

BURBERRY
FOUNDATION

**BURBERRY INSPIRE: THE VALUE
OF ARTISTS IN RESIDENCE**

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AN 'ARTIST-IN-RESIDENCE', TYPICALLY, IS AN OPPORTUNITY FOR AN ARTIST TO SPEND TIME AWAY FROM THEIR HOME ENVIRONMENT, WHERE THE ARTIST CAN REFLECT, CONDUCT RESEARCH, AND INVESTIGATE NEW WORKS. ARTISTS IN RESIDENCE HAVE BEEN USED IN SCHOOLS FOR DECADES AS A MEANS BY WHICH TO INTRODUCE CREATIVITY AND IMAGINATION INTO THE CLASSROOM.

A paper "Artists-in-Schools: Why Bother?", written almost 50 years ago, recognised that in schools where a rigid curriculum is focused on attaining results and grades, artists can use their talents and passion to bring joyfulness into education, enhancing the formal curriculum and encouraging personal growth.

"Children blossom in a benevolent atmosphere where they are encouraged, and somehow, artists seem to take that kind of atmosphere wherever they go."

This paper looks how the Burberry Inspire programme, which supported the Artist in Residence approach for pupils in schools with higher-than-average Free School Meals in Yorkshire, was able to affect social change for pupils, schools and regional cultural capital.

ABOUT BURBERRY INSPIRE



Burberry Inspire aims to change how young people in Yorkshire see the world and understand their potential. Designed with several cultural partners, the Burberry Foundation seeks to nurture creative ambition and skills by exploring the worlds of theatre, dance, film and art.

Over four years, eight local schools were partnered with four Yorkshire-based arts organisations: Leeds Playhouse, Northern Ballet, Leeds Young Film and The Hepworth Wakefield. Launched in 2018 and in its fourth and final year, Burberry Inspire has been managed by the Ideas Foundation. The programme stems from Burberry's commitment to improving the life chances of people in their local community through culture, fashion and the arts.

The fundamental premise of Burberry Inspire was to provide an Artist in Residence to work intensively with two schools each year, providing Key Stage 3 students with wide-ranging, hands-on experience in different areas of the creative arts.

THE ROLE OF ARTISTS IN BURBERRY INSPIRE



The Artists in Residence were placed within schools for an entire academic year and responded to the needs of each school with a bespoke, holistic programme that was engaging and practical. This gave them the opportunity and time to forge meaningful relationships with pupils and teachers and to understand the school ecology and its needs.

The Artists in Residence drew on the significant resources of their respective arts organisations, with some bringing in outside expertise, such as set designers and printmakers. The established relationship between the Artist and the school, provided continuity, a benefit that ad-hoc external workshops are unlikely to have achieved.

“The impact of the project comes from the relationships created by the Artist in Residence,” said one dance teacher. “Being in school and interacting with the pupils lets the Artist in Residence see them as individuals and get to know them.”

The cultural partners, meanwhile, reported the Artist in Residences played a role in developing stronger connections to young people in their area and the benefits of the artists’ role being independent of the curriculum, allowing them to contribute to joy, playfulness and personal growth within schools, as described by Tyrrell et al.

HOW TO USE THIS BRIEFING

AS PART OF THE BURBERRY INSPIRE PROGRAMME, THE BURBERRY FOUNDATION HAVE COMMISSIONED THE POLICY INSTITUTE AT KING'S COLLEGE LONDON TO CONDUCT A FOUR-YEAR RESEARCH PROJECT, EXAMINING THE VALUE AND IMPACT OF CULTURAL AND CREATIVE EDUCATION ON YOUNG PEOPLE'S DEVELOPMENT, ACADEMIC PERFORMANCE, AND LIFE CHANCES. THE IDEAS FOUNDATION COMMISSIONED BEAN RESEARCH TO ASSESS OUTPUTS AND OUTCOMES FOR PUPILS, SCHOOLS AND CULTURAL PARTNERS.

