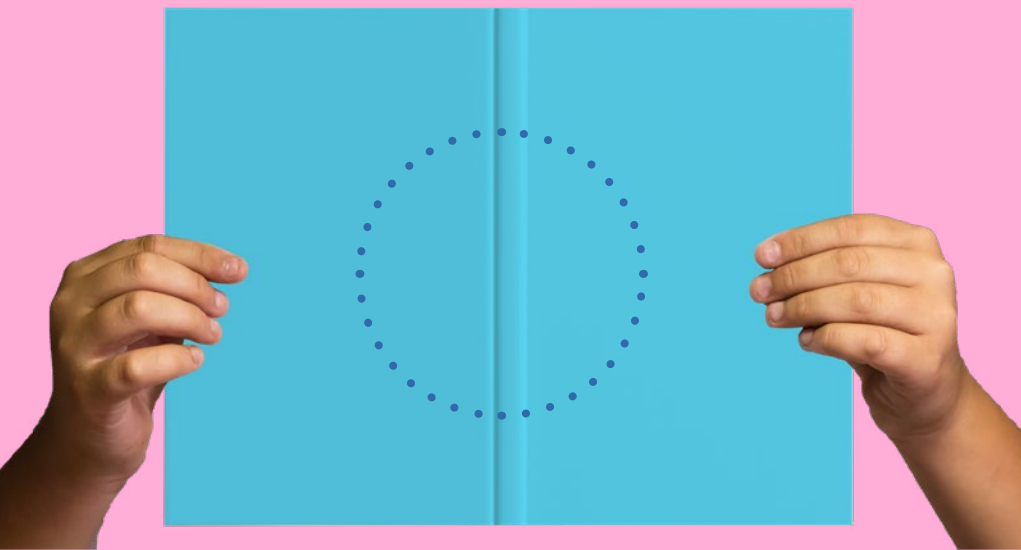


Arts Award Discover Libraries



**A NEW
DIRECTION**
We create opportunity

arts
award



Supported using public funding by
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ENGLAND**

How to use this resource

A New Direction has created this Arts Award Discover resource to support libraries to run Arts Award Discover in a manageable and strategic way. It goes hand in hand with the [Online Discover Logbook](#), but can equally 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...

- Library programme coordinators
- Library programme managers
- Anyone thinking about programming strategically

This section provides guidance on how to place Arts Award within your library's context and give 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...

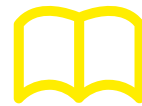
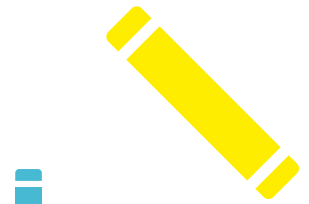
- Library staff delivering activities
- Freelance practitioners delivering Arts Award projects in the library

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 groups 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.

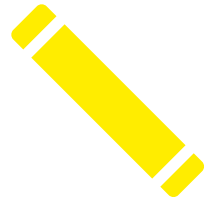
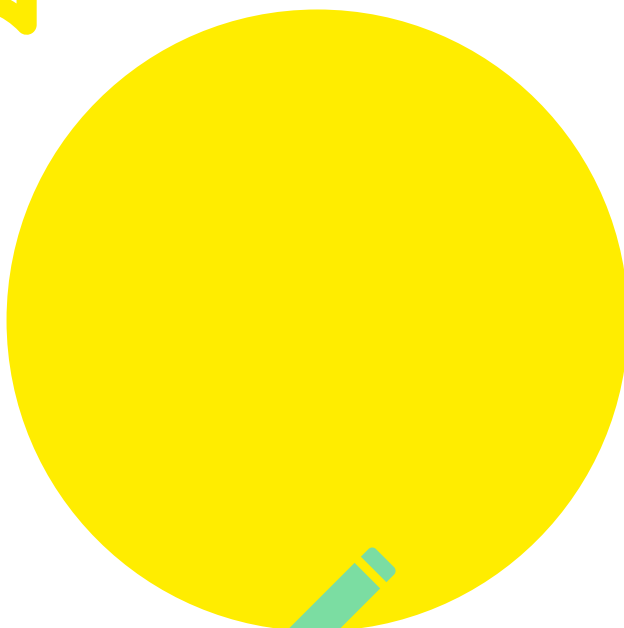
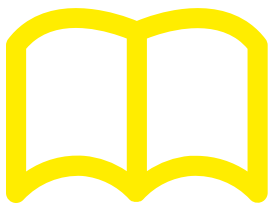


Who is Arts Award Discover for?

