

# Arts Award Discover Schools



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# How to use this resource

A New Direction has created this Arts Award Discover resource to support schools to run Discover in a manageable and strategic way. It goes hand in hand with the [Online Discover Logbook](#) but can also be used with any other logbook you might be using, including bespoke ones that you might have or plan to create.

This resource has two sections:

## Section A is for...

- Middle leaders
- Senior leaders
- Arts coordinators
- Artsmark leads

This section provides guidance on how to embed and plan Discover, how to make it manageable, and how to fulfil the award criteria strategically.

## Section B is for...

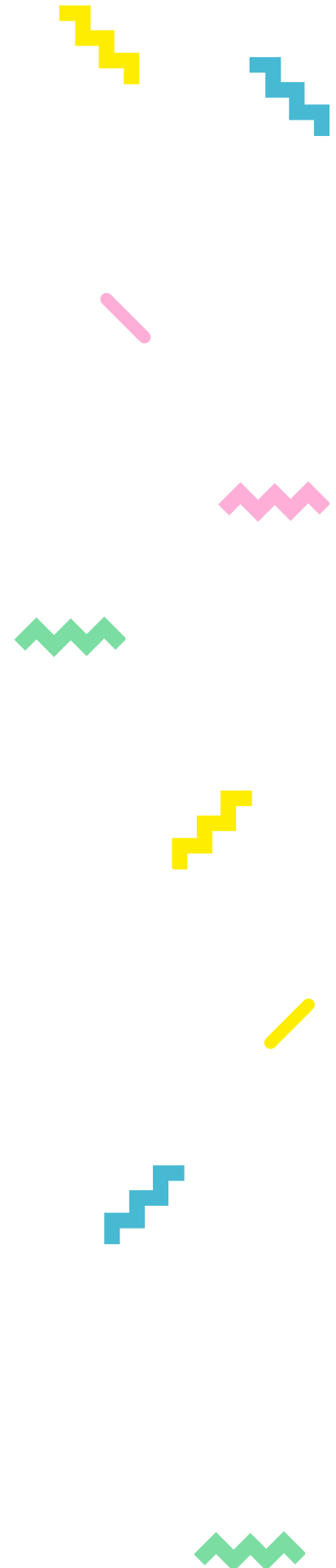
- School staff delivering activities
- Freelance practitioners delivering Arts Award projects in school

In this section there are suggestions for each part of the Discover award, including extension activities. Arts Award is a flexible framework, particularly at Discover level, and can be adjusted to projects that are as simple or elaborate as needed to suit the individual young people you are working with.

## What is Arts Award?

Arts Award is a qualification in the arts for anyone under the age of 25 which develops young people's creativity and communication. It is a nationally recognised set of qualifications run at **five levels: Discover, Explore, Bronze, Silver and Gold.**

Arts Award provides an opportunity for children and young people to use these experiences to explore what interests and engages them, to express themselves, and to be publicly validated and celebrated.

