing teachers, supporting wellbeing through the arts, and nurturing arts educators.

Every donation and grant Artis receives is spent carefully to ensure that our vision of giving everyone the opportunity to develop and flourish through the arts can be achieved to the maximum capacity.

2018/19 Expenditure breakdown



- 63%** Delivery of arts learning programmes
- 16%** Discovering and nurturing artists as educators
- 7%** Advocacy
- 9%** Fundraising
- 5%** Governance



Governance, people and partners

Leadership

Artis is led by a team with a broad set of skills from the education, arts, business and charity sectors. Together they make sure everything works...

Rebecca Boyle Suh (Buzz)
Executive Chair & Co-Founder

Nigel Mainard (Boing)
Director & Co-Founder

Samantha Matthews (Oompah)
Head of Communications & Partnerships

Caroline Hotchkiss (Toot)
Learning & Performance Manager

Susannah Rolls (Tap)
Programme & Training Manager

Carys Owen (Cuckoo)
Partnerships & Impact Manager

Phoebe Brown (Ping)
Finance Coordinator

Beth Crackles (Crackles)
Development

Artis Trustees

The Board of Trustees determines policy and, together with senior Artis staff, sets the strategic direction for Artis.

Rebecca Boyle Suh (Buzz)
Executive Chair

Lord Bichard (Wham)
Trustee

Mark Friend (Parp)
Trustee

Baroness McIntosh (Ting)
Trustee

Wendy Steatham (Whirl)
Trustee & Artis Mentor Leader

Patrons and Advisers

Artis has an internationally renowned group of patrons and advisers who offer us wise counsel.

Lord Puttnam (Whirl)
Artis Patron

Dame Evelyn Glennie (Schwing)
Artis Patron

Nitin Sawhney (Dhushum)
Artis Patron

Kwame Kwei-Armah (Wow)
Artis Patron

Kenneth Olumuyiwa Tharp OBE (Leap)
Artis Adviser

Prof. Linda Merrick (Echo)
Artis Adviser

Talent

Our wonderful panel of talented Artis Specialists and Mentors are the ones who bring the sparkle into schools each week and are led by our Mentor Leaders:

Stuart Barter (Chime)
Mentor Leader & Specialist

Cordelia Gold (Zap)
Mentor Leader

Helen Riley (Splat)
Mentor Leader

Dee-Anne Donalds (Swoosh)
Mentor Leader & Specialist

Laura Aldridge (Squish)
Mentor Leader

Nicola Curtis (Wizzle)
Mentor Leader

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**And with thanks to all
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to remain anonymous.**



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