

Arts Award school resources pack



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The resources in this pack are ordered to reflect your journey as an adviser – from identifying how Arts Award can fit within existing activities you offer to evaluating your delivery approach after moderation. The pack includes resources to support planning for effective delivery and budgeting for a project or programme. It also provides delivery ideas, suggestions for supporting students' progression and guidance on assessing portfolios.

The resources do not need to be used in order, and some may be more relevant to your practice than others. Arts Award advisers can download this pack, along with other support resources from artsaward.org.uk/adviserhub

More information on how Arts Award can work for your school at artsaward.org.uk/schools

This pack does not replace the **adviser toolkit**. You must train as an Arts Award adviser for each level that you deliver. Book adviser training at artsaward.org.uk/training

Free face-to-face and remote support is available to Arts Award advisers to support planning, delivery and assessment. Find out more at artsaward.org.uk/support

The resources in this pack have been produced in line with the Fourth Edition (February 2014) of the Bronze/Silver/Gold adviser toolkit and the Third Edition (July 2016) of the Discover/Explore toolkit. If your toolkit is out of date, download toolkit updates from artsaward.org.uk/toolkit

Why run Arts Award?



Many schools are facing budget constraints and a change in focus of their curriculum as the EBacc and new performance measures are introduced. Why then should schools offer Arts Award alongside other competing requirements?

- ▶ Through Arts Award, young people gain a nationally recognised qualification enabling them to progress into further education and employment
- ▶ Young people not only gain art form knowledge and understanding but also develop leadership, creativity and communication skills
- ▶ Arts Award is a flexible, portfolio based qualification allowing for integration into existing curriculum time, as an extra-curricular offer or as a targeted intervention tool
- ▶ Arts Award offers schools an accredited option to continue to offer arts provision when it may have been reduced or removed from examination options at GCSE and post-16
- ▶ Arts Award can contribute to a schools' Spiritual, Moral, Social and Cultural (SMSC) offer, as defined by Ofsted
- ▶ Arts Award criteria can be used to support a number of benchmarks of good career guidance provision as outlined in the Good Career Guidance report, Sir John Holman for Gatsby, April 2014
- ▶ Arts Award adviser training and delivery is an excellent, measurable CPD opportunity for school staff, helping to demonstrate how they meet certain Teaching Standards

Arts Award Impact Study (2016) Findings

Arts Award's impact on young people was tracked over three years via a longitudinal study led by London South Bank University. This has demonstrated strong positive outcomes for young people in schools and other settings nationwide. The main findings can be found in full at artsaward.org.uk/impactstudy

Key findings were:

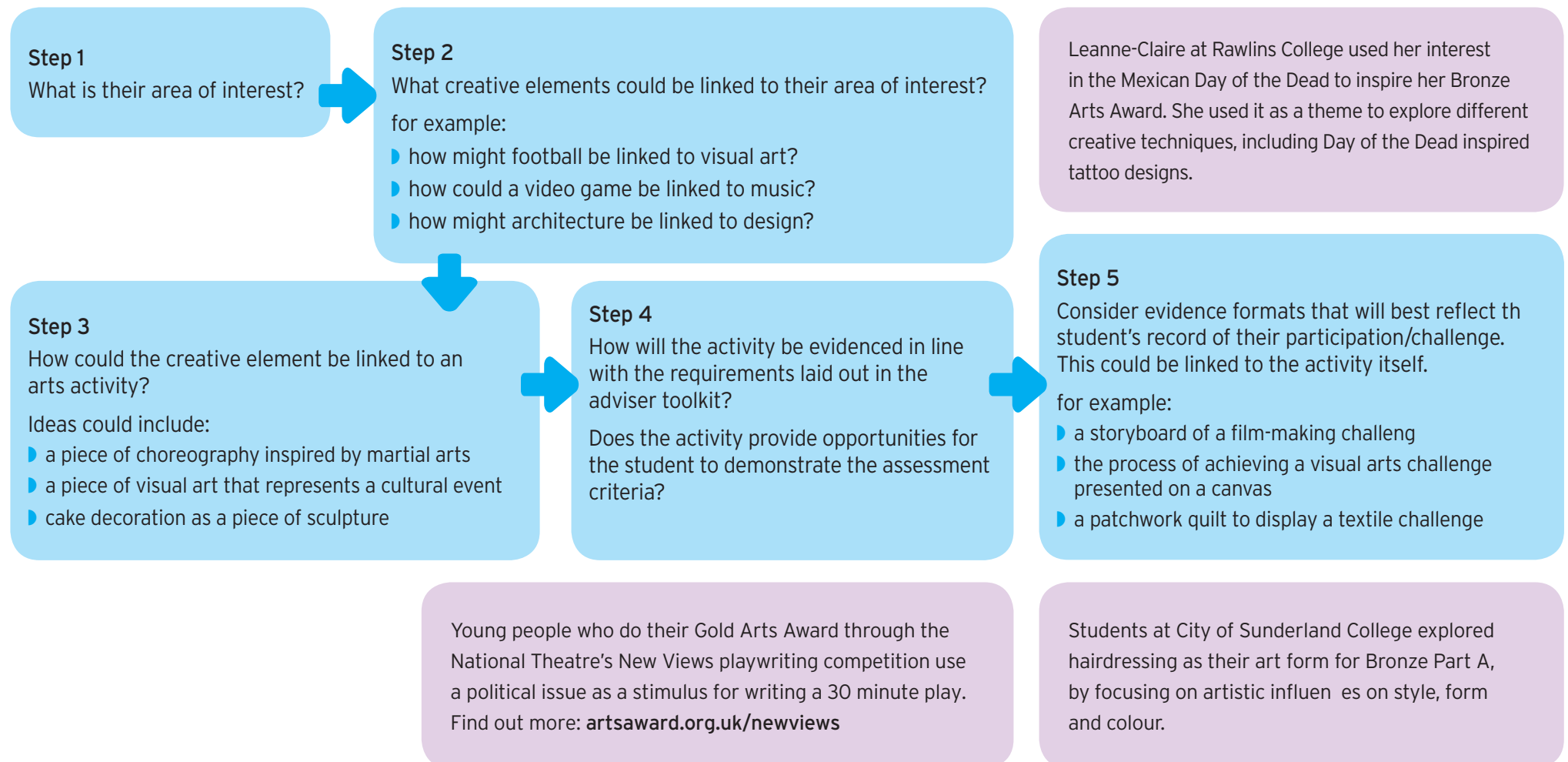
- ▶ 43% of the sample reported that Arts Award had a positive impact on other subjects, and nearly 30% saying Arts Award has led them to study the arts at post-16
- ▶ Arts Award has positive impacts for the future life chances of young people. Employers are increasingly looking for transferable skills such as confidence, self-motivation and leadership, all of which are proven outcomes of completing an Arts Award
- ▶ Arts Award helps to develop the arts consumers and makers of the future, encouraging the sustainability of the industry and opening up education and employment prospects to young people

Appropriate art forms



While some students' selection of an arts activity or challenge will be clearly linked to their interest in a particular art form, others' interests and passions may not be obviously arts-based.

As an adviser, you can help students identify a way of using their other interests – eg sport, games, cake decorating, a historical period – as a stimulus for arts activity. Here's how:



Budget planning for Arts Award



Centres fund their Arts Award delivery in a variety of ways, including charging additional fees to parents, absorbing costs within departmental budgets, and applying for external project funding. As national qualifications, Arts Award's regulation on the RQF (Explore, Bronze, Silver and Gold) and Gold's UCAS points can be attractive to funders, school leadership teams and governing bodies. Arts Award costs are kept competitive in relation to other qualifications of similar value and size.

The Arts Award Access Fund provides small grants to Arts Award centres in England working with young people from disadvantaged backgrounds to enable them to achieve an Arts Award. Registered Arts Award centres can apply for grants of £100-£1,500. Further information is available at artsaward.org.uk/accessfundinfo

When planning a budget for an Arts Award programme, the Arts Award team at Trinity College London can advise on some broad areas. The following chart outlines costs that centres should consider when planning their Arts Award delivery. Please note that the costs given below are for September 2018-August 2019. Full cost information, including group discounts and further guidance on funding opportunities is available at artsaward.org.uk/costs

Purple = Essential costs payable to Trinity College London **Blue** = Arts Award Supporter opportunities or the Access Fund may be able to support these areas

Area of cost	Cost if set	Notes
Training	£129-£199 (depending on Arts Award course) per adviser. More cost-effective if training 6+ through in-house training	<ul style="list-style-type: none"> ▶ training advisers enables your organisation to register as a centre and run the award ▶ once trained as an adviser, the status remains with the individual and not with the organisation (if the adviser leaves the centre, another member of staff will need to be trained) ▶ training can be funded through continuing professional development or training budgets
Arts Award Discover, Explore and Bronze logs including stickers (Discover/Explore)	£3.99-£5.75 each (cheaper if bought in packs of 5, 25, 50 or 100)	<ul style="list-style-type: none"> ▶ Arts Award logs are an optional format for recording young people's work and can be purchased from www.artsaward.org.uk/shop
Young people's guidance booklets (Bronze, Silver and Gold levels)	£5.75-£7.40 each (cheaper if bought in packs of 5, 25, 50 or 100)	<ul style="list-style-type: none"> ▶ centres can purchase award guidance booklets as a support resource for participants as they work towards their Arts Award ▶ booklets for Bronze, Silver and Gold levels can be purchased from artsaward.org.uk/shop
Additional resources		<ul style="list-style-type: none"> ▶ do you need additional resources or staff for arts activities? Will there be any transport, venue hire costs or fees for visiting practitioners?
Documentation		<ul style="list-style-type: none"> ▶ consider what format evidence will be in – will you use cameras, flip cams or MP3 recorders? ▶ check what evidence is required for each section of the award and think about how it will be recorded – eg will your group need flip chart paper for recording group discussions, or internet access to update blogs? ▶ consider using online tools such as Google Drive to capture evidence
Arts activities		<ul style="list-style-type: none"> ▶ what arts activities will be available for young people to participate in? Will there be a budget for each young person, or are the costs being absorbed by a departmental or exams budget?
Arts events		<ul style="list-style-type: none"> ▶ make use of local Arts Award Supporter offers where you might find discounted tickets or opportunities: artsaward.org.uk/supporter. Also remember that many galleries and exhibitions are free. You may want to explore local opportunities – eg art exhibitions at partner colleges or community theatre productions

Please note: moderation costs can also be included in Access Fund applications.