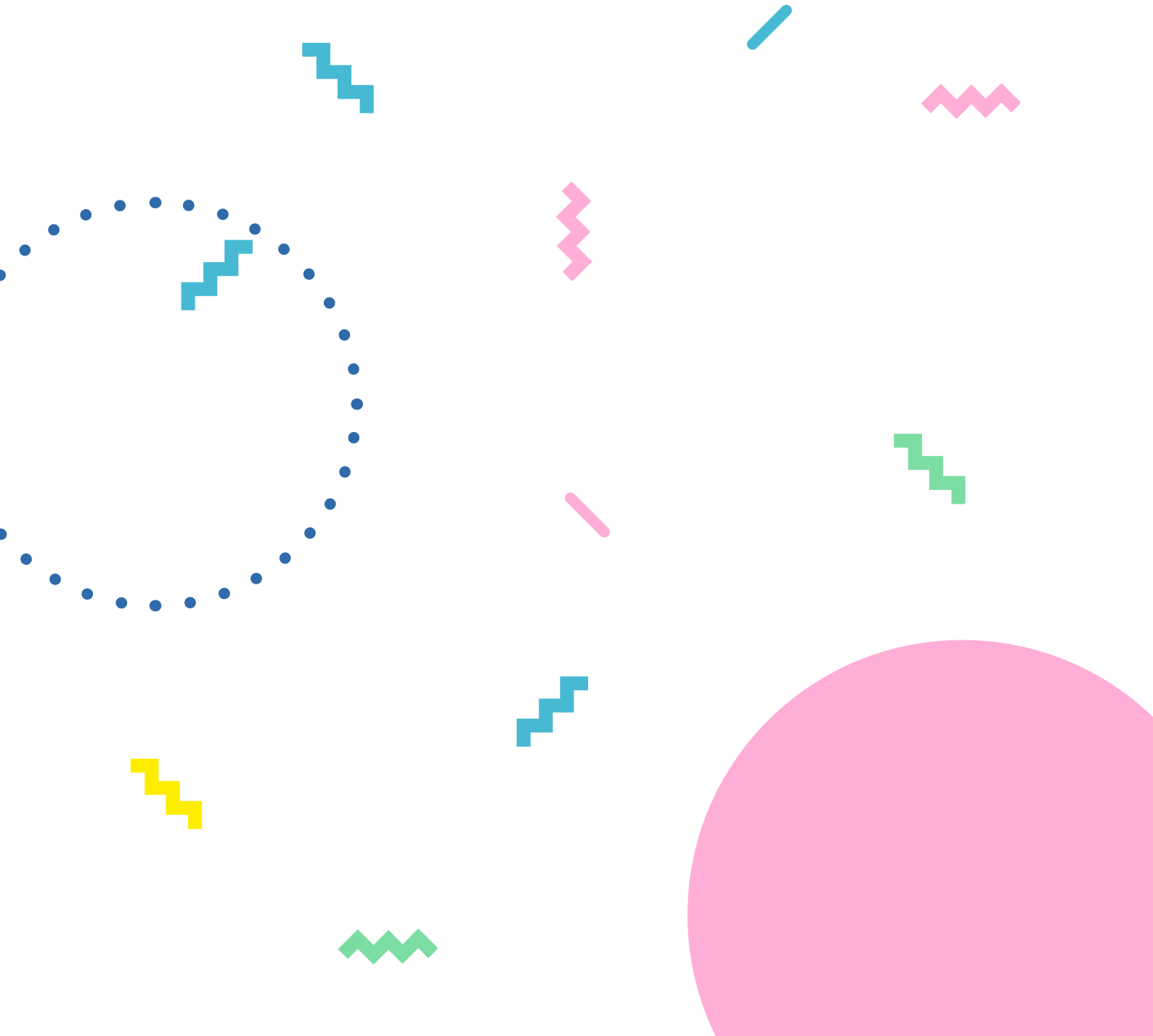


## Who is Arts Award Discover for?

Arts Award Discover is an introductory award, open to children and young people aged up to 25.

## Can D/deaf, disabled and neurodiverse children and young people achieve Arts Award Discover?

Absolutely! Depending on their individual requirements you might like to adapt the project and evidencing logbook to suit them. If you need support for your group, please [get in touch](#). You can also connect with other colleagues through A New Direction's [SEND Network](#).



# What do the young people have to do?

To understand how to place an Arts Award within your curriculum or enrichment planning, it is useful to know what young people need to cover and how the award is structured.

The Discover level of Arts Award is made up of 3 parts – Take Part, Find Out and Share.

## Part A: Take Part

1. Experience the broadness of the creative industries
2. Take part in different arts activities

## Part B: Find Out

Find out about artists, creatives or makers and their work

## Part C: Share

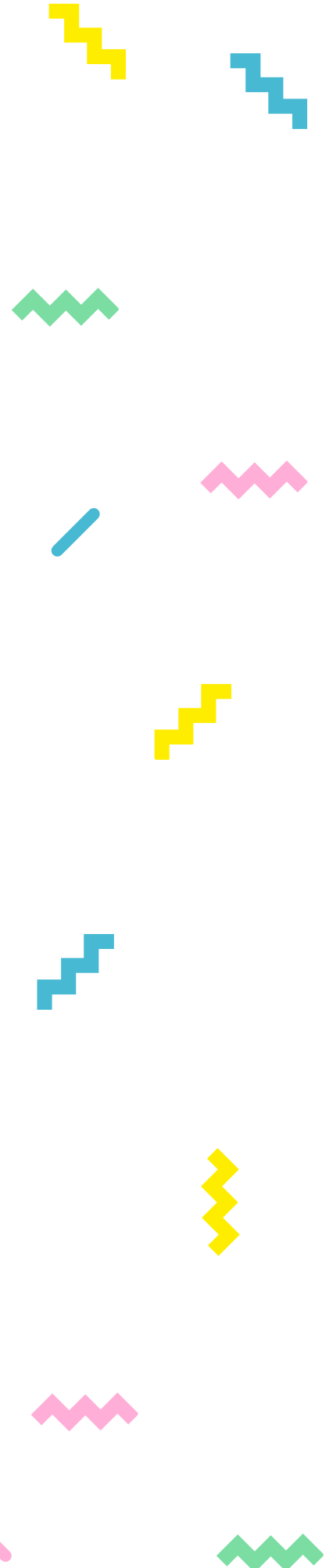
Share your learning, opinions and experiences with others

## What is Artsmark?

Arts Award is often confused with [Artsmark](#). The Artsmark Award is a creative quality standard for schools and education settings, accredited by Arts Council England, whereas Arts Award is a set of qualifications for children and young people. Although totally different programmes, they do connect.

The Artsmark Self-Assessment Framework contains eight criteria:

- Values and ethos
- Leadership
- Children and young people
- Curriculum design
- Range of offer
- CPD
- Partnerships
- Equality and diversity



In the Artsmark criteria, Arts Award is explicitly mentioned – especially at Platinum level – and there are many ways that the two programmes link. Here are some examples:

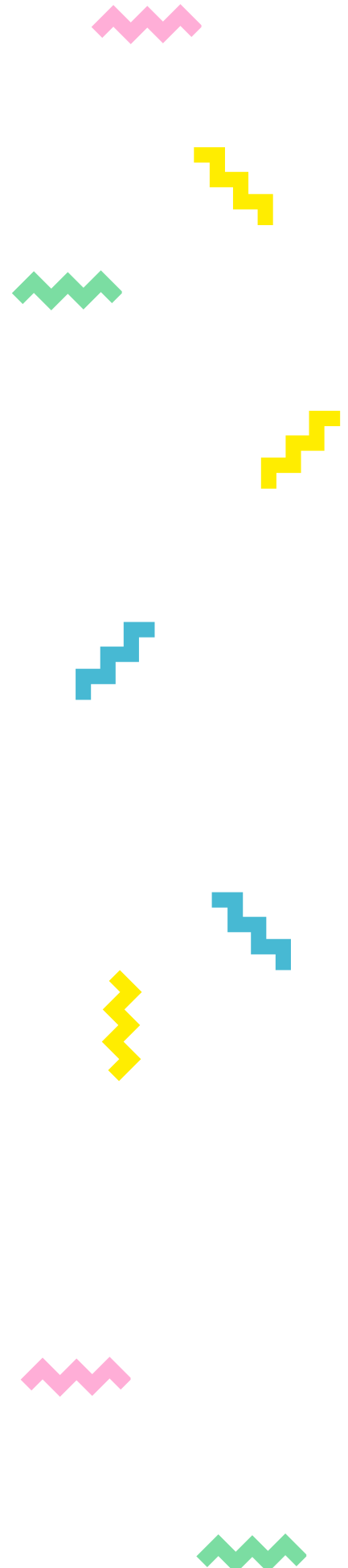
- Use Arts Award as a framework to design a creative curriculum in a wide choice of disciplines (range of offer)
- Demonstrate sequencing using the progression Arts Award offers (curriculum design)
- Upskill your teachers and other staff – especially in the approach of practical, enquiry-based teaching designed to stimulate learning – so that students have the desire to explore and acquire knowledge independently (CPD) (CYP)
- Empower students to explore their own passion to progress their learning journey, taking ownership of their arts practice (CYP)
- Facilitate young people planning and delivering authentic arts and cultural experiences, taking ownership of their engagement and personal progression (CYP) (curriculum design)
- Promote arts and cultural industries as genuine career choices, and promote opportunities to experience and learn about the industry (values and ethos)
- Form partnerships with a range of arts and cultural organisations (partnerships)
- Utilise a flexible set of qualifications that is accessible and adaptable to all children and young people (equality and diversity)

