

# Building Cultural Capital in Disadvantaged Pupils



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# Introduction

- What is cultural capital?
- Examples in schools
- Ways of supporting whole school approaches to building cultural capital
- A New Direction project examples
- Useful Links



**A New Direction is a London-based non-profit generating opportunities for children and young people to unlock their creativity**

# What is cultural capital?

**Cultural capital** can be defined as the skills and knowledge which an individual can draw on to give them an advantage in social life.

**Cultural capital** – having the skills, knowledge, norms and values which can be used to get ahead in **education** and life more generally.

**Cultural capital** in sociology comprises an individual's social assets (education, intellect, style of speech, dress, etc.)



# Cultural capital

- Defined by Pierre Bourdieu, French sociologist in the 1970s as “Familiarity with the legitimate culture within a society”
- He observed families passing on cultural capital to their children by introducing them to dance and music, taking them to theatre, galleries and historic sites and talking to them about literature
- Bordieu’s book *Distinction* was translated in to English in 1984 and has a significant impact on discourse about class in the UK



# 3 sources of cultural capital

**Objective:** cultural goods, books, works of art

**Embodied:** language, mannerisms, preferences

**Institutionalised:** qualifications, education credentials

## Recent thinking on cultural capital

**Technical:** marketable skills

**Emotional:** empathy, sympathy

**National:** operates on the assumptions of existing traditions

**Subcultural:** groups built around cultural specifics

# Ofsted School Inspection Handbook 2019

As part of making the judgement about the quality of education, Inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of “knowledge and cultural capital” is derived from the following wording in the national curriculum:

“It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement”

# The United Nations Convention on the Rights of the Child

## Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

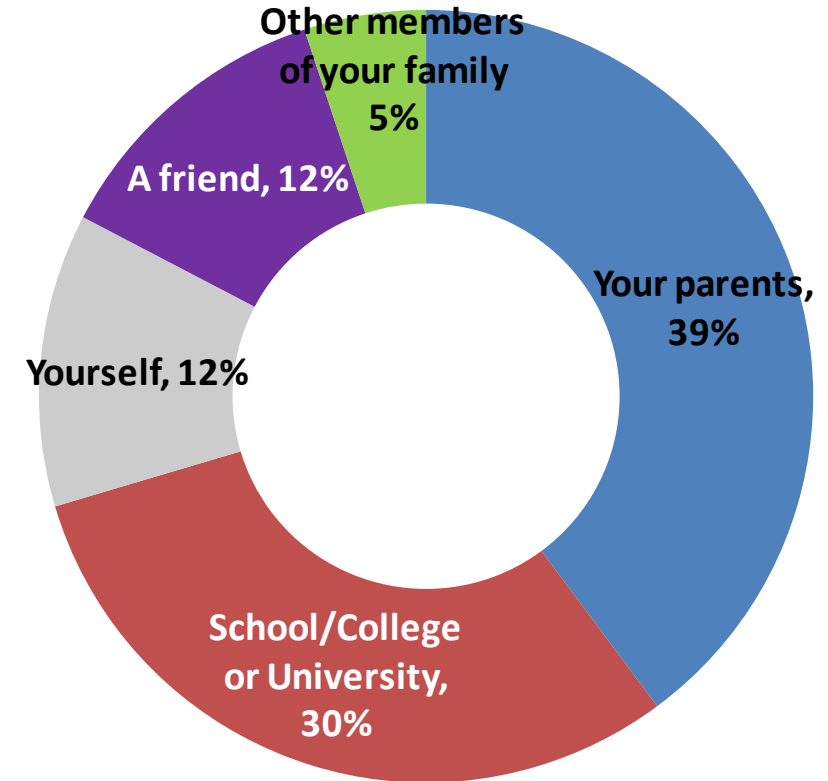
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity



# First memorable experience of cultural trips

Young people from higher social groups are more likely to remember cultural trips organised by their parents (ABC1s – 46%, C2DEs – 30%)