This briefing draws on the results of data collected by Bean Research as well as the Policy Institute's quantitative and qualitative research, evidencing how the Artists in Residence model delivered by Burberry and the Ideas Foundation is valuable to schools, enriching the wider curriculum, broadening opportunities in socially deprived areas, and increasing confidence and skills for teachers and pupils alike.

In general, artists in educational contexts are seen as advancing the role of the arts in the curriculum, and encouraging and stimulating learning (Lumsdaine, Lumsdaine, 1995; Pujol, 2001). They are also seen as contributing to staff development (Hunter, Baker, Nailon, 2014). Residencies in non-education contexts are seen as facilitating organisational learning and capacity building for the host organisation (Shanken, 2005).

We demonstrate the value of Artist in Residences in educational settings by using and slightly adapting Lehman's value framework that has been developed for these types of programmes. Lehman described the value created through Broadening cultural knowledge; Organisational learning & capacity building and Creative & Cultural stimulation.

This paper then demonstrates that Burberry Inspire Artists in Residence have done all three, through impacting the individual, the organisation and cultural partners. We also offer some suggestions on when and how Artist in Residence programmes work best and could be improved in future, using feedback from Artists and teachers.

STUDENTS: BROADENING CULTURAL KNOWLEDGE

WHEN BURBERRY INSPIRE FIRST LAUNCHED IN 2018, 70% OF THE STUDENTS HAD NEVER VISITED A GALLERY OR GONE TO THE THEATRE. SOME ARE LIKELY TO HAVE VIEWED THE CREATIVE ARTS AS INACCESSIBLE, LOFTY AND NOT FOR THEM. WITH THE INFLUENCE AND INPUT OF ARTISTS IN RESIDENCE, THAT HAS CHANGED.

Burberry Inspire has opened a new world of experience for students, introducing them to creative places and giving them more choice. In interviews conducted with the Policy Institute, King's College London, students affirm the value of 'trying something new', and cite their enjoyment in engaging in activities that are different to those of their everyday school and home life. Participating students deepen their understanding of the arts and are enabled to envision a potential career in the arts and pathways for further developing their skills. As one student in Year 9 mentioned, taking part in Burberry has opened a 'pathway' to a possible creative career, through an understanding of the arts and practical experience.

Interim quantitative research conducted by the Policy Institute suggests students taking part in Burberry may experience improvements in a range of key areas to complement improved cultural knowledge, including 'locus of control' (a sense of agency over one's future), aspiration, and self-esteem.

In the final year of the four-year programme, Burberry Inspire reached 10,170 students by the end of the second term, exceeding its target of 8,000 despite the impact of Covid on the delivery of many activities. At least 63% of these students were actively engaged in creative projects, in-school workshops, after-school clubs and performances.

With less of a focus on curriculum targets, the exploration can be pupil-driven and more informal. Additionally, there's more opportunity to develop open relationships with an artist than might be possible with a teacher in a classroom context. One student also noted that having external tutors deliver the sessions allowed them "more time to think, like imagine stuff we could do, different things we could do. It was just overall a good experience to have new people come in to teach us" Year 9 Pupil.

"I think there were changes when we were doing art. I was like, 'How can I get this to show my emotion in my drawing and stuff like that?' When I was painting, I was just thinking back to the Hepworth thing when we did a painting, like all the techniques that they taught us and stuff like that. I was like, 'Okay. Let me try and get this into my drawing so the teacher can see I did good in that lesson.'"

— Student, Year 9

While our results demonstrate the value of an AiR as it relates to Burberry Inspire, similar projects have echoed our findings. A recent Artists in Residence worked with over 3,000 schools in the UK, embedding artists into the schools to deliver impactful projects. Deemed an "unequivocal success", the programme found that students benefited from the freedom to take risks, experiment, and view failure as a learning process. One of the great values of having Artists in Residence, the programme concluded, was to bridge the gap between formal education and the world of professional artists. When young people are given access to the arts, they are more likely to see opportunities for adding their own voices and perspectives, whether through careers or as participants.

