

Committee(s):	Date(s):
Education Board	4 December 2014
Subject: Barbican and Guildhall School – Creative Learning and Outreach	Public
Report of: Director of Creative Learning, Barbican and Guildhall School	For Information
<p>Summary</p> <p>This report summarises the Outreach focussed work of the Barbican Centre and Guildhall School, with a particular focus on the work of their joint Creative Learning Division. It considers recent strategic developments, including the formation of the joint division, the establishment of an East London and City Culture Partnership, and the launch of a manifesto “Helping Young People Define their creative Voice. The report also outlines the key models delivered by the division and the reach, and impact achieved. It considers how the work relates to the City’s strategic objectives, and the Education Strategy, and outlines plans for the future.</p> <p>Recommendation(s)</p> <p>Members are asked to:</p> <ul style="list-style-type: none"> • Note the report. 	

Main Report

Background

In September 2014 the Creative Learning Division will celebrate five years since its formation. Following several years of increasingly close partnership working between the Barbican and the Guildhall School, Creative Learning was the first public facing department to sit across both organisations.

Building on the outreach and community facing work delivered by Barbican Education for over 10 years, as well as the creative and professional development programmes at the heart of Guildhall Connect,

established 30 years ago, the joint division was a unique but complex proposition. Through drawing on the Barbican's world class artists and programming, and the school's vision to place craft and creativity at the forefront of cultural change, Creative Learning has delivered a vast range of work on and off site, reaching an average of 40,000 people each year and working in depth with well over 6,000 participants a year.

This report provides an overview of the current and planned work of the creative learning division with a particular focus on its work with children and young people. It considers how this work relates to the City's core values as set out in the corporate plan 2013- 17 and to the Education strategy.

1. Current Position

Manifesto:

In September 2015 the Barbican and Guildhall School launched their joint manifesto "Helping young people find their creative voice." This summarised the Barbican and Guildhall School's commitment to young people, particularly in East London in four pledges:

We will:

- Help you access and afford outstanding arts events
- Give you a platform to be creative
- Enable you to gain skills and get jobs in a 21st century economy
- Listen to what you want

STRATEGY

As a joint division Creative Learning is working to both the Barbican and Guildhall School's strategic objectives. This gives our work a distinctive edge and we aim to ensure that we maximise the opportunities offered by the partnership between an international arts centre and a leading conservatoire. Combining the Barbican and Guildhall's core propositions, we have defined the underpinning philosophy of Creative Learning as "World Class Arts and Learning at the Forefront of Cultural Change".

Truly achieving this vision presents a number of challenges: What we do must be integral to the Barbican's programme of world class arts and reach people and communities on a local level. It must be accessible

and engaging for the widest possible audience, and have a level of depth and impact which will enable it to achieve genuine change for the people and communities we work with. It must also address the needs of audiences whilst having the rigour and process required of an academic institution. In creating a strategic framework for our work which addresses and reconciles these demands, the potential for the division, as well as its USPs are revealed.

At the heart of this strategy is a **learning continuum** – a line which runs from a first engagement with the arts through to the professional development of established artists:

First Access projects engage a large number of people in a participatory arts activity in a light touch way which may lead to a deeper engagement in the future or contribute to audience development. Examples of these projects include; Weekenders, Barbican Arts Workshop, The Big Barbican Adventure as well as Off Site Arts programming.

Multiplier Models such as Barbican Box and Drum Works which engage young people, schools and their teachers in an in-depth programme of arts activity, which can then be rolled out into further schools. Young people are signposted to continuing development opportunities.

Young artist development provide a selection of opportunities for young people to develop their skills and creativity in particular areas of the arts. Examples include Barbican Young Poets, Filmmakers, and Programmers.

Young Arts Academy follows on from the success of Unleashed and will be piloting a range of activity which brings together young artists aged 14-25 from different artistic disciplines to learn, create and experiment together. Activity focuses on cross arts collaboration, socially engaged practice, career development and enterprise.