35% of young people from lower social groups (C2DEs) remember their first memorable cultural trip as organised by their school compared to 27% of young people from higher social groups



Q: "Thinking about the first time you went on a trip to a cultural event or place of interest that is memorable to you, who among the following organised it?(PROMPTED)

Base: 1664 young people living in London aged 11-25; nationally representative sample by gender, age, social grade and borough

Source: AND/TNS

# Offering a broad and balanced curriculum

**A NEW  
DIRECTION**  
We create opportunity

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ARTSMARK

An introduction to the award



**Artsmark**  
AWARDED BY ARTS COUNCIL ENGLAND

# What is Artsmark?

- Arts Council England's flagship programme to enable schools and other organisations to evaluate, strengthen and celebrate their arts and cultural provision
- A planning tool for developing and increasing a universal offer to arts opportunities for children and young people
- Endorsed by Ofsted, Department for Education and Department for Culture, Media and Sport.

# What is Artsmark?

- Artsmark provides a clear and flexible framework for teachers and schools leaders to embed creativity across the whole curriculum and address school improvement priorities
- Artsmark clearly demonstrates how you support personal development and provides evidence to Ofsted on how you meet its spiritual, moral, social, cultural requirements
- One of three award levels; Silver, Gold or Platinum
- Artsmark is open to primary, secondary and special schools, pupil referral units, youth offending teams and sixth form colleges

# Examples in schools

## Hampstead School

- Pupil Premium funding has been allocated to a range of workshops and activities across music, dance and drama
- Artist in residence programme and GCSE drama is supported by a Director in Residence
- Years 7-11 are supported with a Gardener in residence working across a range of departments to develop cross curricular activities

# Examples in schools

## Stoke Newington School

- Cultural capital programme in place £10k allocated of Pupil Premium money
- Supporting KS3 enrichment days twice a year
- 100% attendance and 5 cultural organisations involved
- School ensures each visit is structured and organisations that meet the needs to school



# Examples in schools

## St Philomena's Catholic High School

- A rich and extensive arts and cultural programme in curriculum and enrichment opportunities
- Mainly music and drama enrichment activities alongside trips
- Just under 25% of the schools Pupil Premium budget is spend on widening curriculum experiences

# The London Curriculum

The Mayor's London Curriculum launched in July 2014 for secondary schools and in 2016 for Primary Schools. The aim is to help improve teaching and learning using London and its assets and the concept the capital as a living classroom.

The London Curriculum adds value to the national curriculum by bringing it to life, inspired by the people, places and heritage of London.

It aims to:

- Stimulate curiosity
- Make learning exciting
- Connect young people with their communities' and the city







# OUR TEACHING RESOURCES

## ART & DESIGN



The dynamic life of the River Thames captured in art.

## ENGLISH



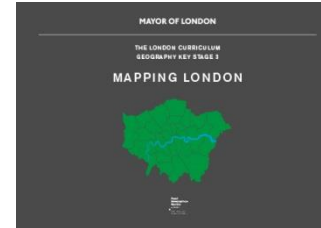
Exploring the stories and excitement of the London theatre scene.

## HISTORY



London's links to the world from the Romans to today.

## GEOGRAPHY



Introducing the city through the medium of maps.

## MUSIC



Introducing London's musical heritage, from classical to grime.



Portraiture through the stories of London artists and subjects.



The Thames in writing, a metaphor for writers' hopes and fears and the city itself.



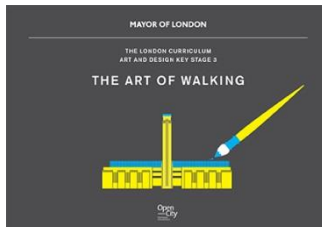
The legacy on the city of an influential group of Victorian reformers.



The geography and identity of students' own London neighbourhood.



The musical impact of London's global and maritime history.