### **Why do Arts Award?**

Arts Award can support a broad and balanced curriculum, help develop a range of transferable skills including creativity, communication, and leadership, and support student achievement.

Discover can be run at primary and secondary level in a range of contexts, from whole year groups to extra-curricular projects and partnership working.

Running Arts Award is a great way to build a whole-school culture of engagement in the arts. It can help to raise the profile of arts subjects, encourage students to take up creative subjects for GCSEs, engage additional members of staff, and can offer a framework to build your creative action plan as a coordinator.



## Where can Arts Award fit in your school?

Here are some examples:

- Transition
- Student voice
- Parental engagement & family learning
- Inclusion & SEND
- Gifted and talented
- Pupil Premium
- Community
- Enrichment
- Cross-curricular
- Special projects, e.g. Shakespeare Schools Festival
- Form part of your Artsmark journey

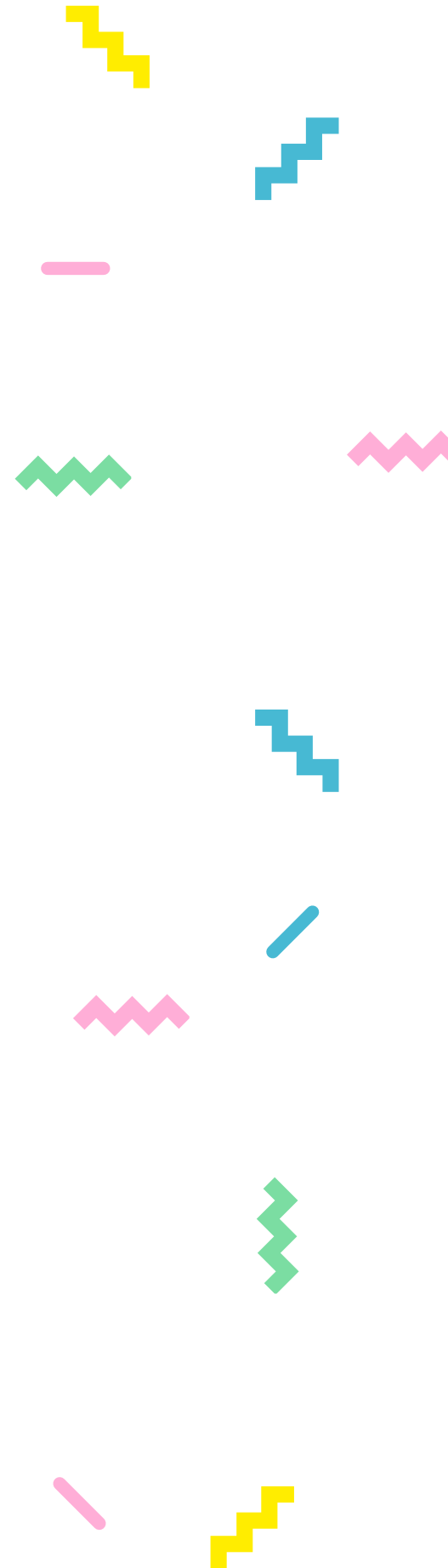
## How to run it effectively?

To make Arts Award manageable, meaningful and strategic, **know what covers the criteria and how it matches your action plan.** Moving our thinking away from minimum requirements can be freeing. Discover criteria can be easily met, but equally you can design a programme that fulfils the criteria and also covers a whole range of other things, particularly if you are working with an older group. Discover can easily be run with secondary students – think how to scaffold learning on the framework that it provides.

**Start with auditing of what you already have.** Think about how you can link with existing curriculum activities. How could it fit in your curriculum maps? How could it connect with planned projects and trips? In what ways could you incorporate it within large events? E.g. Black History Month, World Book Day, Art Week, or a festival.

## Who can we link up with?

- Create a trips and projects schedule that is meaningful, varied, builds sequencing, and is broad and balanced
- Does your school work with cultural organisations? Have you booked a trip that links up to an Arts Award project?
- Partnerships can take many forms, including;
  - » working with other schools
  - » working with venues, organisations and creative freelancers
  - » collaborating across departments within your school, e.g. computing and art, dance and history, maths and music



## Top tips

### Plan and embed

The key to successful delivery is planning. As a team, take time to:

- Plan how you're going to approach each section
- Plan 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
- Integrate evidencing into activities so it becomes part of the process
- Build in time to work on portfolios during delivery time – don't leave this until the end!

### Don't go it alone

- 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](https://artsaward.org.uk/supporter)
- Often parents, teaching assistants, lunchtime supervisors, governors and older students can be a valuable resource
- If you have a budget, consider getting an external provider to help you get started. If money is tight, why not work in partnership?