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

Can D/deaf, disabled and neurodiverse 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 (that includes writers, journalists, poets, bloggers and other library-related creatives)

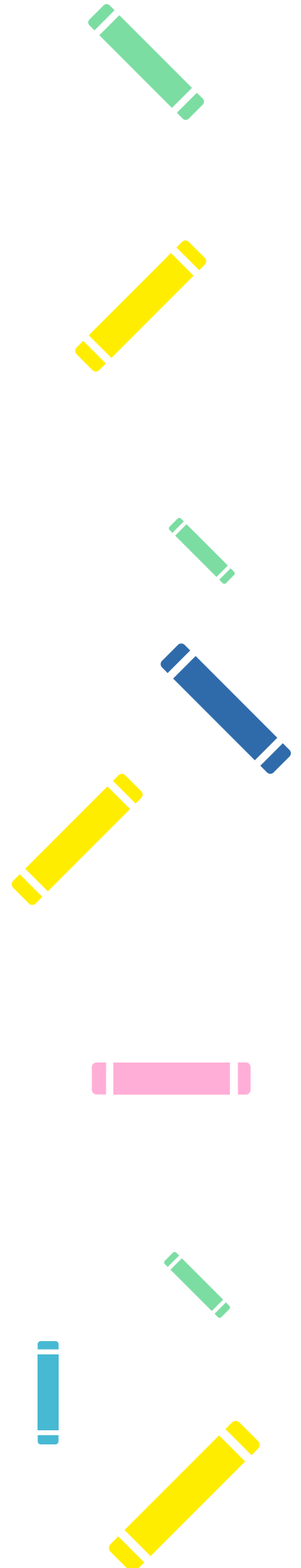
Part C: Share

Share your learning, opinions and experiences with others

What is Artsmark?

Arts Award is often confused with [Artsmark](#). 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. Knowing about how Artsmark connects with Arts Award can play a vital role in strategically and programmatically supporting schools to achieve Artsmark, especially ones that have targets around reading, literature, partnerships and community.

To find how you can support schools through Artsmark and in doing so make your programming more relevant, popular, and strategic, check out the [Artsmark Partnership programme](#).



What is the value for my library?

Why deliver Arts Award, and where can the award fit within your library programming and offer?

Arts Award can help libraries in their journey to becoming 'more than a house of books'.

Think broadly about where Arts Award can be placed

When looking at Arts Award, think creatively about where it can sit within your programme.

Your learning offer is an obvious place, but how about other areas?

Could Arts Award:

- Be part of your reading offer and connect with schools?
- Be part of an offer that supports young parents and carers?
- Sit within your information offer and support the research elements that the award requires?
- Strengthen your digital offer by providing digital projects, events or festivals with an embedded Arts Award?
- Form part of your health offer? Could it be linked with a community project for NEET young people that has a mental health focus, or can you run an Arts Award project to promote healthy habits?
- Be part of your cultural diversity and community offer? Perhaps an Arts Award Discover family trail that celebrates your local community?

Enhance your offer

One of the best ways to engage with Arts Award as a library is by embedding it within your programme and using it as a framework to enhance your regular activities, holiday programmes, and longer projects. Arts Award can provide structure and accreditation for these activities, and can help demonstrate impact and progression.