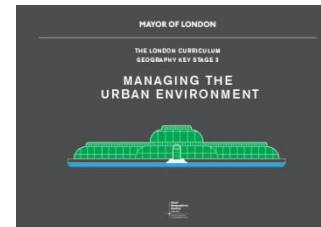
Exploring London's iconic landmarks, architecture and public art.



From the Gothic novel to a modern mystery, the dark side of London's literature.



The impact of World War II on the city.



From transport to green spaces.



Composition inspired by a journey across London.

**MAYOR OF LONDON**



MAYOR OF LONDON

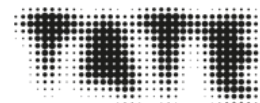
# London Curriculum Children's Festival Activity Pack







STEVE  
M<sup>c</sup>QUEEN  
YEAR 3



Artangel

A NEW  
DIRECTION



# Steve McQueen Year 3

An epic portrait of the future of London, this vast artwork is one of the most ambitious visual portraits of citizenship ever undertaken in one of the world's largest cities

- A New Direction lead and managed the recruitment of schools to the project and co-ordinated each of the **3,128 photography visits**
- The resulting artwork at Tate Britain featured a staggering **76,146 children** from **1,504 schools** covering all London boroughs
- The project won the award for visual arts at last year's South Bank Sky Arts Awards



## Key facts & figures

- **Joint endeavour** from all three project partners: Tate, A New Direction and Artangel
- **Themes** – identity, community, aspirations for the future
- **2018-2019: Tate Year 3 Project – taking the photos**
  - All schools with a Year 3 class in London invited
  - **1504 schools** took part (62%)
  - **At least 40% of every London borough** (highest was Lambeth – 81%!)
  - Different establishment types including community schools, academies, free schools, independents, special schools and 1 PRU
  - Engaged **76,146 children** in **3,128 classes**
  - Team of 9 Tate photographers
- **2019-2020: Year 3 – exhibition**
  - 4<sup>th</sup> – 14<sup>th</sup> November: Outdoor Exhibition – 612 billboards
  - 11<sup>th</sup> November – 3<sup>rd</sup> May: Duveen Galleries, Tate Britain







# I Am Festival

A unique collaboration between D/deaf, disabled and neurodiverse young people, their schools, and A New Direction

- Over the past four years, the festival has provided a platform for young people to showcase their talents, leadership, ideas and opinions
- While we were forced to move delivery online in 2020, in previous years we have welcomed hundreds of young people into Tate Modern for a week of celebration
- In 2019 we welcomed over **3,000 visitors** to the festival, and to date over **1,000 children and young people** from across London have participated







I am  
funny

I  
am  
kind

I  
am  
a  
rock

I  
am  
MARVELLOUS

I am  
SASSY AND HANDSOME

I  
am  
a  
comedian

I am  
loved











## SCHOOLS TAKING PART IN I AM... AT TATE EXCHANGE FESTIVAL:

Beatrice Tate School  
Eastbury Community  
School  
Frederick Hugh House  
Garratt Park School  
Greenvale School  
Holmewood School  
Ickburgh School  
Jack Tizard School

Marjorie McClure School  
Marlborough School  
Northway School  
Parayhouse School  
Perseid School  
Red Gates School  
Riverside School  
St Giles School  
The Complete Works

The Garden School  
The Vale School  
The Village School  
Westminster Special  
Schools  
Whitefield School  
Woodfield School



















# Useful links

1. [www.culturallearningalliance.org.uk/what-is-cultural-capital;](http://www.culturallearningalliance.org.uk/what-is-cultural-capital;)
2. [www.suttontrust.com/our-research/parent-power-2018-schools](http://www.suttontrust.com/our-research/parent-power-2018-schools)
3. [www.anewdirection.org.uk/research/cultural-capital](http://www.anewdirection.org.uk/research/cultural-capital)
4. [www.artsmark.org.uk](http://www.artsmark.org.uk)