Area of cost	Cost if set	Notes
Arts leadership (Silver and Gold Awards)		<ul style="list-style-type: none"> will your young people need resources, equipment or props? Do you need to pay for supervision during leadership projects (eg extra caretaker time) or provide office space for meetings? can the young people make a contribution towards any additional costs - for example through their Arts Award project helping to raise funds via ticket fees or similar?
Additional adviser time		<ul style="list-style-type: none"> advisers need time with young people to offer guidance and check that portfolios are on track. They also need to assess portfolios, organise moderation and be present on the moderation day
Additional young people time		<ul style="list-style-type: none"> some of the young people will need to be present at the moderation, and you may decide to travel to a joint moderation
Certification/moderation	£3.95 per head – Discover £13.50 per head – Explore £24 per head – Bronze £29 per head – Silver £42 per head – Gold (additional £13.50 per centre for portfolio return for Bronze, Silver, Gold postal moderations and £7 per centre for Explore moderations) Discounts for groups over 25, 50 or 100	<ul style="list-style-type: none"> budget for moderating all young people who start your programme, but remember you only pay for the number you enter consider additional costs for venue hire and transport for moderation Note: there are a number of moderation options available for different sized groups. There is a minimum fee of £150 for small groups booked onto a joint moderation, and £480 for centres holding a standard moderation (please see artsaward.org.uk/moderation for more details)
Celebration		<ul style="list-style-type: none"> consider how you might celebrate the young people's achievements and consider associated costs (eg a photographer, refreshments, venue hire or promotion)

This example for running Bronze with a class of 30 demonstrates indicative costs in addition to core staffing costs. Young people may be able to identify their own opportunities outside of school, and the final cost will vary for each setting and their own requirements. **This is designed as a rough guide and is not exhaustive.** All costs indicated are for the 2018/19 academic year. Full details of costs can be found at artsaward.co.uk/costs

Area of cost	Indicative cost	Essential/optional
Adviser training	£199 (Bronze and Silver) per advise	Essential
Student log books	£141 (for 30)	Optional
Moderation	£690	Essential
Attendance at arts events	~£375 for performing arts tickets (at discounted schools rate)	Optional (young people could be encouraged to visit free performances, exhibitions or galleries)
Practical arts workshop	~£150-300 for a half /full day workshop with external company or facilitator	Optional (could be done in-school with staff)
TOTALS	Essential: £889 (£29.63 per student - to include training and moderation costs) Including optional extras: £1,705 (£56.83 per student - to include, training, moderation, log books, attendance at an external arts event and at an externally-led workshop).	

Arts Award Discover activity planning

Planning an approach to Arts Award Discover in your setting



Arts Award Discover is an introductory award that we recommend takes around 20 hours to complete.

Arts Award Discover is designed for aged five and above. It's likely that some of the existing arts provision in your school can be adapted to fit within the Arts Award framework.

Before planning your delivery approach, it's useful to identify what arts activities are already on offer in your centre and incorporate them into your plan for delivering Arts Award. Consider Arts Award's fit with workshops, one-off projects, youth opportunities, partnerships, after-school clubs, school productions, curriculum work, and volunteer work.

At Discover level, children and young people **take part in different arts activities, find out about artists and their work, and share their learning with others.** They create individual **arts logs** in the format of their choice to record their discovery. See pages 15-27 of the Discover & Explore adviser toolkit.



Fulbridge Primary School photo Viv West

Here are some examples of how different organisations have delivered Arts Award Discover:

Saturday drop-in club

Holburne Museum, Bath delivered Arts Award Discover as part of a Saturday drop-in art club. The children made artworks inspired by what they had seen and sketched in the gallery. They used different art techniques and materials to respond to the art works - from mod roc puppet heads, inspired by Peter Blake's collection of Punch and Judy puppets, to exploring quality of line and scale in charcoal and ink after looking at Gainsborough's landscape drawing. They put together a show of the work they had produced presenting it to their parents and carers at the museum, explaining how they had made it and what they thought of it.

Linking with arts week

Children at Fulbridge Primary School made their own 'day in the life of the arts' poems and stories before taking part in a range of creative workshops, as part of the school's arts week. They designed t-shirts, bags and bookmarks as well as doing dance and movement sessions. Effective planning and communication between staff were key to success.

For more Discover case studies and examples, visit artsaward.org.uk/discoverstories and artsaward.org.uk/inyoursetting

For the Discover activity planning with mapping grid, visit artsaward.org.uk/resources and search for 'discover mapping'

More ideas and information

- ▶ a number of national organisations link Arts Award Discover with their programmes. These include Into Film, Shakespeare Schools Festival, The Royal Shakespeare Company and Family Arts Festival: artsaward.org.uk/partnerships
- ▶ link Arts Award with other projects, such as the First World War centenary: artsaward.org.uk/firstworldwar

Arts Award Explore activity planning



Planning an approach to Arts Award Explore in your setting

Explore Arts Award is a Level 1 qualification on the Regulated Qualifications Framework (RQF)

Total Qualification Time: 35 hours (25 guided + 10 independent learning hours) – remember this is only a guide, students may complete Arts Award

Explore in more or less time. See artsaward.org.uk/qualification for more information.

Arts Award Explore is designed for ages seven and above. It's likely that some of the existing arts provision in your setting can be adapted to fit within the Arts Award framework.

Before planning your delivery approach, it's useful to identify what arts activities are already on offer in your centre and incorporate them into your plan for delivering Arts Award. Consider Arts Award's fit with workshops, one-off projects, youth opportunities, partnerships, after-school clubs, school productions, curriculum work, and volunteer work.

At Explore level, children and young people are **inspired by arts activities, explore artists and arts organisations, create their own work, and share what they've achieved and enjoyed with others**. They create individual **arts logs** in the format of their choice to record their exploration. See pages 29-43 of the

The Cedars Special School, Gateshead Council Arts Development



Discover & Explore adviser toolkit.

Here are some examples of how different organisations have delivered Arts Award Explore:

Linking to a theme

Children from Stonelow Junior School explored art forms, artists and arts organisations related to a 1920s theme. The project was kick-started at the end of Year 5 when they all performed in a school production of Bugsy Malone. In Year 6 they took part in a range of arts workshops, including Charleston dancing and photography, for which they dressed up in 1920s costume and learnt pin-hole camera techniques.

Working in partnership

Oldham Coliseum Theatre, working in partnership with Oldham Young Carers, organised a series of activities for children aged 8-11 that introduced them to the creative and business elements of the theatre. They took part in drama, costume design and marketing activities and were able to meet arts professionals and find out more about theatre production from casting through to press night. They were encouraged to share the things that had inspired them the most about the theatre on Oldham Coliseum Theatre's blog.

For more Explore case studies and examples, visit artsaward.org.uk/explorestories and artsaward.org.uk/inyoursetting

For the Explore activity planning with mapping grid, visit artsaward.org.uk/resources and search for 'explore mapping'

More ideas and information

- ▶ a number of national organisations link Arts Award Explore with their programmes. These include BBC 10 Pieces, Into Film, Shakespeare Schools Festival and The Royal Shakespeare Company: artsaward.org.uk/partnerships
- ▶ link Arts Award with other projects, such as the First World War centenary: artsaward.org.uk/firstworldwar

Bronze Award activity planning

Planning an approach to Bronze Arts Award in your setting



Royal Borough of Kensington and Chelsea photo: Paul Maven



Bronze Arts Award is a Level 1 qualification on the Regulated Qualifications Framework (RQF)
Total Qualification Time: 60 hours (40 guided + 20 independent learning hours) – remember this is only a guide, students may complete their Bronze Award in more or less time. See artsaward.org.uk/qualification for more information

Bronze Arts Award is designed for ages 11 and above. It's likely that some of the existing arts provision in your setting can be adapted to fit within the Arts Award framework.

Before planning your delivery approach, it's useful to identify what arts activities are already on offer in your setting, and incorporate them into your plan for delivering Arts Award. Consider Arts Award's fit with regular out of school clubs, workshops, one-off projects, youth opportunities, partnerships and volunteer work. Or if you're delivering Arts Award in a school think about how it could link to school productions, curriculum work, English and History projects or enrichment activities.

At Bronze level, young people explore the arts as a participant in arts activities as well as experiencing the arts as audience members. They create personal arts portfolios in the format of their choice to record their experiences, including researching an artist/craftsperson who inspires them and sharing their arts skills with others. See pages 17-27 of the Bronze, Silver & Gold adviser toolkit.

Here is an example of how one setting has delivered Bronze Arts Award:

Working in partnership

Holburne Museum worked with youth organisations Compass, Mentoring Plus and The Children's Society to create three summer holiday activity weeks that enabled young people to achieve their Bronze Arts Award. Participants created films and urban clothing to reflect the colourful history of Sydney Gardens, situated next to the Holburne Museum.