BA in Performance and Creative Enterprise is a proposed new undergraduate degree set up to run through the Guildhall School by Creative Learning in collaboration with the Music and Drama departments and the Barbican. This degree will develop future Creative Entrepreneurs with a focus on cross arts collaboration, socially engaged practice, enterprise, career preparation and reflection.

Masters in Leadership is our current postgraduate programme for musicians to extend their artistic practice by working across disciplines in a range of cultural and social contexts. The intention now is to develop this Masters programme into a cross arts MA in Contemporary Arts Practice (working title) in response to the introduction of the BA in Performance & Collaboration.

Professional Development and LAB programme includes; experimental OPEN LAB weeks in the Pit theatre, Artworks Lab weeks which are specifically focused on developing artists participatory practice, a rolling programme of Weekend LABs led by guest artists from the Barbican's programme, Multi artform Continuing Professional Development training weekends, student enterprise opportunities, discussion, talks and debates, networking events and industry seminars.

The East London and City Culture Partnership:

As cited in the Education strategy *'The Barbican Centre and The Guildhall School have formulated effective partnerships with City fringe and East London Boroughs to provide outreach for hard to reach and culturally deprived areas'*. At the heart of the thinking behind these areas is that we should work with strategic partners and infrastructure organisations with the local knowledge to enable us to ensure our work is delivered where it is most needed, without duplicating or competing with other providers.

Following many years of this type of partnership working, and in response to the Henley reviews of music education, the subsequent implementation of music education hubs, and the more recent review of cultural education, Barbican and Guildhall have taken the lead in the formation of an East London and City Culture Partnership (ELCCP). This initiative has been supported for three years with generous funding from the Esmée Fairbairn Foundation.

This ambitious initiative will bring together cultural and education organisations across East London to develop cultural experiences and talent development for young people. It will:

- address the areas where young people aren't able to access cultural opportunities and seek to ensure consistent, high quality provision.

- ensure young people feel East London's cultural offer is for them, and are able to develop their talents in appropriate ways.
- begin a conversation with East London's young people, communities, schools, local authorities and cultural organisations to understand the gaps, needs and opportunities.
- use this local intelligence to shape the work of the partners to ensure outstanding and relevant cultural experiences for young people.
- seek to encompass the full spectrum of cultural and education organisations across East London, ensuring a joined up offer through strategic planning, shared information and resources.
- capture and share learning on collaborative working to strengthen cultural provision for young people locally, nationally and internationally.

The ELCCP is currently finalising its structure as well as completing the first stage of its activity planning for the coming year.

The Education strategy includes the recommendation to improve the coordination of the educational offer across the City's activities - the ELCCP and its work in East London are very closely aligned to this overarching objective. In particular the placement and strategic development of the Barbican and Guildhall School's east London focussed work will be directly informed by the findings and needs analysis undertaken through the ELCCP.

Case Studies:

The Big Barbican Workshop:

Big Barbican Workshop is a one day, introduction to inspirational cross art form working at the Barbican for both secondary and primary schools. Last year we developed and piloted the project and have begun full delivery this year. There is high demand for this offer both from East London schools and those further afield.

Dialogue

Dialogue involved a total of 160 performers from 10 community groups, alongside young ensembles and Guildhall School Students

Dialogue is a festival which celebrates the diversity and creative talent of Guildhall School students working with a wide range of East London communities. This year, we brought together musicians, poets and visual artists to work with 11 different community groups to produce and create new work which culminated in venues across East London and in Milton Court Concert Hall on 25 February. The performances brought together a variety of people from all generations on stage and the audience was full of local friends, family and local organisations and community groups, some of whom took advantage of the free coach transport to and from the concert hall. The project worked with young people from Mencap, our ensemble Future Band, St Mungos, and the Arbour Project.