KEY VALUE FOR STUDENTS

CONFIDENCE, RISK-TAKING AND FAILURE

The curriculum in schools is largely based on meeting targets, making it harder to take risks, experiment and learn from failure. For example, 'Exam Factories?' evidences that 'high stakes testing' results in an improvement in test scores but does not necessarily represent pupils' overall level of understanding and knowledge. The influence of the Artists in Schools reiterates this:

"The Burberry inspired programme has allowed pupils to freely create without a specific end goal or assessment based outcome, creating outside of the traditional curriculum. Meeting successful people from the creative industry really helped this."

— Teacher from Co-op Academy

"Usually, in school, I don't let loose as much because I just want to focus on my work, so it was fun because we all worked together, we learned something, we had a laugh, and we will remember that."

— Student, Year 8

Art is about experimentation; failure is natural. In its final year, 100% of the teachers, believe the Burberry Inspire programme has increased students' ability to take risks and try something new. Moreover, 82% believe the students' confidence has increased.

This echoes the quantitative findings of the Policy Institute, whose research thus far suggests students taking part in Burberry Inspire have experienced improvements in self-esteem in two out the three years for which we have survey data.

One student said it pushed her to try new things: "It just put me out of my comfort zone because I'm not the most confident person ... Now I know that if I do it again, if I push myself a little bit further, then I'll get used to it and do it a bit more."

BROADENING YOUNG PEOPLE'S VIEW OF THE WORLD

A majority of teachers (73%) in the final year felt that students had increased their appreciation for arts and cultural organisations, with 45% believing it improved students' capacity to interpret the world around them.

As one teacher said: “Our academy is based in an area where pupils just don’t get opportunities like working with leading drama companies or watching ballet performances. We have shown our pupils the best of what is out there in the wider world and given them inspiration for their future goals.”

Moreover, Burberry Inspire provided a bridge to how arts organisations operate on a day-to-day basis. In year two, for example, Northern Ballet’s Artist in Residence invited students to think about the theme of “Inspiring Journeys”, considering how they could apply this to choreography, sets, costumes and film.

“I personally thought art was more drawing and painting and colouring and things, but I didn’t really know art would go so [far] beyond that,” reflected one student.

DEVELOPING A RANGE OF CAREER-FOCUSED SKILLS

Young people were given many opportunities to learn and develop skills in art, filmmaking, dance, and theatre. All four cultural partners engaged students in the likes of storytelling, choreography, sculpture, screenwriting, acting, filming and painting. In many instances, they worked with technical equipment they normally don’t have access to. However, students also learned softer skills, such as listening, teamwork and time management.

One student said: “It was more like a collaboration and you had to use teamwork to be able to make something that you could all agree on.”

In interviews with the Policy Institute, some students reported that taking part in Burberry Inspire led directly to concrete career-related outcomes, such as influencing subject choice for GCSE, improving confidence and presentation skills, and engaging in extra-curricular arts opportunities to advance their career aspirations.

Ultimately, however, the value is about opening up opportunities and giving young people more choices. As the AiR from Leeds Playhouse put it:

“If as a young person you don’t end up working in a theatre, let that be as a result of thinking it’s not for you, rather than because you never knew it was an option.”

SCHOOLS AND TEACHERS: ORGANISATIONAL LEARNING & CAPACITY BUILDING

THE ARTISTS IN RESIDENCE ENERGISED AND INSPIRED TEACHERS AND OFFERED OPPORTUNITIES FOR CONTINUOUS PROFESSIONAL DEVELOPMENT.

By partnering with students and teachers as co-creators, they delivered experiences, workshops, projects and events that had a broad reach within their local communities in spite of the challenges and disruption of the pandemic.

Significantly, the Artists in Residence breathed new life into the wider curriculum and helped schools adopt new approaches and deepen their knowledge, increasing their capacity building.

The first year of the project culminated with a Cultural Runway, providing students with an opportunity to showcase their talents and creative abilities – cited by 85% of teachers as a benefit to schools. Moreover, 54% of the schools participating in year one said it raised their profile.