For more Bronze case studies and examples, visit artsaward.org.uk/bronzestories and artsaward.org.uk/inyoursetting. Download a mapping grid from the adviser hub to help plan your delivery by visiting artsaward.org.uk/resources and searching for 'bronze mapping'

More ideas and information

- ▶ delivering Arts Award through the Royal Shakespeare Company's **Shakespeare Challenge** and linking **Shakespeare Schools Festival** with Bronze Arts Award: artsaward.org.uk/shakespeare
- ▶ a number of other national organisations link Bronze Arts Award with their programmes, including Culture Street, Into Film and the BFI. Find out more at artsaward.org.uk/partnerprojects
- ▶ link Arts Award with other projects, such as the First World War centenary: artsaward.org.uk/firstworldwar

Silver Award activity planning



Planning an approach to Silver Arts Award in your setting

Silver Arts Award is a Level 2 qualification on the Regulated Qualifications Framework (RQF)

Total Qualification Time: 95 hours (60 guided+ 35 independent learning hours) – remember this is only a guide, young people may complete their Silver Award in more or less time.

Silver Arts Award is designed for ages 14 and above. It's likely that some of the existing arts provision in your setting can be adapted to fit within the Arts Award framework.

Before planning your delivery approach, it's useful to identify what arts activities are already on offer in your centre and incorporate them into your plan for delivering Arts Award. Consider Arts Award's fit with workshops, one-off projects, youth or community activities, volunteer work, school productions, curriculum work, after-school clubs and partnerships.

Silver Arts Award has two units. Unit 1 is about **arts practice** and **art form development** and Unit 2 is about **leadership in the arts**. At Silver level, young people work independently, with support and guidance from their adviser. The Silver framework provides opportunities for young people to take **responsibility for their development and role as a leader** and **explore opportunities and pathways** in more depth.

Use the *assessment criteria and requirements for what young people should demonstrate through their evidence* in the Bronze, Silver & Gold adviser toolkit as the basis for your delivery approach. See pages 29-45 of the Bronze, Silver & Gold adviser toolkit.

Here is an example of how one setting has delivered Silver Arts Award.

Linking to existing projects

Haggerston School has an effective school transition programme which they've linked to Silver Arts Award. Year 9 students work in Drama lessons to create a piece of Theatre in Education about the transition from primary to secondary school. They then perform this piece and deliver drama workshops for Years 5 and 6 students from feeder primary schools.

For more Silver case studies and examples, visit artsaward.org.uk/silverstories and artsaward.org.uk/inyoursetting

More ideas and information

- ▶ delivering Arts Award through the Royal Shakespeare Company's **Shakespeare Challenge** and linking **Shakespeare Schools Festival** with Silver Arts Award: artsaward.org.uk/shakespeare
- ▶ a number of other national organisations link Silver Arts Award with their programmes including the BFI, Culture Street and Shakespeare Birthplace Trust: artsaward.org.uk/partnerships

For successful delivery, it is essential to be clear on the difference between the two Silver units. Each unit is distinct, and must be evidenced separately even if activities are undertaken concurrently.

Unit 1: arts practice and pathways

Advisers should support young people to identify a **personal arts challenge** appropriate to their ability and understanding. Alongside this, young people **review arts events**, learn more about their chosen art form and how to **take part in opportunities to extend their knowledge of, and interest in, the arts**.

See pages 32-35 of the Bronze, Silver & Gold adviser toolkit:

- ▶ identify and plan an arts challenge
- ▶ implement and review the arts challenge
- ▶ review arts events
- ▶ arts research

Unit 2: arts leadership

For Unit 2, young people **plan, deliver and review** an arts project. Young people can work as an individual or as part of a team for their leadership project. If working in a team, the project must be substantial enough to allow each young person an individual role within the group, through which they can **demonstrate and evidence the required knowledge and understanding for each section**.

See pages 36-40 of the Bronze, Silver & Gold adviser toolkit:

- ▶ plan the project (Parts A & B)
- ▶ deliver the project (Parts C & D)
- ▶ review the project (Part E)

Note: the two units do not have to be in the same art form, however if they are, it is essential that the challenge and leadership project are distinct. Evidence for each unit must be clearly signposted and linked to the sections outlined in the adviser toolkit.

Evidence must demonstrate the key areas specified in the assessment criteria. **See page 45 of the Bronze, Silver & Gold adviser toolkit.**

Silver Award guidance booklets that support young people's journey through the award are available to buy from artsaward.org.uk/shop.

Download a mapping grid from the adviser hub to help plan your delivery by visiting artsaward.org.uk/resources and searching for 'silver mapping'

Gold Award activity planning

Planning an approach to Gold Arts Award in your setting



Bodmin College photo Kirstin Prisk



Gold is Level 3 Certificate on the Regulated Qualifications Framework (and also carries 16 UCAS tariff points). Total Qualification Time: 150 hours (90 guided + 60 independent learning hours) – remember this is only a guide, students may complete their Gold Award in more or less time.

Gold Arts Award is designed for ages 16 and above. It's likely that some of the existing arts provision in your setting can be adapted to fit within the Arts Award framework.

Before planning your delivery approach, it's useful to identify what arts activities are already on offer in your centre and incorporate them into your plan for delivering Arts Award.

Consider where individuals are volunteering or initiating arts activities with others. Maybe there are some flourishing young directors, choreographers or lighting technicians amongst the young people at your centre.

Gold Arts Award has two units. Unit 1 is about young people **broadening and extending their own arts activity and learning how their practice relates to the wider arts sector**. In Unit 2 they take responsibility for **planning, delivering and reviewing a project, and managing a public showing of the work**.

Use the *assessment criteria and requirements for what young people should demonstrate through their evidence* in the Bronze, Silver & Gold adviser toolkit as the basis for your delivery approach. See pages 48-63 of the Bronze, Silver & Gold adviser toolkit.

Linking to existing projects

At Carre's Grammar School, Arts Award has been successfully linked to programmes and events already taking place in the school. Gold Award participants used their involvement in Shakespeare Schools Festival productions towards their personal arts development (Unit 1) and for their leadership of an arts project (Unit 2). In addition, Gold Arts Award participants co-direct and support rehearsals for school plays and have taken over responsibility for putting on annual school concerts.

For more Gold case studies and examples, visit artsaward.org.uk/goldstories and artsaward.org.uk/inyoursetting

More ideas and information

- ▶ delivering Arts Award through the Royal Shakespeare Company's **Shakespeare Challenge** and linking **Shakespeare Schools Festival** with Gold Arts Award: artsaward.org.uk/shakespeare
- ▶ a number of other national organisations link Gold Arts Award with their programmes including the National Theatre's New Views playwriting competition: artsaward.org.uk/partnerships

For successful delivery, it is essential to be clear on the difference between the two Gold units. Each unit is distinct, and must be evidenced separately even if activities are undertaken concurrently.

Unit 1: personal arts development

Young people **broaden and extend their own arts activity**, and learn how their **practice relates to the arts sector** as a whole. They develop in their chosen art form and produce a new work which either integrates or is influenced by a new art form or genre. Young people attend arts events, work with professional artists and arts organisations, and investigate and form a personal view on an issue within the arts. See pages 50-53 of the Bronze, Silver & Gold adviser toolkit.

Unit 2: leadership of an arts project

As an individual or as a member of a team, young people are responsible for the **planning, organisation, promotion, delivery and review of a project with a public outcome**. If working in a team, each young person's role must include their individual responsibility for the project outcome and allow them to demonstrate and evidence the required knowledge and understanding for each section.

See pages 54-58 of the Bronze, Silver & Gold adviser toolkit.

Note: the two units do not have to be in the same art form, however if they are, it is essential that the challenge and leadership project are distinct.

Evidence for each unit must be clearly signposted and linked to the sections outlined in the adviser toolkit.

Evidence must demonstrate the key areas specified in the assessment criteria. See page 63 of the Bronze, Silver & Gold adviser toolkit.

Gold Award guidance booklets that support young people's journey through the award are available to buy from artsaward.org.uk/shop.

Please note: this mapping resource is a planning tool only and is not a substitute for the adviser toolkit as it does not contain all the information needed to successfully deliver Gold Arts Award. In order to deliver this level, you must have completed adviser training for Gold. See

artsaward.org.uk/training

Download a mapping grid from the adviser hub to help plan your delivery by visiting artsaward.org.uk/resources and searching for 'gold mapping'

Integrated delivery across more than one level of Arts Award



Delivering Arts Award at different levels? Utilise students' skills sharing and leadership projects in your delivery to younger students.

Peer-to-peer delivery demonstrates student leadership and can be an effective tool in recruiting new students, promoting subject options and fostering positive relationships across year groups.

Gold students

Unit 1: students working at the other four levels could attend/experience the sharing of work produced for the arts challenge and use it as:

- ▶ an arts event ([Discover Part B](#)/[Explore Part B](#)/[Bronze Part B](#)/[Silver Part C](#))
- ▶ an opportunity to find out about an artist's work ([Discover Part B](#)/[Explore Part B](#))

Unit 2: students working at the other four levels could attend/experience the public outcome of the arts project leadership and use it as:

- ▶ an arts event (as above)

Silver students

Unit 2: students working at Discover, Explore and Bronze levels could experience the outcome of the arts leadership project and use it as:

- ▶ an opportunity for arts activity participation ([Discover Part A](#), [Explore Part A](#), [Bronze Part A](#))
- ▶ an arts event ([Discover Part B](#)/[Explore Part B](#)/[Bronze Part B](#))
- ▶ an opportunity to find out about an artist's work ([Discover Part B](#)/[Explore Part B](#))

Bronze students

Part D: students working towards Discover and Explore could experience the outcomes of Bronze arts skill sharing and use it as:

- ▶ an opportunity for arts activity participation ([Discover Part A](#), [Explore Part A](#))

See more examples of integrated delivery approaches at artsaward.org.uk/schoolstories

Running Arts Award with large groups: from planning to completion



Offering Arts Award to large groups has a real impact on both the children and young people involved and the arts and cultural offer of a school/organisation. This guidance supports centres planning to offer Arts Award to groups of 50 or more and focuses on running Arts Award in a school context. However, the principles can be applied to other settings too.

