

# artis...

transforming lives through the arts

# Annual Report

2021/22



# A year in numbers



**7,740 hours**

of weekly performing arts sessions delivered in schools.



**9,845 children**

engaged in weekly wellbeing and learning programmes.



**2,340 hours**

mentoring and training provided to our 98 specialists.



**£3.3 billion**

of potential lifetime benefits if Artisan at all primary schools in top 20% of most deprived areas in England.

# Back in schools with a BOOM!

2021/22 was an academic year focussed on recovery after the major disruption to learning since the start of the pandemic. We celebrated our supporters at the start of the year with an in-person launch of our new Artisan School Patrons group at Bloomberg SPACE. This wonderfully generous group of philanthropists and corporates helped Artisan stay afloat during the pandemic by match funding entire schools, enabling their children to experience the benefits of an arts-rich education.

Those socio-economic benefits have now been observed, measured and analysed in partnership with Pro Bono Economics resulting in a 32:1 benefit to cost ratio outcome. This is an impressive number that not only demonstrates how cost-effective Artisan is, but how impactful the arts in education can be when it's high quality, integrated and ongoing. We are so proud of the Artisan team at every level to have generated such a tangible difference to the lifetime outcomes of the children we work with. It is particularly rewarding to know that since our inception 18 years ago, Artisan has contributed over half a billion pounds to society, and if we delivered in every primary school in the top 20% of most deprived areas across England, £3.3 billion of benefits could be generated every year. Despite rail strikes, the report was successfully launched at the Royal Society of Arts, introduced by Chief Executive Andy Haldane and followed by a rich discussion between Nitin Sawhney, Emma Bonnin, Matt Whittaker and Emily Sun – an artist, educator, economist and supporter.

This year we've really enjoyed being back in schools every week in person, piloting a new online platform, and developing partnerships with Sky Arts and Bloomberg. 2021/22 highlights include welcoming The Lord Mayor at Bloomberg with children from one of our schools, Keir Hardie Primary, leading workshops for Afghan refugee children, raising £20,000 at our first crowd funding event with The Funding Network, contributing to the Creative Coalition Festival, and chairing a Delivering Excellence in Teaching Arts in Schools Conference.

We can't wait to see what's in store for us in 2022/23.



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



Nigel Mainard (Boing)  
Director & Co-Founder

# 2021/22 – 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

**“Our Artis Specialist always provides sessions of a very high quality. Children have developed confidence in speaking, listening and working collaboratively through participating in these weekly sessions.”**

Andriana Loizou-Samouel  
Head, The Sherwood School, Mitcham

In 2021/22 our creative learning programme brought the curriculum to life in **38 primary schools**, every single week for an entire academic year.

In doing so our Artis Specialists directly impacted the learning, wellbeing, social and emotional development of over **9,845 children**, many living in areas of cultural and economic deprivation. Helping to embed a legacy of creative learning in our partner schools, Artis CPD sessions provided over **1,500 hours of training** and creative development for over 500 headteachers, teachers and teaching assistants.

Our partnership with **Sky Arts** brought Artis to new schools in Leeds and online across the UK as part of their new Access All Arts week; and our collaboration with **Bloomberg SPACE** supported children of asylum seekers to foster wellbeing through engaging with art, sculpture and learning in new, innovative and exciting ways.

**“I just wanted to get in touch to say a massive thank you for taking part in Access All Arts week, helping to bring your expertise to primary schools that may not normally receive such fantastic art experiences. The feedback we’ve received from the schools has been incredible.”**

William Howarth, Sky Arts Creative Producer

In Spring 2022 we successfully completed a 6-week pilot of Artis Anywhere in five new schools. Developed as an online alternative to our live delivery during lockdown, this short pilot was an important step towards our aspiration to develop a full suite of online creative resources for schools, teachers and children in hard to reach classrooms.

## Promoting wellbeing and tackling social issues

**“I learnt how to express my feelings and help other people out.”**

Pupil, St Bernadette's Primary School, Milton Keynes

Autumn 2021 saw the culmination of **Artis Bounce**, our award-winning creative wellbeing programme. Commissioned by MK Schools Connect and supported by Arts Council England, Artis Bounce used music, drama and movement to empower over 600 children to better understand their emotions and how they express them. Evaluation of Artis Bounce found children that took part demonstrated a range of benefits, including:



**41% increase in their awareness of how they are feeling and their emotions**



**71% increase in their ability to express a wide range of feelings and emotions with their body**

For many pupils, participating in the arts is crucial to transforming how they feel about learning. As schools and teachers embarked on a year of 'catching up', the pupil attainment and therapeutic effects of engaging in the arts were more vital than ever. Artis Bounce provided essential expertise and arts education teaching capacity for primary schools at a time of real need.

