

ARIS

INTERNATIONAL



Bringing leading performers from television, film and theatre to inspire **confidence, creativity, collaboration** and **caring** in students around the world. Not just for those who wish to follow the performing arts, but for any student wishing to develop skills valuable for any career path.



“

The performing arts can empower you. They have the ability to release you from learned behaviour or past trauma. They can free you from your own self-imposed restrictions and teach you how to empathise and care for others

”

Paul Spicer
Artistic Director, Arts International

Arts International

- Bringing **leading performers** from TV, film and theatre to work with students around the world
- Building **confidence, collaboration, creativity and caring**
- Creating long-term **partnerships**
- Developing a programme of residencies to **develop key skills** or solve organisational issues
- Generating **positive PR** and marketing collateral for institutions
- Supporting the **retention and enrolment of students**
- Creating **magical moments** that last a lifetime



Our Approach

Arts International's approach is to create long-term partnerships with schools, structured around a programme of week-long residencies. Each is designed to address a particular need, not purely from the Performing Arts agenda, but from the school's more holistic development plan. Arts International then assembles a team of leading performers from TV, film and the theatre to work with students, teachers and even parents to address the challenges.

At its simplest, this has involved taking cast members from musicals, Hamilton, Mary Poppins, Grease, Matilda and Everybody's Talking About Jamie, to support and challenge students in their own school productions. One common feature is that the quality of engagement, performance and risk taking increases exponentially when met with the higher expectations of original cast members.

More complex are the residencies designed to address a particular need, an example of this was our work with Jumeirah College as part of their induction programme.

Jumeirah College, Dubai

The college wished to smooth the transition of their new Year 7's into 'Big School'. Year 13 students, the most senior, were taught not only a routine from a show, but also how to teach it to the incoming juniors. On day one of the new term, the new intake met their peers, learned their routines and performed to an audience of their parents.

"I know my daughter will be ok here now, she has friends"

"There wasn't a dry eye in that hall"

"My son has Asperger's, he hated the loud music, but you gave him his own role as Front of House Manager and he loved it. He found a purpose and is flourishing"

This was an event of music and mass coordination, supplemented by performances from Arts International's cast of artists. The impact of this intervention lasted well into the academic year, the bonds between the year 13's and 7's flourished as an informal mentoring system brought members of the community together as never before.



“

The learning and the doing, and the commitment to attend rehearsals is a great thing for a young persons mental health.

To know that others are relying on them and they can't let their team mates down. And then being back stage and being disciplined, knowing that it's not appropriate to be loud or noisy backstage as it will disturb your team mate...

”

Leanne Jones
Olivier award winning actress
'Tracy' in the original production of Hairspray

ARTS
INTERNATIONAL



“ Students are given the opportunity to question, challenge and find their own voice, in their own space ”

Amy Jessop
Performer, Coach and Founder, Arts International

‘Finding My Voice’

A theme of many residences, including those in London, Dubai, Qatar, Nice and Milan, has been ‘Finding My Voice’. One student had learned, through osmosis, that he took up too much space. Travelling across Europe illegally in the back of an HGV lorry, each breath he took reduced the oxygen available to his sister. In the UK he was repeatedly told that he did not belong and should leave. At the end of a one week residency, the student delivered his TED Talk, telling the story of his experience and employing every technique he’d learned to make himself bigger, taller and more impactful. He not only filled his own space, but an auditorium of 700 guests, who were gripped as the student found his voice and shared and embodied his story of personal growth.



The Four C's

The University of Chicago has shown us for two decades, through their research into what creates a 'High Performance Environment', that behaviours are critical. They identified that behaviours around valuing people, critical thinking, and seizing opportunities underpin outstanding performance in working groups regardless of sector, location, or seniority.

Arts International has taken these criteria and adapted them for a student population, leading to the four 'C's':

Collaboration | Creativity | Confidence | Caring

Competences that will allow students to perform, in both senses, at school and be more successful in higher education, at work and as a partner, parent and friend.

“ Performing Arts supports the development of community, it gives schools a heartbeat and creates a sense of togetherness. Children learn best when they feel a sense of belonging ”

Helen Morgan
Educational Consultant



“ Arts International is utterly wonderful. It’s amazing how young people can improve their skills and confidence.

Even if students don’t perform as a career, they develop skills that are invaluable for learning and for life.”

”

Luke Bayer
Actor - 'Jamie' in *Everybody's Talking About Jamie*

Standing Out From The Crowd

We know that the arts can support mental health and well-being, can bring together a community, vital in the post pandemic world and lead to a better understanding of oneself in the presence of others. The performing arts in particular is one of only two subjects on most curricula that open students up to learning a new behaviour. Along with Physical Education, the Performing Arts offer defined roles, leadership opportunities and processes for the giving and receiving of behavioural feedback.

In the working world, a behavioural or competency-based approach has become dominant. Candidates are selected, developed, promoted and paid based on their ability to display the desired competencies of their employer. These may be labelled as 'Customer Service', 'Team Working', 'Communications' or 'Leadership'. This world can be an anathema to the recent graduate, armed with a string of A stars and a 'First', but lacking the ability to have presence in a room and tell the story of who they are and what's important to them.

Similarly, a distinct advantage will be given to the medic, law or management applicant at university interviews, who can converse, improvise and reinforce their arguments with appropriate vocal and non-verbal communication, learned through a grounding in the performing arts.



Engaging with the Performing Arts

In conclusion, engaging with the Performing Arts:

- Supports mental health and well-being
- Builds and sustains a community
- Develops behaviours for leading, learning and life
- Makes better partners, parents and friends.

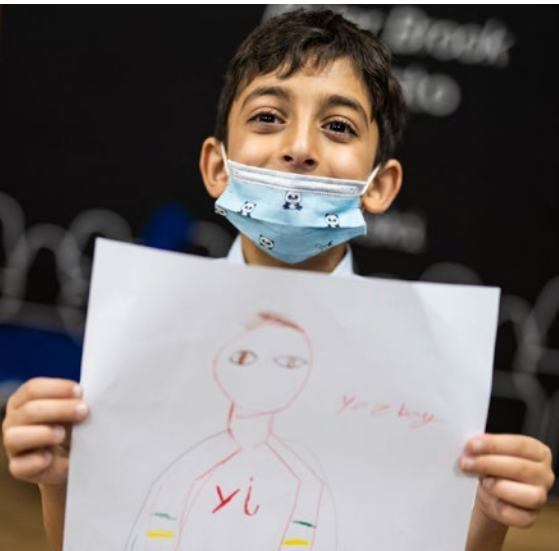
“ All of the stories boil down to one thing - **‘Moments of Magic’** that money can’t buy ”

Dr Andrew Lee
Founder, Arts International



“ Student progress during an Arts International residency is awe inspiring. I simply couldn’t believe that the performance that I saw had been put together in a day. The pride that the students displayed is just out of this world! ”

Kam Choham
Executive Director, ECIS





ARIS

INTERNATIONAL

For more information
on partnering with
Arts International,
please contact:

Dr Andrew Lee
aalee@artsintl.org