Why run Arts Award with large groups?

Running Arts Award with a large group is an ideal way to build a whole-school culture of engagement in the arts. It can help to raise the profile of arts subjects, engage additional members of staff and can offer some cost-benefits. Schools with large group deliveries have seen a higher proportion of young people choosing to take arts subjects at GCSE and post-16, and large groups offer peer support and encouragement for young people completing their award.

Suggested approaches

Level	Age group	Group size	Time scale	Overview of benefits
Arts Award Discover	Key Stage 1	Whole class/year groups	Within a term or a more concentrated period if working intensively, eg arts week	Support pupils' learning through and beyond the curriculum. Can provide structure to transition activities or themed work.
Arts Award Explore	Key Stage 2			
Bronze Arts Award	Key Stage 3	Whole class/year groups	Within a term or a more concentrated period if working intensively	Can increase take up of GCSE arts subjects and extra-curricular arts activities. Helps prepare students for Key Stage 4.
Silver Arts Award	Key Stage 4	Targeted cohorts, eg GCSE arts group, an option for those not studying arts at GCSE or special intervention work	Over the course of an academic year	Can be offered as a supplementary qualification for those studying arts subjects, and/or as an alternative for students who may not follow a GCSE course in the arts. Can support progression to further education and accredit interests outside of school.
Gold Arts Award	Key Stage 5/post-16	Members of an A level or IB Diploma cohort who have opted to pursue the award or as an option for those not studying arts at post-16.	Over the course of an academic year or longer	Demonstrates a high degree of independent learning and leadership. Develops employability skills. UCAS points may support students' applications for higher education.

1. Establishing the right environment

There are a few things that you need to get in place from the start in order to prepare for a large number of young people to achieve awards successfully in your school.

Factor	Why is this important?
Benefits to young people	<p>It is important that the school leadership team see the benefits of offering Arts Award*. Advisers may find it helpful to discuss how Arts Award can address:</p> <ul style="list-style-type: none">▶ applied learning▶ inclusion▶ personalised learning▶ art form knowledge and skills development▶ transition▶ progression
Organisational benefits	<p>Offering Arts Award can also help to address organisational priorities*. For example:</p> <ul style="list-style-type: none">▶ demonstrate measurable outcomes – young people work towards a nationally recognised qualification▶ contribute to achieving Artsmark status, which is a nationally recognised sign of commitment to high quality arts and cultural education. Find out more at artsmark.org.uk▶ help to demonstrate the spiritual, moral, social and cultural education component of the Ofsted framework as well as demonstrating a school or college's commitment to delivering a broad and balanced curriculum▶ taking advantage of local Arts Award Supporter organisations can enhance access to arts and cultural opportunities. Find out more at artsaward.org.uk/supporter▶ support development of links with the community and partner schools▶ provide a framework for partnership working with artists and arts organisations▶ provide a framework for cross-curricular projects

* Resources to help outline Arts Award's benefits to schools:

- ▶ Arts Award: value and positioning for education settings
- ▶ Arts Award presentation - school staff

Both resources and more are available to download from artsaward.org.uk/resources

2. Suggested planning timeline for Bronze Arts Award

Activity	Time period
Train Arts Award advisers at Bronze and Silver levels. We recommend an adviser to young person ratio of 1:25	May
Plan approach and contact Trinity team to discuss ideas/ask any questions. Take advantage of the free adviser support offer artsaward.org.uk/support	June/July
<ul style="list-style-type: none"> Portfolio/arts log planning – decide how to manage and collect evidence, eg scrapbooks, folders, blogs, audio/video recordings, use of digital platforms – and build this into plans Order young people's resources (Bronze logs, guidance booklets etc) artsaward.org.uk/shop 	
Schedule regular updates with colleagues to check progress and distribute a delivery timeline. This should include a timeframe for assessments and a date for internal standardisation	
<ul style="list-style-type: none"> Introduce Arts Award to students and parents/carers artsaward.org.uk/parents Distribute evidence checklists artsaward.org.uk/adviserhub and encourage students to update them as they work through the award Schedule regular portfolio reviews so students have deadlines to work towards in advance 	September
Take part in an arts activity (Part A): introduction, personalised plans, activity, reviewing (around four sessions)	
Be the audience (Part B): introduction, experiencing arts events as an audience member, reviewing, sharing review <ul style="list-style-type: none"> Build arts events into programme and encourage students to gather evidence of arts events they attend in their own time Organise opportunities for students to share their reviews and record the sharing for portfolio evidence 	October-December
<ul style="list-style-type: none"> Consider requesting a free support visit to discuss with an Arts Award consultant your progress so far and address any issues/questions at artsaward.org.uk/support Request moderation date for July via adviser portal. Check: room availability, lead adviser and sample of students' availability, no clashes with other events in school calendar. To see the range of moderation options available, visit artsaward.org.uk/moderation 	
Arts inspiration (Part C): Introduction, students choose an artist/craftsperson to research. The artist can either be free choice or within the framework of the curriculum area – eg a visual artist or choreographer (two sessions within school to discuss ideas, two sessions for producing summary of research with research completed independently)	January-March

Arts skills share (Part D): introduction, planning, delivery and peer/self review. Delivery examples: 1. small workshop teams leading whole classes 2. 1:1 skills sharing exchange 3. small groups leading demonstrations at a community arts day for feeder schools Portfolio collection deadline – remember to ask students to sign the adviser assessment report forms.	January-March
Check if there are any gaps in evidence and ask students to complete (allow for some scheduled sessions for this)	April
Portfolio assessment period (individual advisers and then internal standardisation among colleagues)	May
Agree portfolios to enter for moderation	
Confirm names for moderation via adviser portal – remember to assign each young person to the adviser who has assessed their portfolio	Three weeks before moderation
Confirm sample of students to meet the moderator – explain process to them	
Pay for moderation	
Preparation of moderation room with portfolios and any equipment needed	Two days before
Organise portfolios in alphabetical order of students' surnames and by adviser cohort	Day before
Moderation day: lead adviser meets the moderator(s), receives feedback and provisional results	Moderation day
Inform students, parents and school of success and announce celebration event	Post-moderation
Receive certificates in the post	September
Celebration event – certificate distribution	
Reflect and evaluate delivery, assessment and moderation process and consider any areas to develop for future delivery	

3. Understanding assessment and moderation

A moderator's role is to select a sample of submitted arts logs/portfolios and to look at them in detail in order to validate advisers' assessments. Moderators confirm that arts logs/portfolios pass moderation if they agree with the adviser's assessment. It is therefore crucial that accurate adviser assessment forms, **which are individual to each candidate**, are completed for every portfolio. Moderators also provide feedback to the advisers whose assessments they have moderated. The adviser toolkit contains assessment criteria and evidence requirements for each level of the award, and this forms the basis for advisers' assessments and moderators' validation of them. Moderators will usually work in pairs for large groups and have a set amount of time to spend sampling work – therefore it is important that moderation runs as smoothly as possible. Below is some guidance on preparing for moderation.

4. Preparing for successful moderation

Work backwards from your moderation date

Assess and internally standardise arts logs and portfolios before confirming names for your moderation.

Note: names must be confirmed at least three weeks before your Bronze/Silver/Gold moderation date.

Accessing support

Consider booking a free support visit. This can take place at any point in your delivery before you have confirmed names for moderation. We recommend that your visit takes place no later than eight weeks before your moderation to allow time for delivery and assessment support to be implemented by your centre. Therefore you might have your visit take place before you book your moderation.

Meeting the criteria

Although the majority of large group moderations are successful, there are common pitfalls seen in those that aren't. We recommend that any centres working with groups of 50 or more young people are particularly aware of the following:

- ▶ Each young person's portfolio must show their **personal** responses to activities, planning and reflection
- ▶ Where young people are working in groups (common in arts skills share/leadership projects at Bronze, Silver and Gold levels), it is essential that each individual's role in the team is substantial enough for them to demonstrate that they are meeting all the necessary assessment criteria for the level they are working towards
- ▶ Arts activities provide enough stretch and challenge for individual young people
- ▶ We recommend only entering portfolios that are marked as clear passes by the adviser. If you have a few portfolios which are not ready for moderation with the rest of the group, consider a later postal or joint moderation when they are ready to pass.

Assessment

- ▶ When assessing arts logs/portfolios, ensure that all evidence is accurately and explicitly signposted. Moderators use assessment report forms as the basis for verifying evidence. If the evidence in the portfolio doesn't correspond to the assessment report form, this is likely to cause problems. Pay particular attention to indexing and signposting to video/digital or online evidence.
- ▶ Moderators are validating advisers' assessments. Therefore assessment report forms need to be fully completed with each section of the award marked clearly as passed, attempted or not passed. Comments linking young people's work to the assessment criteria need to be tailored to each individual arts log/portfolio
- ▶ If assessment report forms are incomplete, arts logs/portfolios cannot be moderated.

Please remember that only trained Arts Award advisers can assess arts logs/portfolios. Advisers can access a number of tools to support assessment at artsaward.org.uk/adviserhub.

Standardisation

Moderators are looking for consistency in each adviser's assessments. Internal standardisation where advisers review each other's marking is one of the most effective ways to ensure consistency and accuracy in assessments, particularly where there are a number of advisers. Make time to review each other's marking, and discuss any areas where you disagree. If there is inconsistency in marking across advisers this makes it difficult for the moderator to identify a marking pattern or securely pass a whole cohort. It may help to pull out your best and weakest portfolios and check if colleagues or peers agree with your marking in advance of moderation. Ensure you leave enough time to make any amendments or additions to portfolios if you identify weaknesses or gaps in evidence as you go through this process. We don't recommend entering anyone for moderation unless you are confident that they will pass.

