

1 misc

24 SEP 2004

Mansefield, (61)
Main St,
Gargunock,
Stirling FK8 8BP
22nd Sept. '04

James Boyle,
Cultural Commissioner,
Broughton High School,
Camugtas Rd,
Glenburgh EH4 1EG

Dear Mr Boyle,

Thank you for contacting me re: your initial
round of consultation. I have detailed my responses
below, concentrating upon the areas in which
I have the greatest experience and expertise.

Education

Schools are central. Whilst examples of good
practice exist, in general the arts are
under-resourced and poorly delivered in the
school sector. We should recognise teachers
as a profession and artists as professionals
- we should not artificially blend the two.
I'd welcome more emphasis upon the arts
(including moving image) and many more
opportunities for children and young people
to encounter professional artists.

We should also encourage schools to more

actively engage with the arts sector in Scotland, visiting venues and experiencing performances / concerts etc. Such opportunities should be an entitlement.

Whilst recognising that the arts and culture can be a vehicle for delivering national priorities and promoting social agendas (eg. social inclusion) I feel that we need to recognise them as a vehicle for good in their own right. Social and political agendas will change, if the arts are to be truly developmental and progressive they must be supported as being intrinsically beneficial, as opposed to a means to an end.

Institutional Infrastructure

Whilst employed at a local authority in Scotland I was aware that 'traditional' companies and organisations accessed 'core' funding whilst new artists could source 'development' money. This situation left a large number of mid-scale organisations poorly supported, or funded on a project-by-project basis. Structures must exist to fund and support a wide range of individuals and organisations, regardless of their longevity, dependent upon their ability to provide quality experiences to audiences.

Encouraging Creativity

Tricky - a range of opportunities, teaching styles, contexts, art forms. Moving away from prescriptive, curriculum-linked work.

Starting from point of interest of children and young people - recognising range of art forms and artists.

Involving children and young people in decision-making processes; more input as audiences, participants, artists. MacRobert, University of Stirling offers a model of consultation.

Must engage as much with present and future as with past - recognise new technologies and explore their potential. Visual culture key (esp. TV / film).

I hope that the above is useful. I'm happy to be involved in future consultation.

Yours sincerely,

U. Paynter

Vanessa Paynter (r/s)