

# Quality Principles planning template

## Activity/Project:

### 1. Striving for excellence and innovation

What resources can you use?  
 Are you using high quality materials?  
 How can you give the learning space the 'wow' factor?  
 How much time does this project need?

### 2. Being authentic

What spaces and environments can be used?  
 When will professional artists be involved and what will they contribute?  
 Does the activity relate to or can it be adapted to relate to the pupil's world?

### 3. Being exciting, inspiring and engaging

How is it introduced (key messages, etc)?  
 How is activity differentiated for abilities/learning styles?  
 What might you use as an inspirational/engaging introduction?

**Plan** The day will be introduced from the viewpoint of Miranda, a character pupils have met in the Tempest story. Museum staff will take on the first person character and help the pupils to engage with her story and dilemma (leaving the island to travel to Italy with her husband-to-be, Ferdinand).

The sensory and object based nature of the trail and workshop activities will allow pupils to engage at different levels. Museum staff and teachers can support pupils to experience different parts of the island trail from Miranda's viewpoint. Quotes from Miranda and action prompts could be left at key points to allow for differentiated pace in the trail activity.

Example

**Activity/Project:**

**4. Ensuring a positive and inclusive experience**

Is it participatory?  
 Are there opportunities to be an audience?  
 Is the activity pitched appropriately?

**5. Actively involving children and young people**

Are the pupils involved in the initial planning/decision making?  
 Are there opportunities for the pupils to take a lead?  
 Are there opportunities for collaboration between pupils, staff and artists?

**6. Enabling personal progression**

Will the activity involve access to any relevant external venues/additional stimulus to promote personal progression?  
 Are there opportunities for self-assessment before, during and after the activity?  
 Will the activity allow for cross-curricular progression?

**7. Developing belonging and ownership**

In what ways could the activity be showcased to others to enhance the sense of belonging/ownership for the pupils?