**“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  
Teacher, Knowles Primary School, Milton Keynes



**46% increase in their ability to recognise the feelings or emotions of others**

## Discovering and nurturing artists as educators

**100% of our arts educators rated the training they receive as valuable.**

This year, Artis welcomed 12 new talented performing artists to join our panel of **96 Artis Specialists**.

Artis Specialists are at the heart of our work and we invest significantly in their professional and artistic development, ensuring that our learning programme is consistently high in quality. Each Artis Specialist is a professional performing artist and has a wealth of experience as an educator in primary schools.

We provide training to promote their development as educators whilst continuing their careers on stage, screen, and across the creative industries. Artis Specialists are advocates in the heart of their school communities.

In 2021/22, we provided over **2,000 hours of training** and mentoring to our Artis Specialists and supported them to deliver over **8,000 hours of paid work** in schools.

**“My experience with Artis has been fundamental to my professional development. Providing me with a framework of school practice as well as continually encouraging me to become a more engaging and inclusive practitioner.”**

**“I owe so much to my time at Artis and learned so much that I will forever be grateful for. I've met so many fantastic people and had so much fun in my role as a specialist – and at training too, always great fun!”**

**“So many ideas from the mentor group meetings and training sessions have informed the work I do not just with Artis but with other classes as well. It really helps inform my work every day, not just on the days I am at my Artis school!”**

**“The mentoring scheme has been vital support in terms of planning and in building up a toolkit of classroom management tools and ideas for delivery.”**

**“I have gained a huge amount of confidence from the last year of support.”**



## What the children and teachers we work with say about Artis

“Artis is fun. I like doing the cool actions with Pop.”

“I like it because there are lots of games and nothing is boring about it.”

“It was so nice and the best thing about Year 2.”

“It has given me the confidence to teach music with activities and ideas that I now know the children love doing.”

“I really enjoy the Artis sessions. Twang is always encouraging us to try our best, and this makes me feel confident. The vocabulary generated in the sessions are really supportive as I can use it in my writing.”

“The engagement of the children with EAL was remarkable, learning new words and singing along with the rest of the class.”

“The sessions are also great for the pupils’ wellbeing. Working with Artis has been a great investment for school and has brought literacy to life!”

“I have seen a big change in the confidence of some of the children in the class, from not joining in at the beginning, to performing on their own by the end of the series of workshops.”



## Our impact

### How we are doing?

In 2020/21 many of our partner schools measured children’s progress which informed the recent [Pro Bono Economics impact report](#).

We collected data over the academic year 2020/21 and Pro Bono Economics examined whether there was an improvement in teacher-assessed Strengths and Difficulties Questionnaire (SDQ) scores for a random sample of 128 children between the start and end of its arts programme. They linked improvements in these scores to better outcomes in later life.

Pro Bono Economics produced *Do the arts perform at school?* an in-depth, independent analysis into the economic argument for delivering Artis’ curriculum-based performing arts programme in primary schools. Key highlights include:



**For each £1 of cost, the Artis programme could generate up to £32 in lifetime benefits.**



**£8,700 estimated average lifetime benefit for children with elevated needs.**



**Estimated lifetime benefits of Artis programme since its creation in 2004 are £0.53 billion.**



**If rolled out across all schools in the top 20% of most deprived areas in England, the lifetime benefits generated could be £3.3 billion each year.**

## Stories about our impact

Artis is always delighted to hear about how the arts made a difference to a child's life. Here we share four case studies from our partner schools.

### Case Study 1

F has some difficulty with his emotions because of the trauma he experienced in his early childhood. When he becomes upset, he can be rough with other children and try to resolve difficulties physically. Sometimes he finds it difficult to engage in lessons and can become fidgety, lie across the table, or make noises to distract others. He can find it difficult to concentrate in typical classroom lessons.

