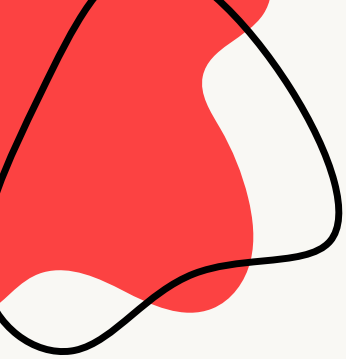


# THE ARTS IN SCHOOLS FOUNDATIONS FOR THE FUTURE

*Purposes,  
principles  
and practice*

In this pack you will find all the information you need to share this with your networks



We appreciate you supporting us in the Arts in Schools series by sharing this report release.

In this pack you will find everything you need to share this with your networks. Please feel free to adjust the copy to fit your organisation and audience.

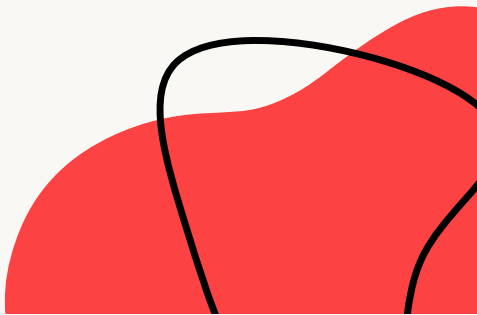
**Title**

The Arts in Schools: Foundations for the Future

**About the report**

Last year, on the 40th anniversary of the seminal 1982 report, The Arts in Schools, A New Direction convened a new conversation on the value of the arts for young people in and beyond schools by examining the current state of play, what we have learnt and lost over the intervening decades, and what a new set of recommendations could look like.

The Arts in Schools: Foundations for the Future is the resulting follow-up report by Pauline Tambling and Sally Bacon, reflecting on what we have learnt and what we need to consider for the future of the arts in schools.



## Suggested social copy



**Official hashtag**  
#ArtsInSchools #ArtsInSchoolsReport

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**Tags**  
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@A\_New\_Direction

**Instagram**  
@anewdirection\_ldn @CGF\_UK

### Instagram

#### [Example 1]

The new #ArtsInSchoolsReport - Foundations for the Future is now live!

The follow-up report by Pauline Tambling and Sally Bacon and supported by @anewdirection\_ldn and Calouste Gulbenkian Foundation UK, Foundations for the Future reflects on what we have learnt and what we need to consider for the future of the arts in schools.

Help spread the word: [bit.ly/3KqDyhb](http://bit.ly/3KqDyhb)

#### [Example 2]

Help spread the word on the new #ArtsInSchoolsReport - Foundations for the Future!

Written & researched by Pauline Tambling and Sally Bacon, Foundations for the Future continues a new conversation on the value of the arts in and beyond schools, and reflects on what we have learnt since the original 1982 report. Supported by @anewdirection\_ldn and the Calouste Gulbenkian Foundation (UK Branch)

Join the conversation: [bit.ly/3KqDyhb](http://bit.ly/3KqDyhb)

#### [Example 3]

Calling all colleagues from across the arts and education sectors!

Join the conversation on the value and the future of arts in and beyond schools, in the new follow-up #ArtsInSchoolsReport – published by @anewdirection\_ldn in partnership with Calouste Gulbenkian Foundation UK Branch

A continued conversation on the value of the arts for young people in and beyond schools, Foundations for the Future examines the current state of play, what we have learnt and lost over the intervening decades, and explores what we need to consider for the future of the arts in schools. Written & researched by Pauline Tambling and Sally Bacon.

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Help spread the word on the new #ArtsInSchoolsReport

This continued conversation on the value of the arts in schools reflects on what we've learnt since the 1982 report. Supported by @A\_New\_Direction & @CGF\_UK

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Calling all colleagues from across the arts and education sectors!

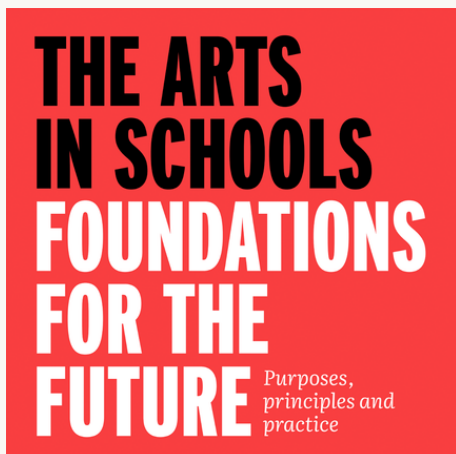
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“ Access to the arts is not equitable: we have a two tier system, with the arts more highly valued in independent schools ”

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“ Arts subjects provide memorable experiences and a creative outlet which enables children to explore and express their emotions and their identities. ”

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“ We have a schooling system that prioritises school performance based on exam grades in defined subject areas, and in which success measures do not value the whole child. ”

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*“If the arts are to survive in schools in any meaningful sense, then we need a new collective understanding of the purposes of education.”*

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*“We describe arts subjects as 'full spectrum', providing everything from solace to skills, from empathy to experimentation.”*

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*“Arts subjects are vehicles for building self-regulation and exploring issues around society, identity, gender, ethnicity and belief.”*

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!! *The framework of accountability - which excludes arts subjects - dictates priorities. !!*

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!! *An arts-rich education supports the development of desirable skills and capacities valued by young people and by employers, including teamwork, empathy, problem-solving and creativity. !!*

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