### Picture perfect

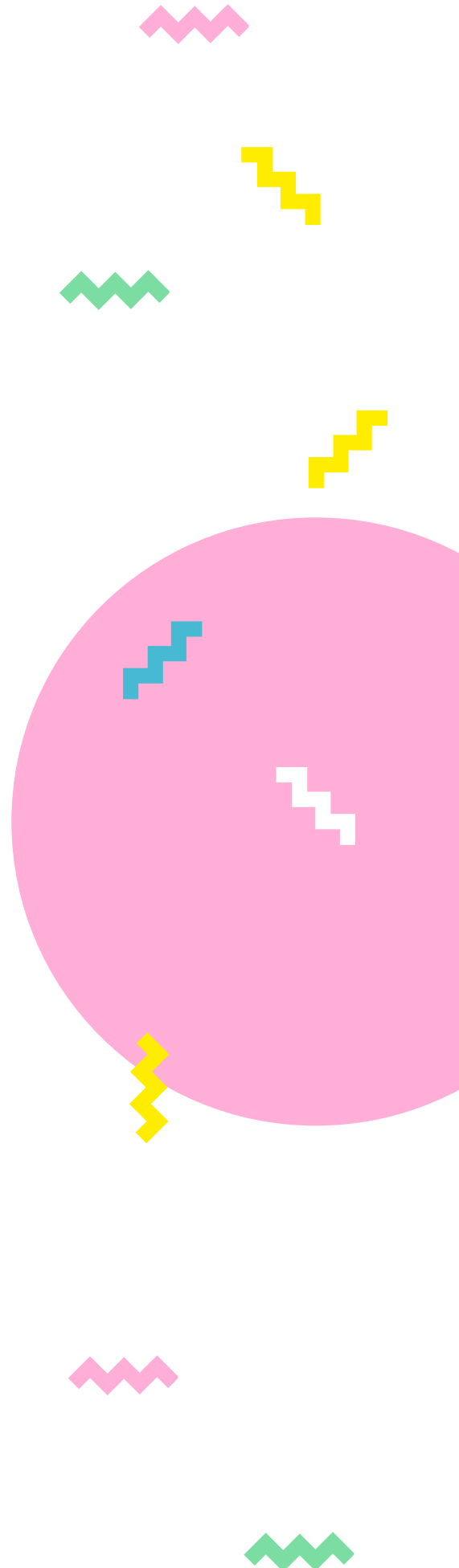
Photos are a quick and simple way of evidencing group activity. However, unless you plan in advance and are clear about who is documenting, it can end up being overwhelming.

- Allocate one device and shoot everything on that one device
- Backup and name/sort by part of the award. E.g. '*Willow Class\_Y4\_Discover AA \_Part A\_creative dance workshop with X dance company\_ date*'
- Ensure you have parental permissions for documentation, and remember you could still have shots of hands working on an arts project for those that cannot be photographed

### Connect to different Arts Award levels

Think about how you can run a programme that includes more than one Arts Award level. This works particularly well in secondary schools. For example, you could:

- Run **Discover Award** with your new Year 7's as a transition programme, or with primary students from feeder schools
- To cover Discover Part A (Take Part) they could, for example, be taught skills by your Year 9's working towards their **Bronze Award**
- You could then have a small group of Year 11's working on their **Silver Award** coordinating the whole project



## The admin side

### How to evidence

Arts Award is a portfolio-based qualification series. It is also very flexible which means as long as you hit the criteria you and the young people you work with can be quite creative in how you log their journey. If you work with large groups, e.g. whole classes or year groups, it is best to use a portfolio template [like these](#). If you are working with older and/or smaller groups, young people can evidence in any format including 2D, 3D, digital, written, visual, and audio, or even a mixture of all of the above.

### The fine print

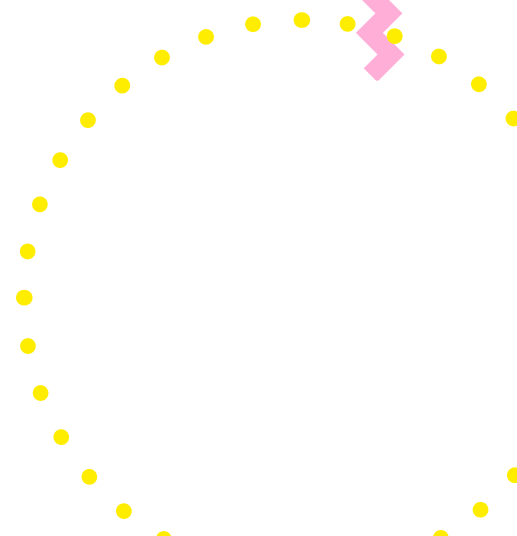
To run Arts Award activities, you do not need to be trained or be a centre, however, **to assess and submit for certification** to Trinity College London (awarding body) **you need to:**

- 1) **Have an Arts Award adviser trained at the level that you are running (in this case Discover).** That person could be a member of your staff or a practitioner that you work with. If you have more than one trained adviser, you can either split your group or decide on an Arts Award lead that will take the final responsibility and submit for certification under their name
- 2) **Be a registered Arts Award centre (or be working with one).** To [register a centre](#), a person who has authority at your organisation will need to read and sign Trinity's centre agreement. The centre agreement consists of standard terms and conditions that clarify the responsibility of the centre to provide appropriate administration for Arts Award. The certificates will mention the name and location of your centre. This might be important if you are working as a cluster as you might want to set up a centre that reflects the partnership
- 3) **Link your Arts Award adviser to an Arts Award centre** via the [Arts Award Portal](#). That person could be a member of your staff or a practitioner that you are working with. Linking with the centre is a straightforward process