**“F loves Artis. He really opens up during the sessions. His imagination is freed for him to develop his ideas and he even takes time to ask his partner their ideas. This is a lovely example of how Artis helps him develop his ability to collaborate and his general social skills.”**

We have noticed that since taking part in Artis sessions, F is more confident developing his ideas in his writing. When he has to predict what will happen next, he is more able to use his imagination and develop the story. We see a clear link between the input in Artis sessions and his engagement in subsequent writing lessons. Specifically, Artis gives him an opportunity to integrate his Occupational Therapy needs and develop his ideas physically in a positive way. This input acts as valuable preparation for the writing process.

Artis helps F achieve better outcomes in his writing. When he produces a good piece of work, he is proud of his achievement. Artis has contributed to his self-esteem and wellbeing too.



### Case Study 2

Q is a Year 2 pupil and an elective mute in school. (not at home). She loves music and dancing. Before her lessons with Artis, she would not join in with any aspect of performance. Now, she loves to dance with her partner and she will join in with the singing activities. We cannot hear Q as her voice is so soft and we don't want to intimidate her by getting too close to listen, but she is mouthing all the words to all the songs and her confidence is so much stronger.

### Case Study 3

T has high sensory needs and Autism Spectrum Disorder (ASD). At the start of Year 2 he would have frequent angry outbursts. At the beginning of the year he would not engage in Artis sessions. T tentatively would run out of the hall when asked to join in any drama activities; refuse to sing; put his hands over his ears when any music was played and not contribute at all.

Gradually, over the year, he tentatively began to join in each activity, starting first with dancing. Now, he sings, he works in pairs, and he is such a wonderful dancer.

**“Although he is a very articulate boy, engaging in the sessions has given him another way to express himself. As a result, we are seeing far fewer angry outbursts in the rest of the school week, in fact none!”**

### Case Study 4

U is very shy, quite introverted. After a long period away from school (like the summer holidays), he returns anxious and reluctant to separate from his parents. It can be difficult to get him to come into school. As a result of his anxiety, he can be the quietest and least vocal child in the class. He does contribute to class discussions, but this often seems to cause him some difficulty. He can appear tense and uncomfortable.

**“Of all the lessons in the week it is in his Artis session that U is most vocal, smiles the most, appears eager to participate and perform to others. U speaks with confidence, smiles and appears to be**

**enjoying school – something that is not evident in typical classroom lessons. It was in Artis sessions, that we really found out what his voice sounded like.”**

Artis sessions have created an opportunity for open communication, allowing U to learn to enjoy speaking and giving him the confidence to find and use his voice. It is a real pleasure to hear what U can really sound like.

## Advocating the importance of arts in learning

The arts are disappearing from our schools.

There has been a dramatic decline in both the quality and quantity of arts education in primary schools, and teachers report they do not have the budget, resources and skills to deliver lessons containing music, drama and dance.

During lockdown children from underprivileged backgrounds experienced schooling disruptions and family poverty resulting in widening gaps in educational and social/emotional development. **Post-lockdown** 25% more school-starters needed help with language skills than in 2019 (Education Endowment Trust). The NASUWT teachers union reports that schools are making up for lost learning by reducing time for creative subjects and **56% of teachers don't believe they have the resources/skills to deliver creative lessons (Fabian Society).**

The impacts of this are compounded in deprived areas where complex social issues prevent children from engaging with learning. At a time when teachers feel overwhelmed, Artis uses movement, music and performance to reinvigorate teaching and engage all children back into learning regardless of their physical, emotional or behavioural challenges.

Against this backdrop, Pro Bono Economics produced **Do the arts perform at school?** an in-depth, independent analysis into the socio-economic evidence for delivering Artis' curriculum-based performing arts programme in primary schools.

## The Year Ahead

**“Pro Bono Economics confirms what I have always believed... that young people through creative learning can immeasurably enhance their own life journeys economically as well as holistically.”**

**Nitin Sawhney OBE (Dhushum)**  
Artis Patron

Looking ahead to 2022/23, we are excited to welcome **10 new primary schools** into our portfolio. We will also be concluding our search for some wonderful new trustees to widen and strengthen the skills and expertise on our board, particularly in areas of equality, diversity and inclusion (EDI), strategy, education and advocacy. Two extraordinary trustees, Baroness Genista McIntosh and Lord Michael Bichard will be coming to the end of their five-year term on the board, and whilst we will continue to benefit from their presence as Artis Patrons, they will be greatly missed at board level.

Our second year of data from 2021/22 will be analysed by the team of economists at Pro Bono Economics and a third year of data will be collected.