KEY VALUE FOR SCHOOLS AND TEACHERS

INTRODUCING ART TO THE WIDER CURRICULUM

Many schools saw the value of creativity, not just for its own sake, but in a wider application. One cultural partner believed that the relationship with staff allowed them to see the value of art outside of its “subjective, narrow lane”.

Some artists developed after-school clubs in photography, drama and film, while others integrated dance into PE and expanded their creative GCSE offer. In teacher feedback, 64% said it reinforced creativity throughout the school.

“The programme has given a new dimension to the school and one we feel very proud and privileged to be part of,” noted one teacher. “The success of the programme has allowed the school to develop ‘the arts’ for both the main curriculum and extra-curricular activities.”

The schools involved also gained or improved their Artsmark certification as a result of their participation in Burberry Inspire.

In interviews with researchers at the Policy Institute, teachers described how Burberry Inspire had laid a foundation for the enlargement of their curriculum with regards arts-based subjects. This was articulated in response to student demand for further creative subjects, whether as part of the core curriculum or optional extra-curricular contexts. One teacher described how Burberry Inspire had underlined how students value ‘practical’ work, while another mentioned how it had instigated them to ‘enlarge their curriculum through doing’.

UPSKILLING TEACHERS AND OFFERING THEM CPD

Throughout the four-year programme, 622 teachers have received CPD training. Teachers learned skills from observing and participating in the programme, offering them the chance to grow as education professionals. PE teachers, for example, were given tips for delivering dance lessons.

The Hepworth Wakefield, meanwhile, identified opportunities to upskill teachers in new techniques such as 3D sculpture; diversifying the artists studied as part of the curriculum; and introducing teachers to accessible, affordable art materials that could be used in the classroom.

"Each Artist in Residence project works as a CPD project, reskilling the teachers and giving them new ideas".

Over half of the teachers engaged in the programme reported changing their teaching or approach as a result of participating. While over 85% believed it positively influenced their teaching.

LONG-LASTING PARTNERSHIPS

One of the great benefits of Burberry Inspire has been the continued collaboration between schools and artists from leading arts organisations. In response to a question about whether schools are working with, or planning to work with, cultural partners from previous years, 40% in year three said yes. Perhaps more tellingly, 27% of the schools had retained partnerships from the first year of the programme.

Even though the project has formally come to an end, many of these relationships are likely to continue. The continuing partnerships strengthen the possibility of further learning, career development and new artistic projects of benefit to the wider community.

THE VALUE FOR CULTURAL PARTNERS: CREATIVE & CULTURAL STIMULATION

ARTISTS IN RESIDENCE DEVELOPED LONG-LASTING, LESS FORMAL RELATIONSHIPS WITH YOUNG PEOPLE AND TEACHERS IN THEIR COMMUNITIES, THE VALUE OF WHICH WILL DEVELOP OVER TIME.

Analysis to date shows that the value to cultural partners was seen to be:

- An energising influence, encouraging different departments to work together
- Opportunity to develop meaningful relationship with schools & better understand their needs
- Time to really understand young people as an audience & as collaborators
- Raised profile - regional, national & international
- Development of new resources & materials

"The impact has been a really positive one. Working on such a large project has raised the profile of the Creative Education team within the organisation and has created a buzz around the work. Working with other arts organisations has also been a great opportunity, as it offers an insight into how others work and has helped us think about what we can offer and what we can do differently".

OUTREACH AND LEGACY

Across the eight participating schools, an average of 62% of pupils receive free school meals, compared to 21% across England. In socially deprived and disadvantaged areas, giving young people access to the arts can be challenging, let alone convincing them that their voice is valued. Burberry Inspire has not only made access possible, but it has also reached those who have previously been overlooked in traditional school settings.

Leeds Young Film, for example, said that it had previously struggled to access local schools but the participating students have been actively engaged and eager to take part in projects. “One of the key impacts from Burberry Inspire is creating a legacy which maintains this connection, so it is essential to the strategic development of our organisation.”

All of the partners are still working with schools they were previously partnered with, underlying the legacy which was able to be developed by the Artist in Residence.