### Time considerations

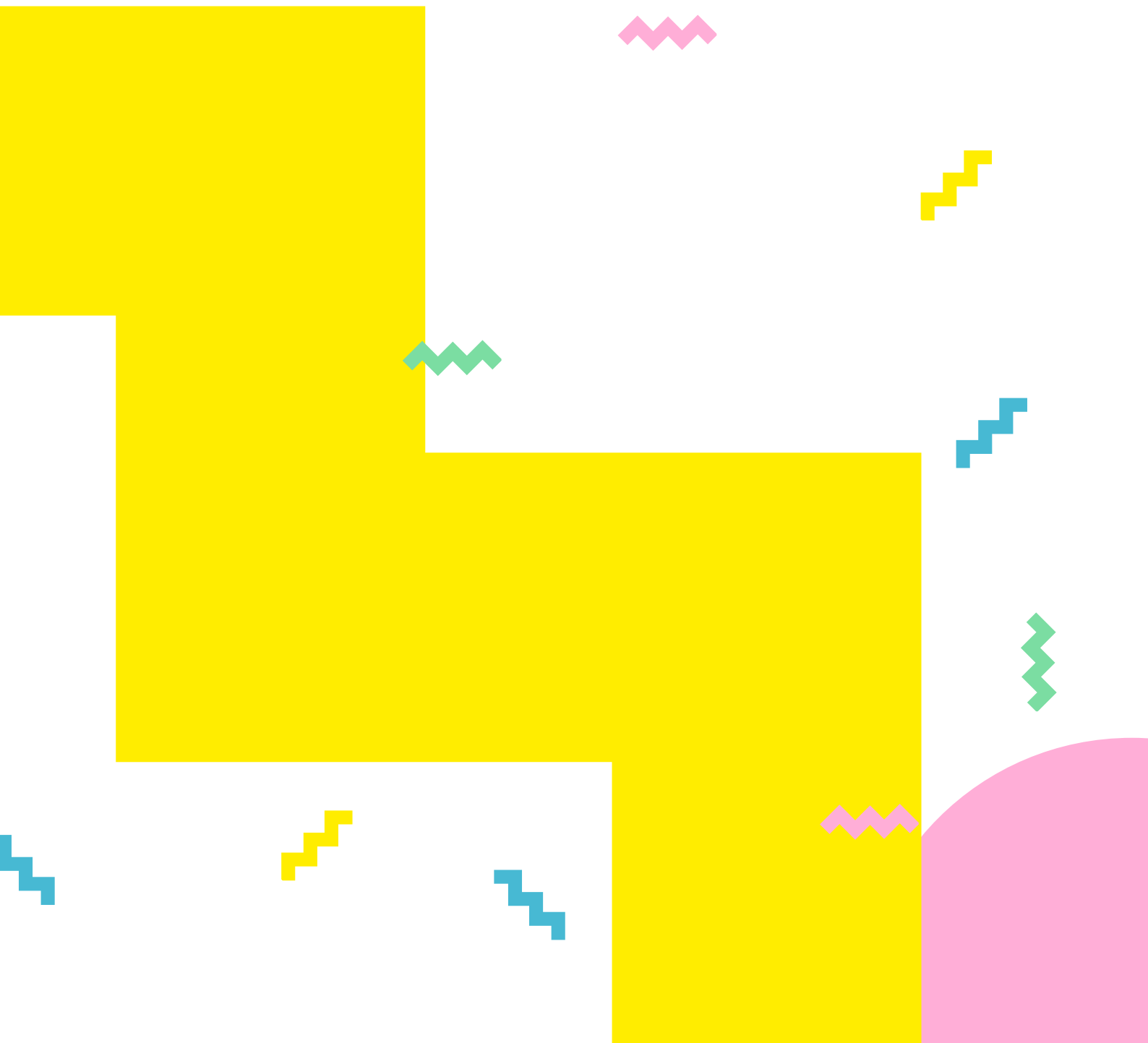
As well as time needed to deliver the Arts Award project to your young people, you will also need to consider other time pressures. Below we have noted a few things to take into account:

- Registering as a centre could take a couple of weeks
- Allow time to gather logbooks/evidence, particularly if young people have worked on their logbooks away from school
- Allow time to complete an assessment of all the logbooks/evidence
- Allow time for completing and submitting the enrolment form with student details. It can be helpful to have a named member of staff that supports with this





- Allow time to receive your certificates. It can take up to six weeks to receive your certificates once you have submitted the names. If you plan to host a celebration event, you will need to plan for this
- Consider any delays to paying certification fees. If your finance department pays invoices on specific days of the month or you need to raise purchase orders etc., that might delay the certificates being sent to you



## Part A

# Discover Ideas

Part A has two parts. It focuses on the child/young person understanding the broadness of the arts and practically taking part in arts activities.

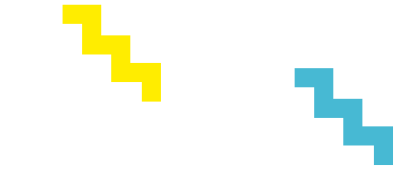
### The arts around us

Encourage the groups you are working with to discover how art is everywhere and that there is a vast list of artforms in activities that are part of their normal everyday life. Encourage them to observe their surroundings closely, from the walk to school, to places they visit, and around their homes.

Example activity: What art can you discover around your school and local area? Circle/tick/colour/jot down (dependent on your logbook design) all the arts you have spotted or tried around your home and local area. Add any extras you discover that aren't listed.

### Prompt questions

- What do we mean by the arts/creative arts?
- If you look around your school, home, or places you visit, you'll probably find art on walls. How do you think they were created? Are they paintings, drawings, prints etc? Can you think of what the characteristics of different art forms are?
- Can you find patterned clothes in your wardrobe or find a textiles book in the library? Look at the prints! Look closely at the patterns and see if you can draw them.
- Do you have a new school uniform? Lots of schools have logos and mottos. Who do you think designs these?
- What artforms go into creating a musical theatre show?
- Does someone in your home have old CDs, tapes or vinyl? Can you find music that you like that you have never heard before? Who is the artist and what type of music is it? What kind of music do you like?
- Can you think of people in your school, community, or family that have a creative career?
- Is architecture an artform? Why/why not? (The answer is yes of course!)