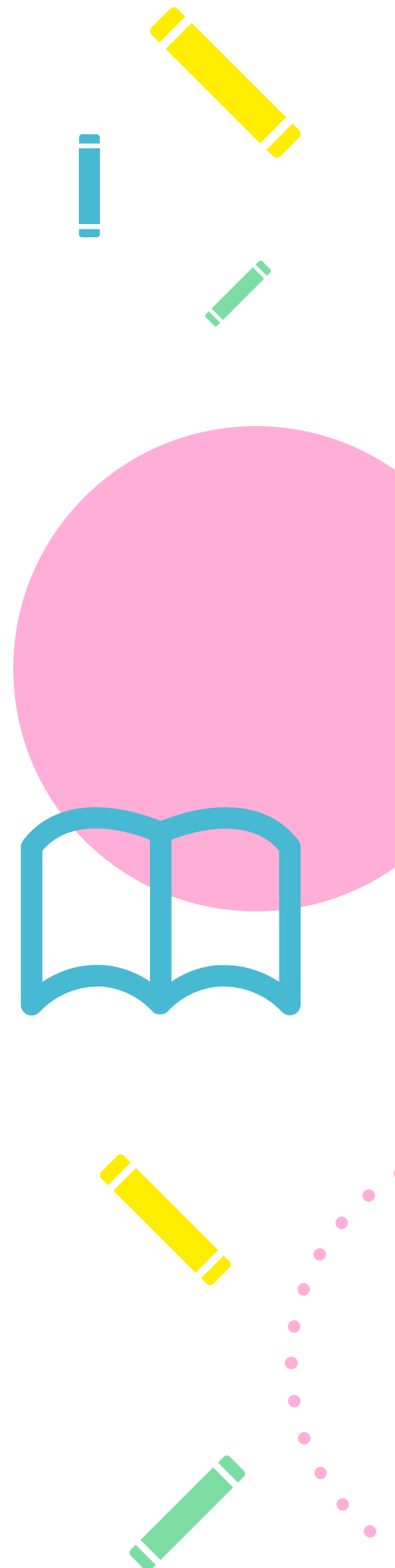
For example, is your library involved with [Chatterbooks](#) or [Reading Hack](#)? Why not embed Arts Award in those programmes?

For those new to Arts Award, starting with Discover is a great way to get going and this level also lends itself well to one-off projects. Many libraries use Arts Award within the framework of the Summer Reading Challenge, World Book Day, or National Libraries week.

Attract audiences and partnerships

You can use Arts Award to attract families and young people, especially if you offer a wide(r) range of artforms. This will offer motivation to join and a tangible outcome to take away.

Forming new partnerships helps to secure libraries' position in the cultural ecosystem, and Arts Award can open the door to new relationships with schools, youth organisations, other cultural organisations, and local practitioners.



Attract or justify funding and hit Arts Council targets

Arts Award can be used to attract funding, report to funders, and support libraries to fulfil Arts Council targets and the new [Lets Create strategy](#).

Below are some suggestions on how to address the Let's Create priorities.

Creative People: In order to build on this, starting with young people and families and using a framework that encourages a broad understanding of arts and culture can be very powerful. Libraries can be significant spaces for cultural access and development for children and young people from early years to teenage years.

Cultural Communities: Libraries are set within communities and therefore they can become a real hub for first access to culture. Arts Award can support this process. Libraries can have a powerful role as a social enabler through programming, spaces and resources.

A creative and cultural country: Digital has brought transformation to the world and has made connections much easier. How can libraries benefit and not suffer from this change? Fresh and connected programming including running programmes like Arts Award, perhaps with a technology or creative media focus, can support creative careers, social mobility, and raise aspirations and cultural capital for all.

How do I run Arts Award effectively?

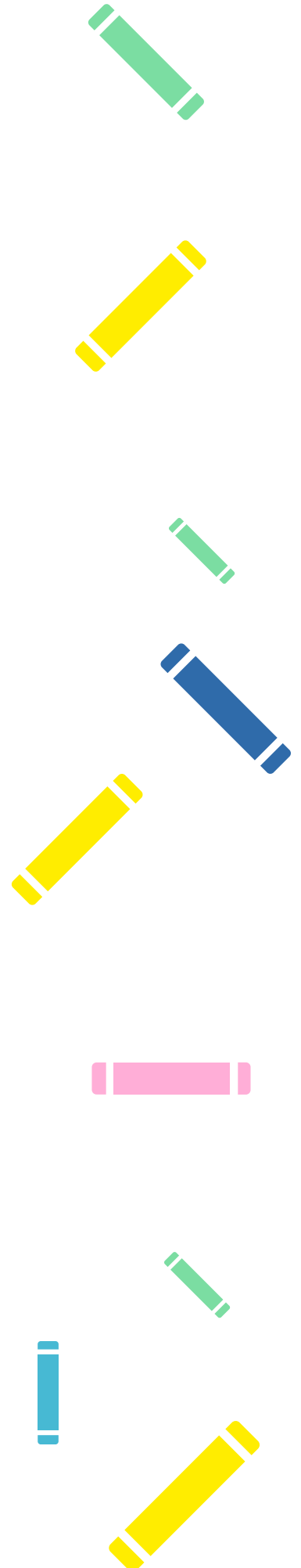
To make Arts Award manageable, meaningful and strategic, **know what covers the criteria and how it matches your action plan**. Moving thinking away from minimum requirements can be freeing. The Discover criteria can be easily met, but equally you can design a programme that fulfils the criteria and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

Start with auditing what you have. Think about how you can link with existing regular activities, how it connects with planned projects and events, and the ways you can incorporate it within larger events, e.g. Libraries Week or a specific festival.