This will further strengthen the findings of **Pro Bono Economics** with regard to our ongoing socio-economic impact and demonstrate our commitment to establishing longer term findings. We also look forward to further scoping our online model with the support of venture philanthropists **Our Common Good** who will be funding the addition of a Digital Education Manager to our team.

It is always a pleasure to take our match funders to visit their schools to meet their Artis Specialist and the amazing children their support is impacting. There are many visits already in the diary and we look forward to contributing to more ESG (Environmental, Social and Governance) reports as corporate supporters can now more clearly set out their business impact on society through their support of Artis. 2022/23 also marks the third year of support from our first cohort of pioneering match funders, so we will endeavour to extend and expand our **Artis School Patrons** group as we progress towards our goal of match-funding **50 primary schools**.



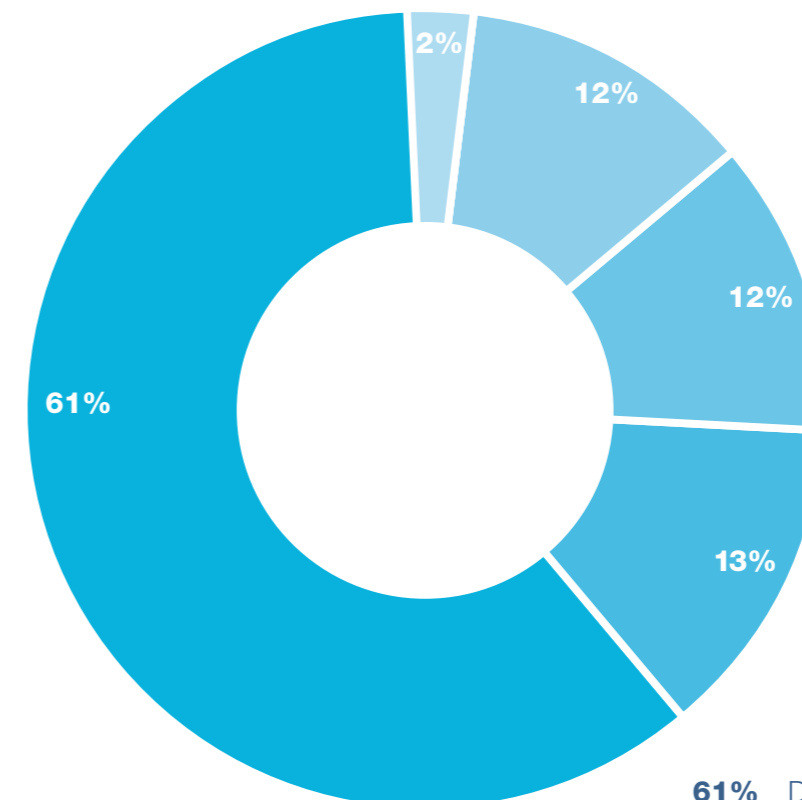
## How we are funded

Artis 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 received go towards growing our programmes for children facing disadvantage, developing teachers, supporting wellbeing through the arts, and nurturing arts educators.

Every donation and grant received by Artis is carefully allocated to ensure that our programme is delivered to the maximum capacity and value for money.

### 2021/22 Expenditure breakdown

#### Expenditure in the year to 31 August 2022



- 61%** Delivery of arts learning programmes
- 13%** Discovering and nurturing artists as educators
- 12%** Advocacy
- 12%** Governance
- 2%** Fundraising

## 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

**Paul Hewett** (Kerpow)  
Head of Operations & Communications

**Caroline Hotchkiss** (Toot)  
Learning & Performance Manager

**Susannah Rolls** (Tap)  
Programme & Training Manager

**Izzi Blain** (Sizzle)  
Partnerships Coordinator

**Phoebe Brown** (Ping)  
Finance Coordinator

### 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

**Dee-Anne Donalds** (Swoosh)  
Trustee

**Mark Friend** (Parp)  
Trustee

**Stacey Lamb** (Bosh)  
Trustee

**Baroness McIntosh** (Ting)  
Trustee

**Joanne Millard** (Splosh)  
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 OBE** (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

**Nicola Curtis** (Wizzle)  
Mentor Leader

**Helen Riley** (Splat)  
Mentor Leader

### With thanks to our funders and supporters



### Artis School Patrons

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And with thanks to all those donors who wish to remain anonymous.





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