- Can you think of a film that you really enjoyed? What did you enjoy about it? How did it make you feel? How was it made? Was it an animation/CGI etc.? What did you find most interesting about it – the music, the costumes etc.? What choices do you think the director had to make to create that scene, e.g. about the acting, how people moved and spoke, costumes, scenery, lighting? What training/education do you think someone working on special effects might have?
- Where is there street art in your area? How does it make you feel? Do you think that artist planned their design or did they improvise?
- Can you make a list/poster/mindmap of professions that you think belong to the creative industries?

## Take part

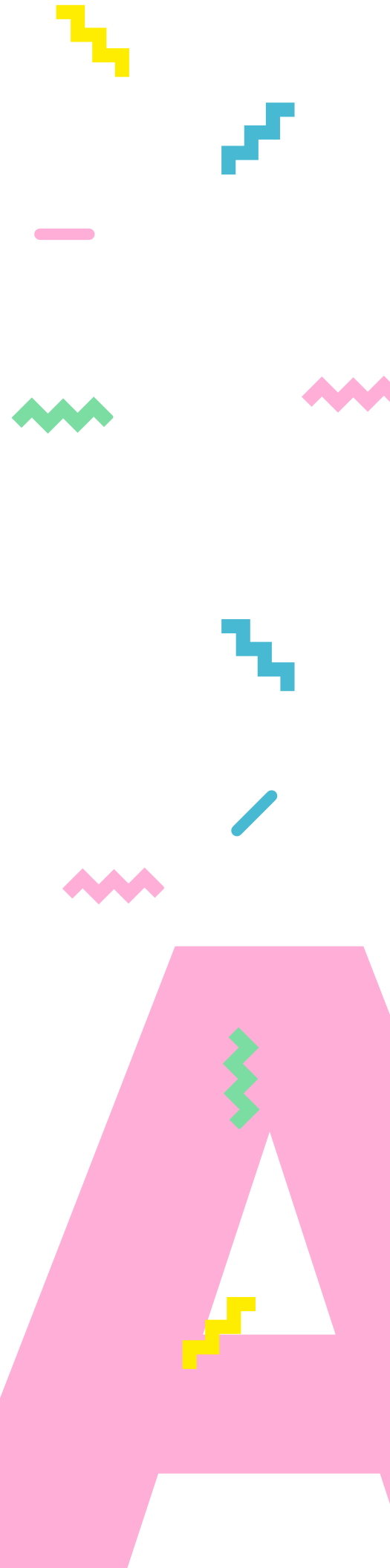
This is the most straightforward part as it is the practical strand of the award where students get creative. The flexibility of Arts Award will allow you to choose any artform in a range of contexts.

You can choose drawing, painting, sculpting, dancing, writing a song, creating a stop motion animation etc. However, to make it meaningful and strategic, try to use Arts Award to fulfil a specific purpose within your action plan or curriculum.

### How can you as a teacher plan activities within the Arts Award framework to show intent, implementation and impact?

Encourage students to think about the activity they did and to consider what they really learned, what surprised them, and why they would want to do something similar again. Encourage communication, sharing and reflection.

Do not ask 'if' but '**why**' they enjoyed it. Had they done it before? What new skills did they learn? How might that skill be useful in their learning or life? What did they find tricky and how did they get past that? What are they proud of? Why might they recommend the activity to a friend? Is there something they would do differently if they tried the activity again?



## Part B

# Find out

Part B encourages young people to find out about artists and their work.

Encourage children and young people to discover an artist or creative who works in a genre they are interested in or you are working on. You can focus their research on something specific or you can support young people to choose their own. Often young people settle for the first thing they see, and the internet makes this even easier to do! Challenge them to find three different artists and then choose who their favourite is. What makes that one their favourite?

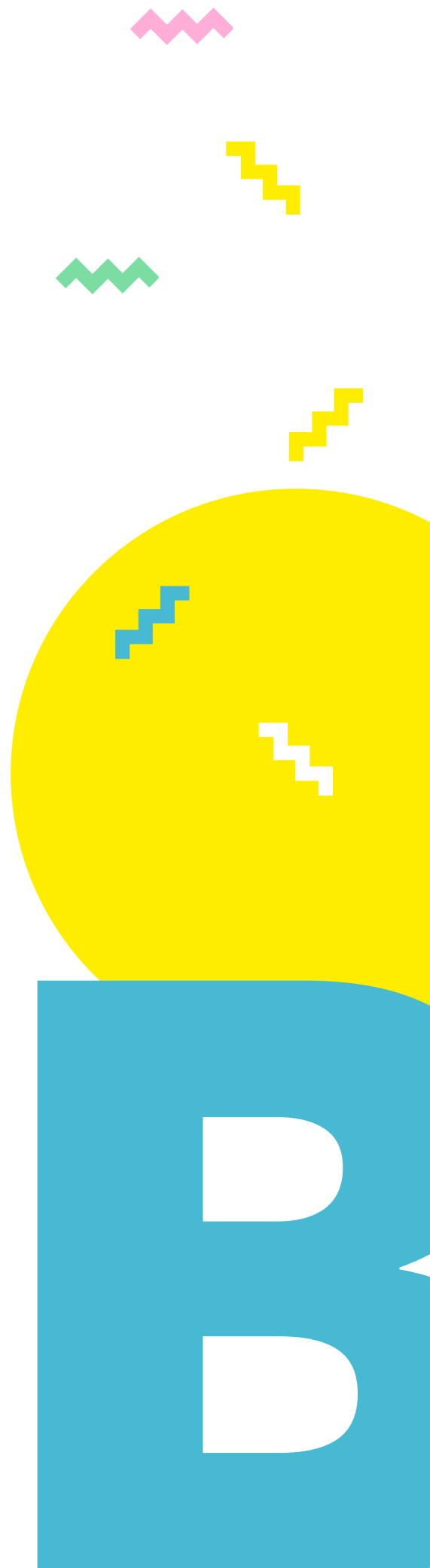
Encourage students to think about what they would like to know more about. Together, think about the challenges and obstacles that this person might have faced. Is there a lesson they can take from what they found out?