If you are running Arts Award with a large group you are eligible for a free support visit to support your preparation for moderation. Take advantage of this free offer by visiting artsaward.org.uk/support. We recommend allowing at least four weeks for your support visit request to be processed, so factor this into your planning.

Confirming names for moderation

Ensure that young people are linked to the adviser who has assessed their portfolio when you confirm names. This is vital to ensure that the moderation runs smoothly, portfolios are accurately sampled and each adviser receives tailored feedback. To enable this, all advisers need to be attached to your Arts Award centre, which they can do via the adviser portal.

Preparing for moderation

Please read the moderation guidance carefully for essential information on moderation at artsaward.org.uk/moderation:

- ▶ Discover certification guide
- ▶ Explore, Bronze, Silver and Gold moderation guide

Sampling process

Moderators validate advisers' marking by looking at a sample of arts logs/portfolios and how they have been marked. They will not look at all the portfolios. The sample should show a level of consistency in the adviser's assessment and therefore reassure the moderator that the adviser's marking is accurate across the board, from the strongest to weakest portfolios. In most cases this level of consistency is seen quite quickly and the moderator can get a good sense of how the work has been supported and assessed from a small proportion of the portfolios. In cases like these, all portfolios outside the sample will pass. Where there is inconsistency, the moderator is not able to validate the adviser's assessments. This may mean all portfolios outside the sample do not pass.

5. Ten top tips for delivering to large groups in schools

1. **Get support:** The more staff you have trained as Arts Award advisers, the more support you can offer your students to make sure they're logging all their work, meeting the criteria and experiencing a really rich and exciting project. We offer in-house training to groups of six or more which is cost-effective and tailored to your organisation. Visit artsaward.org.uk/training for more information.
2. **Planning and embedding:** The key to successful delivery with large groups lies in the planning. Take time, as a team, to plan how you're going to approach each section and how students are going to evidence their work to meet all of the criteria. This will help to ensure you don't reach the end of the project with gaps in evidence.
3. **Pictures are perfect:** Photos are a quick and simple way of evidencing group activity. Ask support staff to help with photographing the young people throughout each task. Annotations can be used to describe activities in photos, and provide evidence of ongoing reflection.
4. **Take the time:** Integrate evidencing into activities so it becomes part of the process, but also allocate 10 minutes at the end of each session for students to collate evidence they have gathered in their log books/portfolios.
Log books: Discover, Explore and Bronze log books are a great way to structure evidence and support independent learning. The Discover and Explore arts logs for younger students also come with colourful characters and stickers and can be ordered from artsaward.org.uk/shop
5. **Make the most of talent:** Often parents/teaching assistants/lunchtime supervisors/governors and older students have artistic skills and talents they can share with your students. Consider a call out for volunteers in school newsletters or on a school VLE.
6. **Use numbers to your advantage:** Planning group activity can be much simpler than supporting lots of students to achieve different tasks. Build in opportunities for students to take part in feedback discussions and share their work with the group.
7. **Link up with an Arts Award Supporter:** Supporters are organisations or artists offering activity young people can use towards their Arts Award. They often have discounted tickets, tours and workshops that you can take advantage of. To find Arts Award Supporters near you, visit artsaward.org.uk/supporter
8. **Don't forget the discount:** We offer large group discounts on logs and young people's guidance booklets, Discover certification and Explore, Bronze, Silver and Gold moderation costs.
9. **Assessment support:** Working as part of a team of advisers means you can offer each other support throughout the assessment process. Schedule regular catch ups and hold an internal standardisation to make sure everyone's confident and that there's a consistent approach.
10. **Reflect:** Following moderation, meet as a team to discuss what worked well and what changes you might make to your delivery approach in future. Take into account developmental feedback from the moderator(s) and any support needs identified through the process. The delivery development template provides a useful framework for these discussions at artsaward.org.uk/adviserhub

6. Examples of large group delivery

The following examples show possible approaches to delivering Arts Award Explore and Bronze Award with large groups. These, along with Arts Award Discover, are the levels most commonly delivered through a structured programme of activities (eg through the curriculum or a whole class project) and this is reflected in these examples. When planning your approach, you will need to consider appropriate activities for the art forms and levels you will offer and develop your plans around your own specific timescales, resources and organisational context.

It's also possible to deliver Silver and Gold Awards with larger groups. However, opportunities for young people to pursue individual pathways need to be factored in, making this more complex and less simple to express through examples like those below.

Explore

Approach	Activity	Part
Class group	Students take part in a street dance class and a t-shirt design session. Students annotate photos of them taking part with details of what inspired them.	Part A: inspire
	Students attend a performance at their local Arts Award Supporter theatre. After the performance they are given a backstage tour and have a Q&A session with actors from the production. Each student records everything they found out about the actors and the theatre in a video diary filmed on the day.	Part B: explore
	Using the performance as a stimulus, the class create their own short production with students taking different roles including acting, costume and set design. Rehearsals and the final performance are filmed.	Part C: create
	The students perform their production at parents' evening. They each write a short paragraph to include in the programme sharing what they've enjoyed and achieved through doing their Arts Award. Photos of the performance and a copy of the programme are included in each students' arts log.	Part D: present

Bronze

Approach	Activity	Part
Whole year group	Part A is delivered through a Dance, Music, Drama and Art carousel where students take part in art form activities, recording an explanation of the activity they took part in, evidence of their participation and a review of their progress and skill development.	Part A: take part in an arts activity
	As part of the school's Black History Month celebrations, all students in the year group watch a play by a visiting theatre group and each form group attends an exhibition of art work on the theme of Black Britain by local artists at the local community arts centre. They write up reviews and discuss their reflections in an English lesson.	Part B: be the audience
	In tutor periods, students are set the task of researching an artist or craftsperson who inspires them for homework. The task is set with an emphasis on how their chosen artist's career and work has inspired them. This is modelled by their form tutor in the session with pre-prepared research. Students are given the following week's session to prepare their summaries in a format of their choice. Research and finished summaries are collected as evidence for portfolios.	Part C: arts inspiration
	The Part A carousel groups are paired up so that students share different art form skills with each other. These are facilitated during arts lesson time, with a lesson allocated for planning before the skill sharing takes place. Skill sharing activities are photographed by staff, and students' reflections are recorded on film, which is then indexed per student for portfolio evidence.	Part D: arts skills share

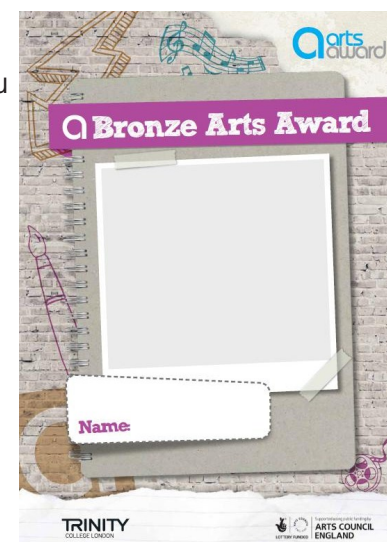
Evidencing Arts Award



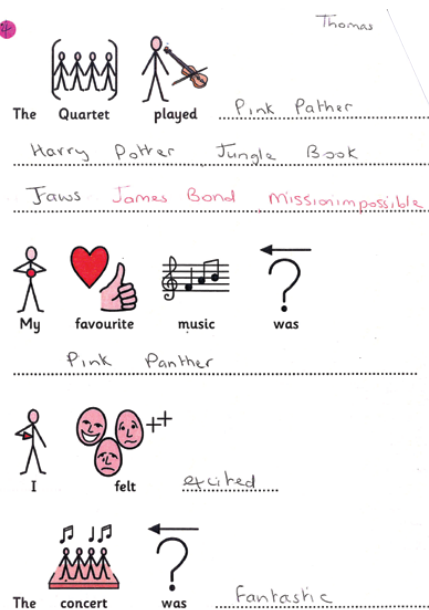
One of the exciting things about Arts Award is that young people can create an arts log or portfolio to demonstrate what they've learnt in any format – including 2D, 3D, digital, written, visual, and audio (or a mixture of all of the above!). The important thing is that their arts log or portfolio clearly shows evidence of their achievements and progress as specified in the adviser toolkit.

Below are some top tips and ideas to help get you started. Pre-made Discover, Explore and Bronze arts logs are available from artsaward.org.uk/shop, and our Evidencing Achievement resource has more ideas, available from the [Adviser Hub](#)

1. Don't feel you necessarily need to be the expert. For example, a young person may be much more equipped to set up a blog than you are, or able to use an app to edit a short film in a fraction of the time that it would take you!
2. Ask young people to create a contents page or summary for their arts log or portfolio and ensure sections that are relevant to the award level they are working towards are clearly labelled. This will help you to complete the assessment report and will also help the moderator to validate your assessment.
3. Young people can record the work they create in any format, including photos, paintings, text or pieces of craft.
4. Young people can use images and commentary to show their progress as artists and the development of new arts skills. Evidence can focus on the creative process as well as the end result.



5. Advisers can support young people's communication of their responses using templates and symbol based systems.
6. Consider visual approaches such as time lines or PowerPoint slides that would appeal to the young people you work with, or young people can even present their evidence in the style of an artist they have researched.
7. Young people can provide evidence of planning their arts challenges, skills sharing or leadership projects in a range of formats (Bronze-Gold Awards). Whatever form plans take, the more specific they are the better. This will make evaluation and review more straightforward as young people can reflect on how they followed the structure they set out at the start, or any changes they needed to make to their original plans.
8. Make sure you build in time to work on portfolios during delivery time. Even relatively small chunks of time add up and mean it's not all left to the end!
9. Think about using digital portfolios to capture evidence. We have a resource designed to support choosing a suitable online platform on the adviser hub
10. Think about how young people could use voicemag.com/artsaward and other platforms to share their work, find out about opportunities and get feedback from others.