DIGITAL ADAPTATION

The pandemic affected cultural partners in different ways, but all were suddenly divorced from their ability to meet with and engage students in their own creative spaces as well as in classrooms. All cultural partners were able to adapt and deliver a range of digital resources that were previously non-existent and use digital skills to continue to deliver the programme, albeit in a different way. This opened up new ways of working with students and critically increased the digital knowledge, skills and resources of the AiR's and cultural organisations.

The Hepworth Wakefield was a good example of success in this regard, it developed creativity kits that allowed young people to turn their homes into small art studios and integrated virtual delivery of sessions into the programme. As an additional benefit, the digital approach suited the internal collaboration with Studio and a School.

“By successfully adapting our artist-in-residence project to digital platforms, we have been able to support students in their creative journeys while at home,” the gallery said. “Our collaboration with Studio in a School NYC has been a fantastic opportunity to connect with visual arts colleagues internationally, share best practice and explore new ways of delivering arts activity for young people.”

It was a similar story for Leeds Playhouse: “One of the most significant areas for us has been the development of our digital offer, and how we can ensure we continue to explore and develop new and different ways of delivering,” said their Artist in Residence.

These digital resources will continue to be part of their strategy for engaging schools and external partners in the community.

LESSONS LEARNED

In speaking with Artists in Residence who took part in Burberry Inspire and collecting feedback from teachers, we can make the following recommendations:

- Schools selected to participate must have buy-in from the leadership teams, in order for them to have the required administration and teaching support from the schools throughout the year.
- Have an open discussion with teachers and schools at the start, to identify the areas where an AiR could make the most impact.
- The programme works best when it's bespoke – adapted to each school's resources and capabilities – so there needs to be an element of flexibility on both sides.
- Teachers and schools must be able to allocate resources and set aside time for discussion about implementation and development. AiR's work best with teachers who are enthusiastic, engaged and understand the value of the programme.
- AiRs need to be viewed as valuable resources for the school, and to be seen as more than a convenient cover for teachers in lessons. In some cases AiR's require teacher support to manage the behavioural and pastoral elements of student interaction, to free up the AiR to focus on the teaching of the sessions.

CONCLUSION

Based on our research and findings, Artists in Residence through the Burberry Inspire programme have made a positive impact on schools, delivering value to the wider curriculum, giving students more choice, developing their skills and confidence, and making them more aware of the world around them.

Overall, 100% of final-year teachers would recommend Burberry Inspire to other colleagues. As one teacher noted, the benefits were “immeasurable”: “The programme has made a significant impact upon our creativity, teaching and overall outlook to arts and culture.”

For partners, digital skills and cross-partner relationships are long-term outcomes that positively impact the breadth of their experience, knowledge and capabilities.

But to really see the value you need to look beyond the statistics and headlines. Creativity at its most basic is a response to the world around us. When we open up that world to others, we all benefit. We gain perspective and hear from more voices. If we want to build an inclusive society that is more tolerant, more innovative and more inquisitive, we should look to artists for inspiration and invite them to interact with others.

Ultimately, the Artists in Residence building knowledge and engagement within the eight schools enabled the programme, the schools and the pupils to flourish.

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ABOUT THE POLICY INSTITUTE:

The Policy Institute at King's College London works to solve society's challenges with evidence and expertise. We combine the rigour of academia with the agility of a consultancy and the connectedness of a think tank.

Our research draws on many disciplines and methods, making use of the skills, expertise and resources of not only the institute, but the university and its wider network too.

ABOUT BEAN RESEARCH:

Bean Research is a social impact research organisation, working with businesses, charitable foundations, and charities to assess the difference made to people, organisations and wider society as a result of social interventions. We're passionate about social impact, but rooted in the rigour of research.

ABOUT IDEAS FOUNDATION:

Ideas are the foundation of any creative endeavour. The Ideas Foundation is a charity that understands this and works with young people, regardless of their background to encourage them to explore and develop their own ideas, stimulate their innate creativity and give them a voice. As the brightest ideas don't come from one place, or one type of person.

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