Schools Multiplier Models

Multiplier Models

Creative Learning aspires to ensure every secondary school in our east London partnership will have had access to either a first access project and/ or a school's multiplier model by 2018

Working with schools is one of Creative Learning's priorities. Through working in schools we can reach school children, their families and the surrounding community, who may not access the arts in any other ways. We work with special needs schools as often as we can and have received incredibly positive evaluations from staff and teachers at the schools.

The schools multiplier models relate to each of the Barbican art forms and make links to the world class programme. Work in these areas is designed to be flexible; where possible it fits with the school curriculum but can also be used as extracurricular activity.

Each model supports young people to create their own artistic work, and to present it in the Barbican context. In each of the artforms the models include:

- A package of resources curated in partnership with leading artists (The Barbican Box itself)
- A Professional development weekend for participating teachers, led by the artists
- A visit to the Barbican for the students to attend an appropriate performance

- An artist mentor who visits the school during the creation process and supports both the students and the teacher
- A platform for sharing the work at the Barbican

Barbican Box Theatre

In 2013/14 we worked with 13 schools from Hackney, 3 from Islington, 5 from Tower Hamlets and 1 from Barking and Dagenham, reaching around 700 students in total, 37.5% had not worked with Creative Learning before.

We commissioned Physical Theatre Company, Complicite, to design and curate a Barbican Theatre Box. The theme was Migration. The Box provides an artistic starting point from which teachers and students devise their own play. All students present their work at 'Sharing' events on Barbican stages, to which their friends and family are invited. This year 45% of participating schools used Barbican Box as part of student's GCSE coursework and teachers and students highlighted how taking part in the project helped students develop transferable skills – with all the teachers and over 80% of students agreeing they had developed team working skills, and over 70% reporting increased communication skills.

"They got to experience a real theatre at work, where expectations are high and deadlines NEED to be met! They arrived worried, lacking confidence and self-belief. They left high! We loved the day, it really challenged my students as they had to be ready!"

Teacher

Barbican Book

***"Most of that GCSE group were looking at B's and C's in their GCSEs, from this work they're now looking at As and A*s... It also leads to great retention to sixth Form"* [Mr. Burn at Stoke Newington School 20 Nov]**

The Barbican Book is based on photography, a form of image-making that runs throughout the Barbican Art Gallery exhibitions. The 2014 Barbican Art Book was 'Learning from London', inspired by the Barbican exhibition 'Pop Art Design. The book was launched at a Barbican event attended by all participating students, their family, friends and teachers. The book launch included students speaking publicly about their work. In

2013/14 we worked with 78 students aged 14 – 18. Half of the groups were using the project as part of an assessment at either GCSE or AS level. One school used the project specifically with a group of students with learning difficulties and found the medium of photography a particularly valuable way of working with these students:

“There are limited work opportunities for people with learning difficulties and this experience helped to broaden their knowledge of types of work they could do with limited reading and writing skills.”

In January 2014 an exhibition of the young people’s work from the first photo book *Everything Is Moving* was mounted in the Barbican Camera Café.

Barbican Box Film

In 2013 we began to scope and test Barbican Box Film, film is a very technical art form, which needs high level ‘mastery’ of skills. We aimed to provide teachers with the skills to teach film in their classrooms and to have the resources to guide students on to further training or careers advice within Media studies GCSE lessons. One programme revolved around using a title sequence for a film, using genre as your guide, not more than 3 minutes, with teams of 4-5, another included transposing poetry onto film. We engaged 5 primary and secondary schools with our film programme in Hackney, Islington and Tower Hamlets.

Barbican Box Music

Our first iteration of the Barbican Box for music is being delivered in 6 Hackney secondary schools this academic year. The project focuses on song writing and is based on the work of Alan Lomax. The project will climax in February with a performance in the Barbican Hall from all participating schools.