Connect. Think about how you can use Arts Award to connect with other libraries locally and beyond, and explore what the benefits might be for schools or organisations that you regularly work with or would like to target. Does your borough have a [Cultural Education Partnership \(CEP\)](#) for example? Could your library be part of it?

Do you think you might not have capacity? Are you new to this? Why not explore your role as an Arts Award Supporter?

Arts Award Supporters are organisations, in your case a library, that are aware of Arts Award and, although they don't run the award or fully or assess them, offer activities that count towards a young person's award.



Here are some ways that you can run a Supporter programme:

- Highlight artistic activities that young people can use towards their Arts Award
- Join reading schemes, such as Summer Reading Challenge which can be used for Arts Award
- Organise interviews with writers
- Organise opportunities for young people to experience stories and poems being read in the library
- Offer space for workshops or allow groups to use computers to research artists and opportunities
- Facilitate children and young people to share their skills, opinions and learning

To register as an Arts Award Supporter, simply complete the short online induction tutorial at www.artsaward.org.uk/supporter

You can use our [Supporter Toolkit](#) to help you think about how your current offer fits into the different Arts Award levels.

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 participants 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. Even relatively small chunks of time make a difference

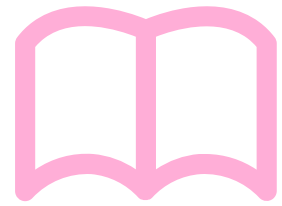
Don't go it alone

- If you have the budget, get an experienced Arts Award adviser to help you get started or connect with an established [Arts Award centre](#)
- Utilise the [free support](#) that A New Direction offers, join Arts Award Networks, and connect with other libraries
- If you are working with volunteers, this could also be a great way to get some hands-on help

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, this 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. 'Discover AA _Part A_storytelling workshop X_date'



- Ensure you have parental permissions for documentation and remember you can still have shots of hands working on an arts project for those that cannot be photographed



Connecting to different Arts Award levels

You can run a programme that includes more than one of the Arts Award levels.

For example:

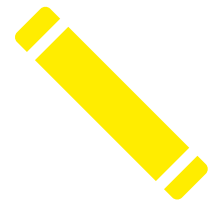
- You can run **Discover Award** with **families**
- To cover PART A (Take Part) of Discover they can be taught skills by, for example, a regular **Saturday group** that work towards their **Bronze Award**
- You could then have a small group of **Young Producers or a Library Youth Forum group** working on their **Silver Award** who could coordinate the whole project



