


Foreword



This guide has been designed with schools in mind, and to try make life easier for staff and pupils in terms of the introduction, delivery and assessment of an Arts and Culture Policy in schools.

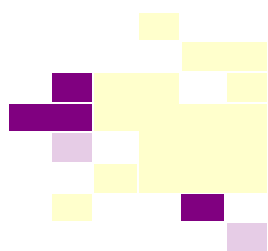
Cultural behaviour is a learned skill. It grows and develops with individuals as well as collective groups and families. Our social values, manners, traditions, communication skills and subsequent behaviours are all learned through our cultural values. Our 'sense of being' and our role within society are defined by those same values. The way we resolve conflict, appreciate order, become empathic and relate to other people are all skills learned through our culture and traditions.

In terms of enhancing learning and increasing achievement, developing skills and becoming more mature, it is essential that children in schools are given as many opportunities to as possible access a wide range of cultural activities. These don't have to be complex or expensive – something as simple as giving children the chance to look at a piece of unusual artwork or listen to piece of music they would not normally have chosen to listen to can have a significant impact.

Making children aware of their own culture is just as important as looking and studying the cultures of others; there is rich diversity in the British Isles alone, and our links with Europe are becoming ever stronger. The culture, traditions and customs in West Cumbria are as diverse and interesting as anywhere in the world. They in turn have been influenced by other cultures, peoples and individuals, who have enriched and improved our lives and environments.

Above all, Arts and Cultural work should be fun – for everybody involved! We all do so much now in schools which we feel has to be very controlled and delivered in a very structured manner. Arts and Cultural work, whilst it can have a definite structure, purpose and intent, be evaluated and monitored and results analysed, should be worth the effort for all who take part as it introduces elements of enjoyment, freedom of expression and fulfilment. It also helps all involved engage with their wider community – in the truly global sense.

Karen A.M. Thompson March 2006



Cultural Work in Schools

WEST CUMBRIA EXCELLENCE
CLUSTER

Karen A M Thompson BA Hons



2006

**Best Practice in Arts, Culture and Cultural
Education for use in Primary and Secondary
Schools**