Assessment criteria support resource





This resource has been developed to support you in assessing Arts Award portfolios/arts logs. It suggests aspects of young people's work that you can relate to the assessment criteria.

Before you start, ensure you have downloaded the most up to date version of the adviser assessment form from the Adviser Hub, and are using the most up to date toolkit (download free updates from the Adviser Hub)

Step by step guide to assessing arts logs or portfolios

When assessing the evidence, you need to check the following:

1. The **'evidence required'** box in the toolkit. The bullet points in this box describe the evidence that is needed for each part of the award. Check that you can see evidence for all bullet points.

2. The **'what young people should demonstrate through their evidence'** box in the toolkit. These bullet points describe the knowledge, understanding and skills you should be able to see demonstrated through the evidence provided.

3. Finally, before circling 'yes' for a part of the award, you need to check that the evidence demonstrates the young person is working at the right level. See the **'assessment criteria'** pull-out for the level you are assessing.

In the 'evidence' box, make it clear where the evidence can be found, and indicate if each section has been effectively completed by circling 'yes', 'no' or 'attempted'

The following tables show which parts of the award may produce clear evidence of each of the assessment criteria.

Refer to page 41 of the Discover & Explore adviser toolkit for Explore assessment criteria.

Explore assessment criteria	Criteria may be demonstrated through...
art form knowledge and understanding	<p>Part A:</p> <ul style="list-style-type: none"> participation in a range of art forms identifying familiar and unfamiliar art forms <p>Part B:</p> <ul style="list-style-type: none"> demonstrating knowledge of artists, their work and practice demonstrating knowledge of arts organisations <p>Part C:</p> <ul style="list-style-type: none"> application of arts skills in creation of art work development of arts skills <p>Part D:</p> <ul style="list-style-type: none"> conveying art form knowledge and understanding to others reflecting on own level of knowledge and understanding
creativity	<p>Part A:</p> <ul style="list-style-type: none"> showing creative responses within arts activities identifying points of inspiration in arts activities <p>Part B:</p> <ul style="list-style-type: none"> creative responses to what has been found out <p>Part C:</p> <ul style="list-style-type: none"> creative approaches to planning and making of art work development of areas of personal interest through creation of art work <p>Part D:</p> <ul style="list-style-type: none"> creative presentation techniques creative problem solving when planning and delivering presentation
communication	<p>Part A:</p> <ul style="list-style-type: none"> recording participation and progress through arts activities <p>Part B:</p> <ul style="list-style-type: none"> conveying knowledge and understanding of artists and arts organisations <p>Part C:</p> <ul style="list-style-type: none"> communicating intention and progress to others <p>Part D:</p> <ul style="list-style-type: none"> using suitable communication techniques to present areas of achievement and enjoyment to others

Bronze

Refer to page 27 of the Bronze, Silver & Gold adviser toolkit for Bronze assessment criteria.

Bronze assessment criteria	Criteria may be demonstrated through...
art form knowledge and understanding	<p>Part A:</p> <ul style="list-style-type: none">description of arts activitydemonstrating progress through participation in arts activitiesreflecting on development in art form skills <p>Part B:</p> <ul style="list-style-type: none">demonstrating knowledge and understanding of art form through being an audience memberdemonstrating personal reflection on the creative impact of the event <p>Part C:</p> <ul style="list-style-type: none">developing knowledge and understanding of a particular art form through research into artist's/arts practitioner's/craftperson's practice and career <p>Part D:</p> <ul style="list-style-type: none">demonstrating level of knowledge and understanding in plan for skill sharing activityconveying art form knowledge and understanding to othersassessing appropriate level of art form knowledge and understanding to pass on to participantsreviewing skill sharing and assessing how effectively art form knowledge and understanding was conveyed

Bronze assessment criteria	Criteria may be demonstrated through...
creativity	<p>Part A:</p> <ul style="list-style-type: none"> showing creative responses within an arts activity taking a creative approach to evidencing participation <p>Part B:</p> <ul style="list-style-type: none"> focusing on the creative impact of an arts event developing a creative response to what has been experienced (eg use of creative writing techniques in written review or visual representation of arts experience) <p>Part C:</p> <ul style="list-style-type: none"> considering how chosen arts inspiration inspires own creativity creative presentation of summary <p>Part D:</p> <ul style="list-style-type: none"> demonstrating creativity in approach to sharing skills creative problem solving when planning, delivering and reflecting on skill sharin
communication	<p>Part A:</p> <ul style="list-style-type: none"> describing arts activity summarising and reflecting on what as learnt <p>Part B:</p> <ul style="list-style-type: none"> reflecting on a ts event through review sharing review with others responding to others' views <p>Part C:</p> <ul style="list-style-type: none"> summarising research in a format that others can understand communicating why their chosen person inspires them <p>Part D:</p> <ul style="list-style-type: none"> engaging others in developing their arts skills effectively conveying information to others when sharing skills using suitable communication techniques to share skills (eg presentation, writing, narrative) articulating personal reflections on h w it went

Silver

Refer to page 45 of the Bronze, Silver & Gold adviser toolkit for Silver assessment criteria.

Silver assessment criteria	Criteria may be demonstrated through...
art form knowledge and understanding	<p>Unit 1:</p> <ul style="list-style-type: none">identifying how to develop arts practice within chosen art formchoosing a challenging but achievable arts challenge within chosen art formidentifying and reflecting on progress in meeting arts challengeproviding evidence of progress towards meeting arts challengeincluding analytical reflection on the creative impact of arts eventsresearch into career pathways through participationreflecting on participation/research into practitioners, future education and career pathways in the arts <p>Unit 2:</p> <ul style="list-style-type: none">developing the artistic elements of the arts leadership projectdefining aims and scope of arts projectleadership and responsibility relating to the arts project
creativity	<p>Unit 1:</p> <ul style="list-style-type: none">artistic creativity in defining and responding to arts challengecreative problem solvingreflecting on and valuing approach to achieving challenge and decision-makingreflecting on how they have been inspired by arts events, opportunities and practitioners <p>Unit 2:</p> <ul style="list-style-type: none">identifying creative aims and scope of the projectcreative input into leadership projectcreative problem solvingreflecting on and valuing problem-solving and decision-makingconsideration of participants' response to creative elements of the projectdeveloping creative ways of gathering feedback

Silver assessment criteria	Criteria may be demonstrated through...
planning and review	<p>Unit 1:</p> <ul style="list-style-type: none"> ▶ evaluating own strengths and weaknesses ▶ setting a challenging but achievable arts challenge ▶ creating a thorough and considered action plan ▶ effectively reviewing and evaluating progress towards meeting arts challenge ▶ using feedback constructively ▶ reflecting on research and incorporating it into future plans for development of arts practice <p>Unit 2:</p> <ul style="list-style-type: none"> ▶ a thorough and considered project plan with clearly stated aims ▶ a clear understanding of the audience/participants ▶ reviewing and revising current approach where necessary ▶ considering health and safety and risk assessment ▶ an effective review of the project ▶ developing ways of gathering constructive feedback
communication	<p>Unit 1:</p> <ul style="list-style-type: none"> ▶ articulating strengths and weaknesses ▶ defining and setting arts challenge ▶ sharing arts challenge with others ▶ communicating reflections on creative impact of arts events with others ▶ using communication skills to find out about and participate in opportunities to develop arts skills <p>Unit 2:</p> <ul style="list-style-type: none"> ▶ effectively communicating with others to lead a project ▶ using appropriate communication to promote the project and recruit participants ▶ communicating the creative aims of the project ▶ collecting and reflecting on feedback ▶ cooperating well with others, negotiating and compromising where necessary

Gold

Refer to page 63 of the Bronze, Silver & Gold adviser toolkit for Gold assessment criteria.

Gold assessment criteria	Criteria may be demonstrated through...
art form knowledge and understanding	<p>Unit 1:</p> <ul style="list-style-type: none">▶ creating new work▶ incorporating new influences into existing arts practice▶ extending knowledge and understanding of the arts through research and active participation▶ investigating the work of other practitioners, arts organisations and events▶ exploring an issue in the arts and forming and expressing a personal view▶ reflecting on the development of their art form knowledge and understanding throughout the process <p>Unit 2:</p> <ul style="list-style-type: none">▶ developing a leadership project to engage others in an artistic experience▶ considering how to communicate art form knowledge and understanding▶ conceiving how to present art work publicly, appropriate to audience/participants▶ developing ways to reflect on knowledge and understanding throughout the project▶ leadership and responsibility relating to the arts project
creativity	<p>Unit 1:</p> <ul style="list-style-type: none">▶ applying creativity to setting artistic challenge and producing new art work▶ responding creatively to art form sector research and experiences▶ reflecting on research and discussions to form own view▶ applying experiences and opportunities to own creative development <p>Unit 2:</p> <ul style="list-style-type: none">▶ developing and leading a creative arts project▶ applying creative problem solving▶ adapting approach where necessary to meet changing demands▶ having a creative input into the project▶ working towards the project's creative aims▶ developing creative ways to gather and evaluate constructive feedback

Gold assessment criteria	Criteria may be demonstrated through...
Planning and review	<p>Unit 1:</p> <ul style="list-style-type: none"> effectively planning an arts challenge, reviewing the plan throughout the process planning approaches to relevant practitioners and organisations reviewing and reflecting on feedback from others clear plan and structure of argument, including review and conclusion <p>Unit 2:</p> <ul style="list-style-type: none"> identifying and implementing leadership skills to effectively deliver the project comprehensively planning an arts project, including consideration of health and safety, risk assessment, relevant legislation and suitability for participants planning a project that engages audience/participants effectively effectively managing the project to meet project plan and creative aims reviewing progress of project and leadership against original plan and adapting where necessary creating a thorough project report including evidence of the leadership process using feedback from a range of sources to contribute to evaluation
Communication	<p>Unit 1:</p> <ul style="list-style-type: none"> communicating concept/artistic vision through new art work approaching practitioners and organisations using appropriate communication skills developing use of specialist vocabulary relating to art form effectively communicating an argument <p>Unit 2:</p> <ul style="list-style-type: none"> effectively communicating with others in order to lead a project managing people and resources, eg employing communication skills to negotiate, be assertive, motivate others communicating the creative purpose of the project motivating and inspiring audience/participants through creative engagement in artistic project effectively promoting the project eliciting and interpreting feedback from others

Moderation Support



Arts Award offers a range of moderation options (for Explore, Bronze, Silver & Gold). This resource is designed to help you identify which option is right for you.