The admin side

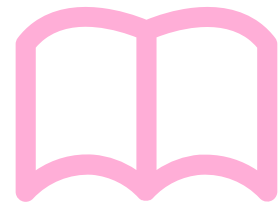
How to evidence

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:**



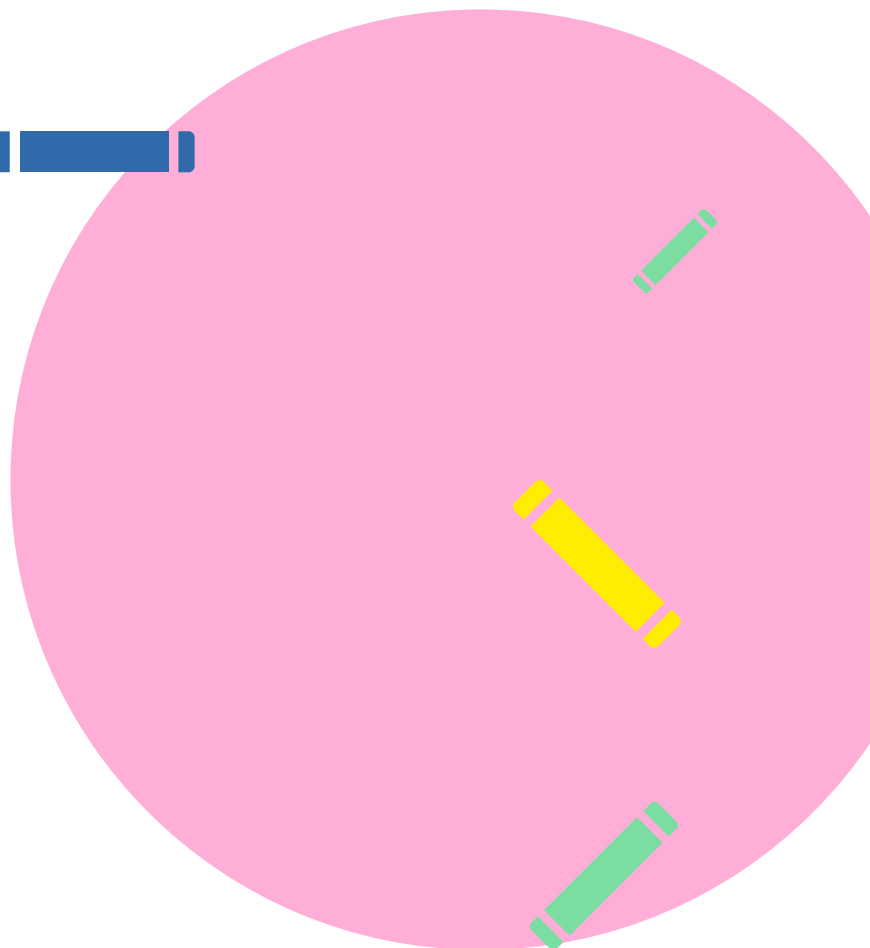
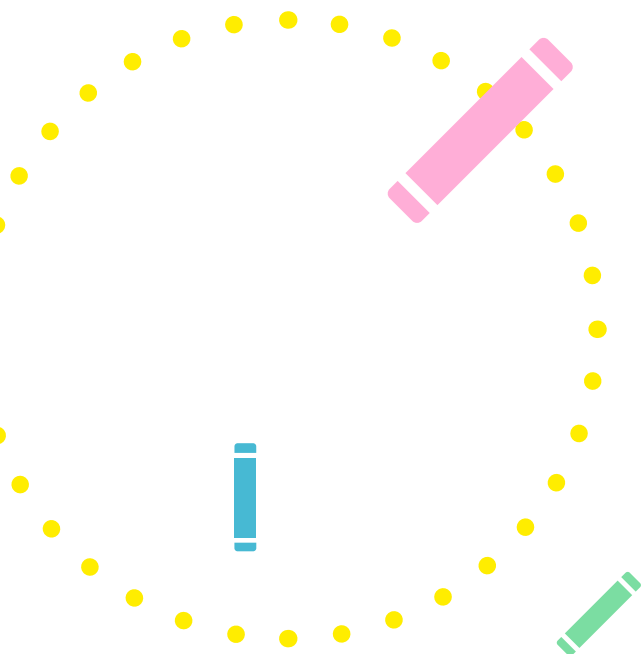
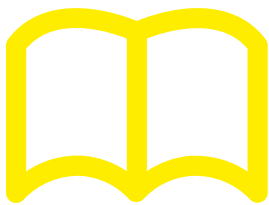
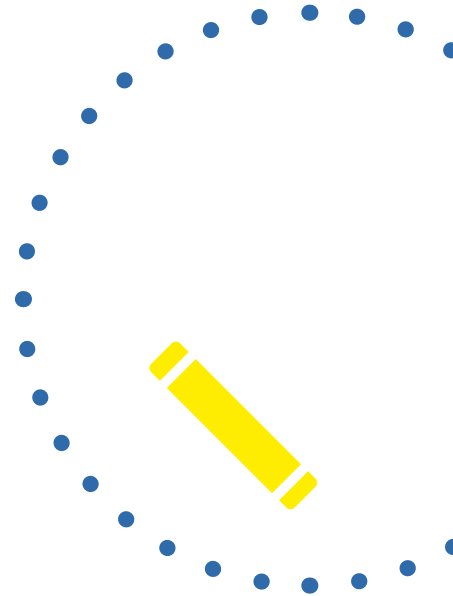
- 1) **Have an Arts Award adviser trained at the level that you are running (in this case Discover).** That person could be a member of your staff or a practitioner that you work with. If you have more than one trained adviser, you can either split your group or decide on an Arts Award lead that will 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 staff or a freelance 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, so include this in your timeline
- Allow time to gather logbooks/evidence, particularly if young people have worked on their logbooks away from the library
- Allow time to complete an assessment of all the logbooks/evidence
- Allow time for completing and submitting the enrolment form with young peoples' 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. If you are based in a local authority structure, there might be other financial processes that you need to adhere to and allow time for