Measuring success: Reach and Impact

The overarching objectives for our Creative Learning programme are to:

- provide high quality, inspirational arts and learning experiences to people and communities identified as having low engagement in the arts;
- nurture and develop talent in young people, irrespective of their

- background;
- use the arts to enable people to develop their personal and employability skills;
 - ensure participants have opportunities to progress;
 - help people learn about opportunities within the cultural workforce; and
 - develop our partnerships with local organisations in east London (so that our projects are designed to meet local needs and reach the people who will benefit the most).

Each strand of our work has specific outcomes and outcomes identified which relate back to these headline objectives.

Monitoring - monitoring data is collected on all work delivered by the division. This enables us to identify the number of people reached, diversity, geographical spread and other demographic information.

Evaluation – more specific and detailed data is collected in relation to the overarching objectives. For example the schools multiplier models outlined above have the objective of developing employability skills – specifically those as identified by the CBI as being most desirable in school leavers – teamworking, communication, problem solving, and confidence. This is measured by pupils and teachers responses to surveys, as well as through data collected in reflective discussion sessions at the end of the project.

Research and wider impact – A developing area of our work relates to exploring wider questions around arts and learning practice. This manifests in several different ways, including projects which are part of a wider research programme – our drum works project in the Warren School Barking for example, is part of a youth music funded initiative to explore the impact of arts activities with young people at risk of exclusion. We have also been part of a national initiative, Artworks, exploring how best to train and support artists who deliver participative work, and have hosted two collaborative doctorate students.

Finance and Business Model

In the 14/15 year creative Learning as a whole (across the Barbican and Guildhall School has an expenditure of c. £1.8million. This includes

staffing and delivery, including those elements of the Guildhall School Curriculum delivered by Creative Learning – most notably the Master in Leadership. c. £800k is direct project expenditure.

48% of the department costs are from raised income – including a contribution from the Barbican’s Arts Council NPO budget, and Guildhall School tuition fees for the Masters in Leadership. The remainder of the costs are borne by the Barbican and Guildhall School and met through the City’s generous support for both organisations, and the income generated in other areas of the operations.

Earned income is projected to become increasingly important to the division’s business model especially as the City’s contribution to the Barbican is reduced in coming years. The future business model includes substantial fundraising targets as well as increased income generating activity in partnership with the Guildhall School’s enterprise division. Continued expansion and consolidation of the department’s offer is dependent upon successful delivery of this business model.

Conclusion

The work of the Barbican and the Guildhall School, and particularly its joint creative learning division contribute towards the strategic aim of providing valued services to London and the nation. In particular it places partnership working at its heart – with partners including other local authorities, with schools, cultural organisations and community groups. The East London and City Culture Partnership is a particularly relevant reflection of the City’s core values: This partnership project draws on the knowledge of existing and established partners to create something new – with a key driver being sharing knowledge in pursuit of new ways of working.

The Barbican and Guildhall Schools programmes are truly world class, and reflective of the City’s position as a world leader. The work of the Creative Learning Division responds to the City’s priority to increase the impact of this offer and to help it reach deeply and meaningfully across London and beyond.

The work of the Barbican and Guildhall Schools joint creative learning division is an important part of the City’s portfolio of activity relevant to the Education strategy. In particular it contributes towards the Education strategy’s strategic objectives:

- **To promote and support excellent education and access to higher education:** through its work in schools, its provision of training and progression for young artists and its new and existing pathways at the Guildhall school.
- **To strive for excellence in the City schools:** by making its schools offer of access and progression activities available to the City schools.
- **To inspire children through an enriched education and outreach opportunities:** by reaching young people across East London,
- **To promote and effective transition from education to employment:** through delivery of projects proven to develop the employability skills most sought after by employers, and the development of entrepreneurial skills in the young artists with whom it works
- **To explore opportunities to expand the City's education portfolio and influence on education throughout London:** through taking a strategic leadership role in initiatives such as the East London and City Cultural Partnership, and through collaborative work with other city departments.

Appendices

- Appendix 1 - Our Manifesto: Helping Young People find their creative voice – (printed leaflet)

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