Before you submit young people for moderation, your centre must be registered with Arts Award and adviser(s) must be linked to the centre via the adviser portal. For guidance on how to do this, visit artsaward.org.uk/moderation

Discover

Advisers need to confirm names for certificates using the Discover Enrolment Spreadsheet available from the Arts Award website. Discover certificates are dispatched within 4-6 weeks from the point of confirming names, subject to payment. If you are wishing to receive certificates before the end of a school year, ensure you factor this timescale into your planning. Discover is not externally moderated by Trinity College London.

Explore

At explore, the adviser's assessment is moderated either by booking a face-to-face moderation, or by submitting a sample of young people's work via post or online to Trinity College London. You request an Explore moderation through the adviser portal.

Certificates are dispatched within 6 weeks from your moderation/moderation sample date, subject to payment.

Bronze/Silver/Gold

At these levels there are three moderation options available to you:

Standard: takes place at your venue on your preferred date and time. A moderator will come to your centre where they will speak to the adviser(s), look through a sample of the portfolios and meet with a selection of young people. Centres entering for a standard moderation must meet the moderation minimum fee (£480 for September 2018-August 2019). A standard moderation can be requested at any time of year through logging into the adviser portal. As a minimum, we require 8 weeks advance notice for this type of moderation.

Joint: ideal if you do not meet the minimum fee required for a standard moderation, and have more than five candidates requiring moderation at any one time. A joint moderation is when two or more centres moderate at the same venue and date and consolidate their moderation costs in order to meet or exceed the minimum fee. As with standard moderations you can request a joint moderation at any time of year via the adviser portal.

Postal: for centres submitting fewer than five candidates at any one time. Centres cannot book two consecutive postal moderations, or have more than three postal moderations in any one calendar year.

For all options, certificates are dispatched 4-6 weeks after your moderation date providing payment has been received.

More information on all moderation options available to schools can be found at artsaward.org.uk/moderation

If you are unsure about what option is best for you, call the Arts Award helpdesk on 020 7820 6178 or email artsawardenquiries@trinitycollege.co.uk

Bronze Award ideas bank



Many schools find that the Bronze Award framework maps well to a range of curriculum projects and existing activities. The framework offers opportunities for creative delivery and personalised evidencing of students' progress and achievements in a portfolio/Bronze log.

This ideas bank includes stimuli for creative plans, activities and resources to inspire your delivery of Bronze Arts Award.

Please always refer to the **Bronze, Silver & Gold adviser toolkit** to ensure that your delivery plans meet the evidence requirements and assessment criteria (see toolkit pages 17-27).

General ideas

- ▶ **organising portfolios:** colour coding each section of portfolios can make it easier for students to organise their evidence
- ▶ **reducing writing:** sticky notes, spidergrams, flow charts, storyboards/comic strips and photo captions are good ways of breaking down text and can help students to document their experiences in stages (eg their planning, practical activity and reflection or Part D: arts skills share)
- ▶ **collecting evidence:** build evidence collection into your activity planning – eg use a camera, sticky notes, MP3 recorder or flip cam to record students' comments, reflections or participation as they happen. Encourage students to collect evidence as they go, eg notes, emails, programmes etc.
- ▶ **stimulating ideas:** use books, film, newspapers and magazines, craft, photography and graphic design as a stimulus for young people's activities and their portfolio development
- ▶ **linking evidence to art form:** the format of evidence can compliment art form development – eg a film-making process could be evidenced in a portfolio through a storyboard, a textiles project could be evidenced in a portfolio constructed from fabric
- ▶ **using imagery:** young people can evidence a process/journey through an image, eg an ideas tree that shows mind-mapping in roots, final decision in trunk, branches as process/development, fruit as outcomes

Part A: explore the arts as a participant

Students at Aylesford School participated in product design for Part A, conducting market research and making use of new vocabulary in preparation for pitching their creative products to a panel of judges.

- ▶ **integrated delivery:** students working towards their Silver Arts Award can run arts activities for younger students, who evidence their participation for Part A of the Bronze Award
- ▶ **collaborative/carousel delivery:** a range of activities could be offered for students to opt for, or groups/classes could rotate on a carousel model, enabling all students to experience different arts activities
- ▶ **cross-curricular delivery:** arts activities can link with other disciplines to give students a more varied experience through project-based learning

Part B: explore the arts as an audience member

- ▶ **oral review:** students respond to a series of open questions in small discussion groups which are filmed recorded/photographed
- ▶ **visual or sensory review:** students could produce a visual or sensory representation of their arts experience and their response to it, eg a seating plan of a theatre to show where they were sitting and what they could see/feel or a floor plan of a gallery showing the sequence and effect of the exhibition
- ▶ **engaging with the views of others:** encourage students to respond to opinions and reflections expressed in each other's reviews through oral discussion, written comments or an online response (eg comments on a blog post) – ensure that there is evidence of this sharing for portfolios

Please note: reviews should focus on the creative impact of the arts experience

Part C: arts inspiration

- ▶ **introducing artists/arts practitioners/craftspeople:** students choose an artist/arts practitioner/craftsperson and write their name on a sticky note that is then stuck on another student's back. The second student needs to ask questions about the person's career, art form, public profile, etc to find out who they are. This can help students think of a structure for their summary and to identify any additional areas they need to research
- ▶ **presenting information creatively:** students could present their research findings and personal reflections in a creative format that might relate to their chosen person's art form, for example:
 - film: a piece to camera or short film
 - drama: a chat show with their chosen artist/arts practitioner as a guest, based on research findings
 - visual: a poster, a timeline on a washing-line or musical scale
 - textile: T-shirt design or patchwork quilt
 - 3D: sculpture, installation or a 'life in a shoebox'

Part D: arts skills share

A student at Belper School led a creative writing character-building workshop for Part D of her Bronze Arts Award. She drew on media and literature to develop characters with her participants, who practised creative decision-making skills.

- ▶ **skills exchange:** a skill-sharing event could encourage students working in different art forms to exchange skills in small groups or one-to-one
- ▶ **passing on skills to younger children:** students could pass on skills to younger year groups during assemblies, tutor time or after-school clubs
- ▶ **working with feeder primaries:** skill-sharing with primary school children can be incorporated into transition programmes
- ▶ **passing on skills to elders:** students can share their skills with older people in the community, or with school staff
- ▶ **non-contact skill sharing:** some students with communication issues may feel uncomfortable sharing their skills face-to-face with others. Skill sharing can also be done through a video tutorial, booklet, audio guide or webinar

After achieving a Bronze Arts Award, many students want to progress to Silver level. This resource has been designed to help advisers prepare students for the Silver Award.

Please note: the following are extension activities for each section of Bronze that can be used to familiarise students with the standard of work required for Silver. We do not recommend that the activities below form the basis for a Silver portfolio, but that they are used as part of a transition/introduction to support students' progression.

Bronze Part A:

Thinking about how skills can be developed further or what new skills can be learnt is an integral part of the Unit 1 arts challenge of Silver Arts Award

Beyond Bronze...

Encourage students to think about an aspect of the art form that they have recently taken part in:

- ▶ would they consider developing their skills further?
- ▶ what did they think they were good at – why was this?
- ▶ what would they need to work on if they were to develop their skills further in this area?
- ▶ what would be challenging for them?
- ▶ what additional help and support would they need to develop their skills?
- ▶ who or where do they think they could ask for help?
- ▶ who could they share their challenge with to get feedback, and how might they present it to them?
- ▶ how could they review their challenge and reflect on if they had developed their skills further?

Bronze Part B:

Students will have already reviewed one arts event for Part B of their Bronze Award. For Silver Unit 1 Part C, they must attend and review at least one arts event which must be shared with others

Beyond Bronze...

- ▶ what arts events would they like to attend? How might they find out about arts events?
- ▶ discuss how students might extend their Bronze Award review – what further information/descriptions/viewpoints relating to the creative elements of the event might they add?
- ▶ students could think about producing their review in an alternative format and how they might share it with others

Bronze Part C:

Having completed research into their chosen arts inspiration, students could be encouraged to find out more about arts activities and opportunities in school or in their local area, and how they might get involved. This can work as preparation for Unit 1 Part D of their Silver Award

Beyond Bronze...

Ask students to find out more about their Bronze art form activity or a new arts activity:

- ▶ what opportunities are there in school or locally to take part in this activity or to try a new activity?
- ▶ encourage students to collect any fliers or posters about relevant arts activities that are advertised/take place in school or locally. This information could then be used to make a poster, booklet or presentation which summarises what takes place when and where
- ▶ if students know someone who is already involved in an arts activity that they would like to find out more about, they could: attend that activity to find out about what's involved, interview someone who is already involved, interview the person who runs an activity, report back on their finding
- ▶ are there any local colleges where students could go on to study their chosen art form further? What can they find out about future opportunities and career pathways?

Bronze Part D:

Further development of Part D of Bronze Arts Award enables students to prepare for Silver Award Unit 2, arts leadership

Beyond Bronze...