**Can you as a teacher facilitate a real interview?** Is there someone in your school or network that has an artistic practice and can be interviewed live or online? This could be a member of staff, an artist in residence, a company that is running a project, an after-school provider, or a local venue that the school has links with.

While researching artists and creatives that inspire them, encourage students to discover how that person creates their work, how they got there, and what is special about their practice. Young people can work in pairs or groups for this section, but they should have a personalised response to the research.

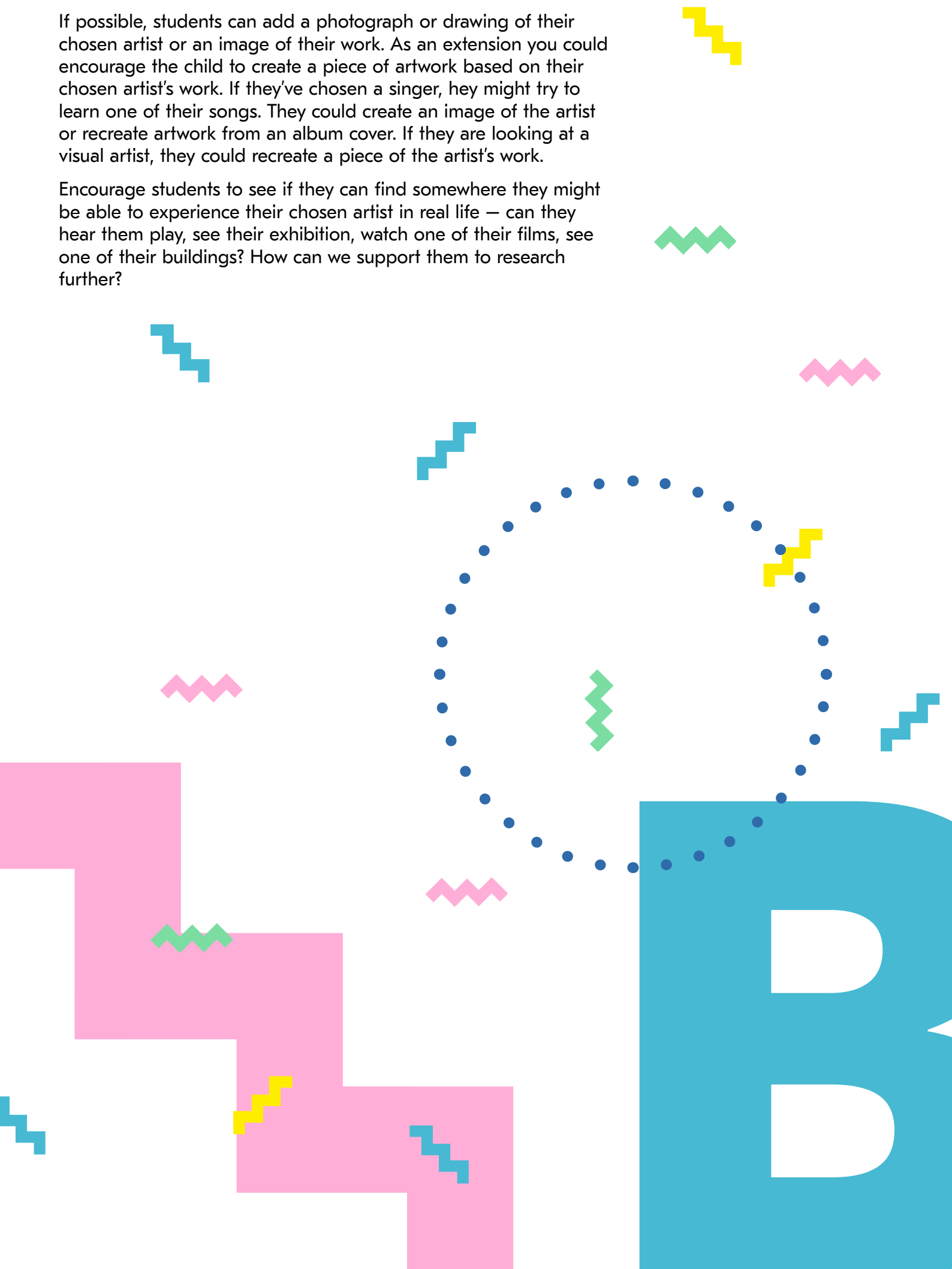
Here are some example questions for the interview or research:

- How old were you when you started your career?
- Did you have to have to train to become a writer/dancer/singer/painter etc?
- What is your favourite part of your job?
- What challenges and obstacles did you face?
- What does your day-to-day job look like?
- Where do you do the bulk of your work?
- What skills, materials or methods do you use?



If possible, students can add a photograph or drawing of their chosen artist or an image of their work. As an extension you could encourage the child to create a piece of artwork based on their chosen artist's work. If they've chosen a singer, they might try to learn one of their songs. They could create an image of the artist or recreate artwork from an album cover. If they are looking at a visual artist, they could recreate a piece of the artist's work.

Encourage students to see if they can find somewhere they might be able to experience their chosen artist in real life – can they hear them play, see their exhibition, watch one of their films, see one of their buildings? How can we support them to research further?



## Part C

# Share

Part C focuses on students expressing opinions and sharing their experiences and learning from parts A and B with others. Remind them of the activities and artists they discovered in parts A and B, and encourage them to use this as inspiration for what to present.

### What do they share?

The child could choose to share information about the artist they discovered, their own creation, something they have learnt about themselves and/or their local area during the project. They could be encouraged to link this learning with their aspirations — perhaps the new artform they have discovered is something they want to explore further.

### How can they share it?

Encourage them to think about how they can share this creatively. Think about how this activity links with other targets. For example, are you looking to increase confidence in writing for boys? Can you cover part of your computing curriculum? Does it link with your rights respecting school agenda or student voice?

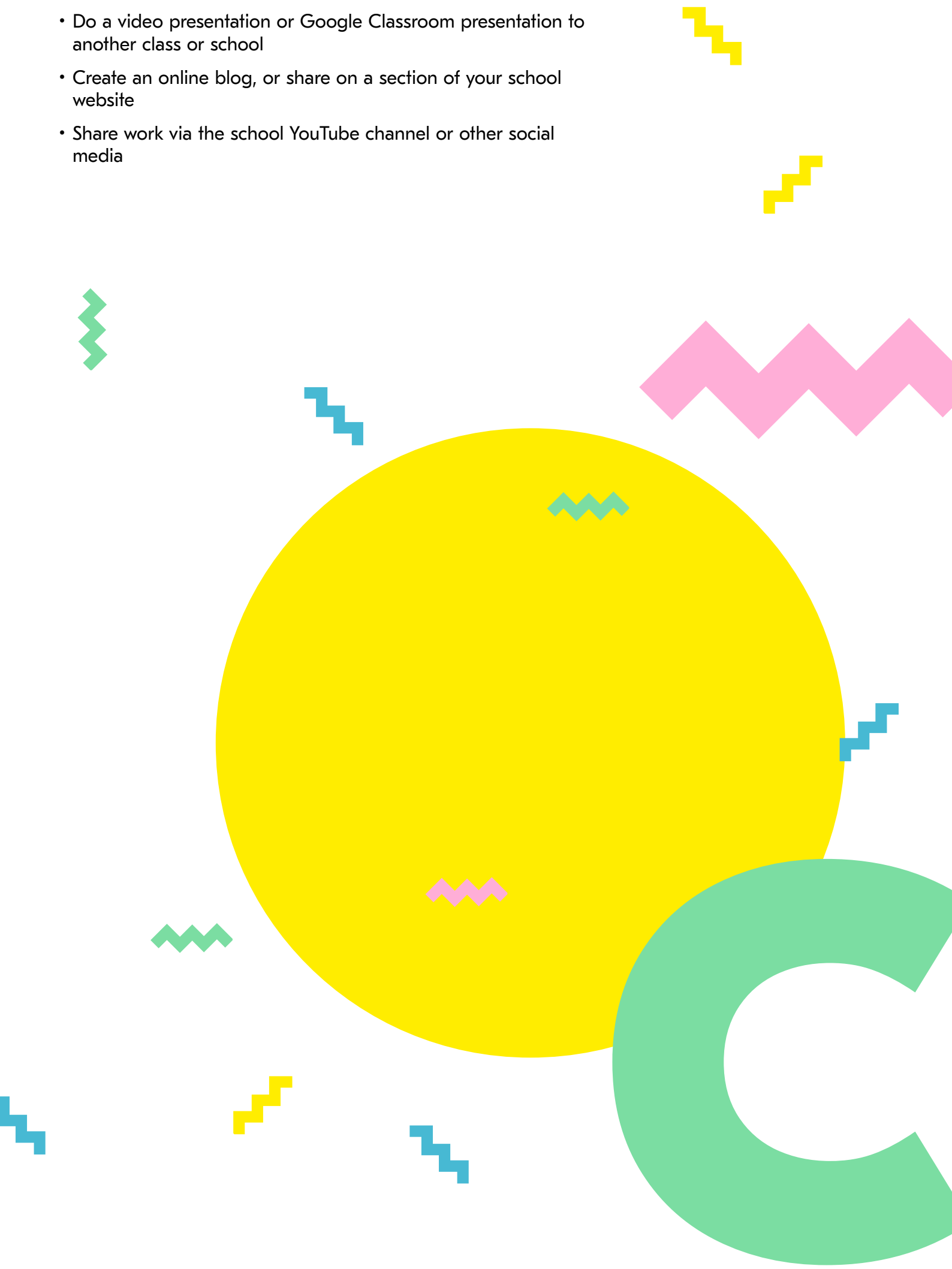
*TIP – Remember this part is about reflection and communication; they are sharing their learning and ideas, not just their creations.*

Here are some ideas of what part **C** could look like:

- Create a poster to display
- Make a short video that can be shared on your school's website
- Write an article
- Write a poem
- Share in a school or community publication
- Share in an (online) assembly
- Set up a class web page that could accommodate different ways of sharing e.g. short videos, voice recordings, posters etc.
- Create a mini gallery of images in a window facing the street
- Share in a Powerpoint presentation



- Do a video presentation or Google Classroom presentation to another class or school
- Create an online blog, or share on a section of your school website
- Share work via the school YouTube channel or other social media



# Need more inspiration or activities for your Discover Arts Award?

## LookUp

Our online LookUp platform allows you to quickly and easily browse schools programmes, events, resources and opportunities from London's arts & cultural sector, and refine results based on Key Stage, artform and more: [lookup.anewdirection.org.uk](http://lookup.anewdirection.org.uk)

## Subscribe to our e-newsletter

Each term we send out relevant information about A New Direction's programmes and content, ranging from the latest blogs, events, and opportunities to engage with our work. If you're interested in hearing from us, sign up online: [anewdirection.org.uk/schools-eneews](http://anewdirection.org.uk/schools-eneews)

## Join our Creative Teaching Community

Our Creative Teaching Community provides a relaxed and friendly online space to chat, share resources, get advice, and connect with likeminded colleagues over a shared love of arts, culture and creativity: [anewdirection.org.uk/ctc](http://anewdirection.org.uk/ctc)

## Visit A New Direction's website

Please visit the [Arts Award](http://www.anewdirection.org.uk/what-we-do/arts-award) page on our website to find further resources and information about upcoming events: [www.anewdirection.org.uk/what-we-do/arts-award](http://www.anewdirection.org.uk/what-we-do/arts-award)

## Email us

If you would like to speak to someone about Arts Award, please email [schools@anewdirection.org.uk](mailto:schools@anewdirection.org.uk)

*This resource was created  
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