Students have already shared their skills with others, but they could now be encouraged to develop ideas on a project to lead in preparation for Silver Unit 2:

- ▶ thinking about the skill they have shared, what kind of project would they like to develop that could be accessed by other students/the community (this could be an exhibition, performance, workshop(s), a website or publication)?
- ▶ who would their audience be?
- ▶ what area(s) of their project would they lead?
- ▶ how might they work with others and what skills would they need to do this?
- ▶ what issues would they need to consider when planning their activity/event (eg audience needs, health and safety)?
- ▶ what developments in their project might mean that they had to change their original plans?
- ▶ what practical steps (include here a discussion about publicity, recruitment, resources, practical issues such as using equipment safely etc) would they need to take in order to set this up?
- ▶ who would they get feedback on their project from and how would they collect it?
- ▶ how would they know if their project had been a success? How might they show this?

Silver and Gold adviser support resource



This resource highlights some key guidance and recommendations for advisers delivering Silver and Gold Arts Award.

The adviser toolkit should provide the basis for all planning and delivery of the award and the assessment of young people's portfolios.

Successful approaches

- ▶ At these levels, young people will be working more independently than at Discover, Explore or Bronze, so factor in time, support and opportunities for young people to pursue their ideas
- ▶ Advisers should facilitate discussions around arts challenges and leadership projects to ensure that they are substantial enough to enable young people to meet all necessary criteria
- ▶ Challenges should be specific, measurable and individual to the young person. To set appropriate challenges, young people need to focus on their strengths, weaknesses and aspirations. Build in opportunities for reflection throughout the process and for each section – this is really key for meeting the 'planning and review' criteria at Silver and Gold levels
- ▶ For Units 1 and 2, encourage ongoing reflection and revisiting original aims – if circumstances change mid-project or original aims need to be adjusted, evidence all of this as it adds to the record of the process
- ▶ Encourage young people to collect all evidence that documents the award process – eg emails and texts, meeting notes, diary entries. This provides a rich selection of evidence for portfolios
- ▶ Although young people are working more independently at these levels, it's essential that they have access to adviser support, so consider the young person to adviser ratio to ensure you are able to offer the right level of individual guidance and manage the assessment of portfolios effectively

- ▶ Starting with Gold Unit 1 Part D can be a great way of engaging young people in an arts issue that they are passionate about and can provide a springboard for ideas to explore in the rest of their Gold Award

Large groups

- ▶ Even if you are offering the same art form/opportunities to a group of young people, their responses and aims should be individual
- ▶ Encourage individuals to pursue activities outside the core offer where possible to support independent learning – eg researching and accessing external opportunities, attending events, pursuing personal interests, contacting practitioners

Unit 2

- ▶ If working in leadership project teams, ensure that each individual's roles and responsibilities in the team allow them to demonstrate all requirements for each section. Remember that each young person's leadership role must have a creative outcome (eg an exhibition, a publication or performance) as well as logistic/organisational responsibilities
- ▶ At Gold level, remember that the Unit 2 project must have a public outcome, and that the planning, delivery and evaluation of this are assessed
- ▶ Utilise Silver and Gold leadership projects to provide activities and experiences for young people working towards awards at different levels or as part of transition or outreach programmes

'Students who have achieved Gold Arts Award have taken portfolios to university interviews and have impressed the interviewers. Gold students coach the Silvers and Silvers coach the Bronzes – the students call it our 'Arts Award Family'!

Alison Dures, Head of Drama, Bodmin College

Delivery development template



Use this resource to support the development of your Arts Award delivery.

You may want to embed Arts Award in your school, create a sustainable delivery model or encourage more staff to get involved. Or you may want to find a more efficient way of structuring evidence collection or assessing work. Start by assessing your current approach:

- sum up your current delivery approach in three words:

- how do others view your approach to Arts Award?

Student/parent feedback:

Moderator feedback:

Staff feedback:



Self-evaluation:



Select and sum up the four key issues raised in feedback and order them by importance 1 (most) to 4 (least)



Identify how you will address four main issues to develop your delivery.

	Key issue	Desired outcome	Measure of success	Potential barriers	Resources/support needed	Action
eg	<i>Bronze Part B – lack of personalised response to arts event in students' portfolios</i>	<i>Personalised responses that reflect students' individual experiences in a format that best reflects their ability</i>	<i>All students to pass Bronze Part B</i>	<i>Some students' weak literacy prevents them from expressing their reflections in writing</i>	<i>MP3 recorders and flipcams to record student responses. Support from technician to sequence students' work in DVD chapters</i>	<i>Speak to Head of Media Studies about using flipcams to film responses and group discussion. Approach technician for support</i>
1						
2						
3						
4						

The following ideas may provide some inspiration for how to develop your delivery approach.

Working in partnership/building community links

- ▶ think about ways to collaborate with other departments to create cross-curricular schemes of work (eg Maths and Art, Textiles and History, English and Music)
- ▶ identify opportunities for working with artists and arts organisations – see artsaward.org.uk/supporter for organisations near you that have an Arts Award offer
- ▶ get your students to share their skills with younger pupils to strengthen links with partner schools and contribute to the transition process

'A lot of our students carry out their arts leadership by running workshops with Year 6 pupils; aiding transition, developing role models and creating a positive impression of the school.' **Simeon Royle, Director of Music, Humphrey Davy School**

Linking with existing activities and current events

- ▶ you may want to structure your approach around an event to give it a particular focus, eg Black History Month, the Into Film Festival, Shakespeare's birthday, London Fashion Week, National Poetry Day
- ▶ if your school puts on a play or concert, this could provide opportunities for arts challenges and leadership activities – remember backstage activities as well as performing count
- ▶ link with other programmes your school takes part in – for resources mapping Arts Award with Shakespeare Schools Festival, Into Film and New Views, see artsaward.org.uk/partnerships

Utilising student leaders and advocates

- ▶ young people are the strongest advocates for Arts Award, so consider ways of utilising your students as peer mentors, advocates and young arts leaders
- At Chingford Foundation School the 'Arts Award Ambassador' scheme enables students who have already achieved Arts Award success to be 'buddied up' with new Arts Award participants. This ensures that those new to Arts Award receive plenty of support throughout their Arts Award journey.*

'It's amazing how word spreads amongst students at school. I have found Arts Award to be self-sustaining in terms of numbers and students wanting to move on to the higher awards. This year, Year 8 pupils have been asking me when they can do their Arts Award, largely due to seeing the success of previous year groups.' **Alex Ward, Teacher of Music, Notre Dame High School**

Increasing access

- ▶ Discover, Explore and Bronze Arts Awards' frameworks lend themselves well to curriculum mapping
- ▶ curriculum delivery is an effective way of increasing students' access to Arts Award and reaching the highest numbers
- ▶ see the guidance for supporting large groups on page 31

More information, support and links

Face-to-face support

Arts Award advisers can access free face-to-face and remote support.

Book a place on a support surgery or request a support visit from a trained support consultant.

See [artsaward.org.uk/support](https://www.artsaward.org.uk/support) for details.

Online stimulus material

Tate: tate.org.uk/learnonline – explore the online archive, find information, interviews with artists and analysis of works in the Tate collection

National Gallery: nationalgallery.org.uk/artists – search by artist to view paintings in the collection

National Portrait Gallery: npg.org.uk/learning/digital/interviews-with-artists-and-sitters.php – interviews with artists and sitters from the National Portrait Gallery collection – useful for researching technique or arts inspiration (the National Portrait Gallery is an Arts Award Supporter)

Get into Theatre: getintotheatre.org – read case studies on people who work in theatre, find out about opportunities and ask questions

Culture Street: culturestreet.org.uk – online resources covering a range of art forms, with some specifically tailored to Discover, Explore and Bronze Arts Award levels

Creative Careers: cmd.npg.org.uk – research arts organisations, find insights from professionals in the museum/gallery sector and find out about creative and media opportunities for young people

Get into Live Music: getintolivemusic.org – read case studies on people who work in the live music industry, find out about opportunities and ask questions

Arts Award online support and resources

- ▶ Five day Bronze planning guidance: www.artsaward.org.uk/adviserhub
- ▶ Guide to effective planning: www.artsaward.org.uk/adviserhub
- ▶ Bronze and Silver evidence checklists: www.artsaward.org.uk/adviserhub
- ▶ Mapping resources and planning grids: www.artsaward.org.uk/adviserhub
- ▶ Further budget planning resources: www.artsaward.org.uk/adviserhub
- ▶ Costs and funding information: www.artsaward.org.uk/costs
- ▶ Presentation - young people: www.artsaward.org.uk/recruit
- ▶ Presentation - school staff: www.artsaward.org.uk/schools
- ▶ Qualification information: www.artsaward.org.uk/qualification
- ▶ Information for parents & carers: www.artsaward.org.uk/parents
- ▶ Arts Award and special educational needs: www.artsaward.org.uk/sen
- ▶ Arts Award partnerships: www.artsaward.org.uk/partnerships
- ▶ Information on each Arts Award level: www.artsaward.org.uk/discover
www.artsaward.org.uk/explore
www.artsaward.org.uk/bronze
www.artsaward.org.uk/silver
www.artsaward.org.uk/gold
www.artsaward.org.uk/schoolstories
www.artsaward.org.uk/accessfundinfo
www.artsaward.org.uk/supporter
www.artsawardvoice.com
www.artsaward.org.uk/portfolios
- ▶ School case studies: www.artsaward.org.uk/schoolstories
- ▶ Access Fund: www.artsaward.org.uk/accessfundinfo
- ▶ Arts Award Supporter: www.artsaward.org.uk/supporter
- ▶ Arts Award Voice: www.artsawardvoice.com
- ▶ Evidencing and building Arts Award portfolios: www.artsaward.org.uk/portfolios
- ▶ Arts Award Off the Shelf: www.artsaward.org.uk/offtheshelf
- ▶

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