Part A

Discover ideas

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

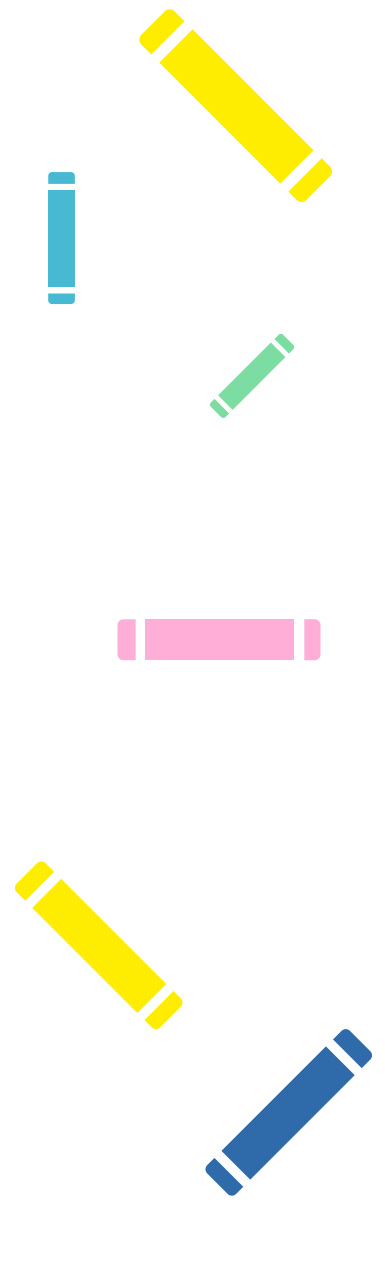
The arts around us

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 in the library, around your school, home and local area? Circle/tick/colour (dependent on logbook design) all the arts you have spotted or tried. Add any extras you discover that aren't listed.

Prompt questions

- What do we mean by the arts/creative arts?
- What creative careers relate to words, books and writing?
- If you look around the library, your school, home, and 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 what the characteristics are of different genres?
- 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 school uniform? Lots of schools have logos and mottos. Does the library have a logo? Who do you think designs these?
- What artforms are needed to create a picture book?
- Can you find music in the library 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? Are there any books or resources in the library about creative careers?
- Is there a specific section or sections of the library that will help you develop creative skills? Can you create a map?



- Can you think of a book that you really enjoyed? What did you enjoy about it? How did it make you feel? What did you find most interesting about it? If you were to turn it into a film, what would you need? (i.e. actors, directors, production company, music, costumes etc.)
- Where is there street art in your area? How does it make you feel? Do you think that the artist planned their design or did they improvise?
- Can you make a list 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 allows you to choose any artform in a range of contexts.

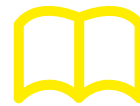
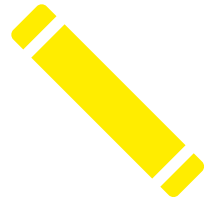
You can choose drawing, painting, sculpting, dancing, songwriting, animation etc. However, to make it meaningful and strategic, try to use Arts Award to fulfil a specific purpose within your action plan or curriculum.

How can you as a library-based facilitator plan activities within the Arts Award framework? **Where are the links with other activities in the library?**

Are you working with a school that would like to incorporate the award within their curriculum? E.g. how can they use books, library tech, materials and archives to create artistic outputs inspired by Black History?

Encourage the young people 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 is all about research. It encourages young people to find out about artists and their work.

Libraries have research at their heart. How can you highlight this in the way you deliver this part of the Discover award? Can you, for example, map different ways that your library can be used for research – e.g. books, audio-visual, technology and internet use, journals and magazines, activities and events, talks, and even the area where local activities are advertised such as your leaflet area. Be creative and really look at this from the user's point of view.

Are you linking the Arts Award with a specific programme or project?

Encourage children and young people to discover an artist or creative who works in a genre they are interested in or is part of a specific project you are running. 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, for example, to find three different artists and then choose who their favourite is. What makes that one their favourite?

Do you want to expose them to something different?

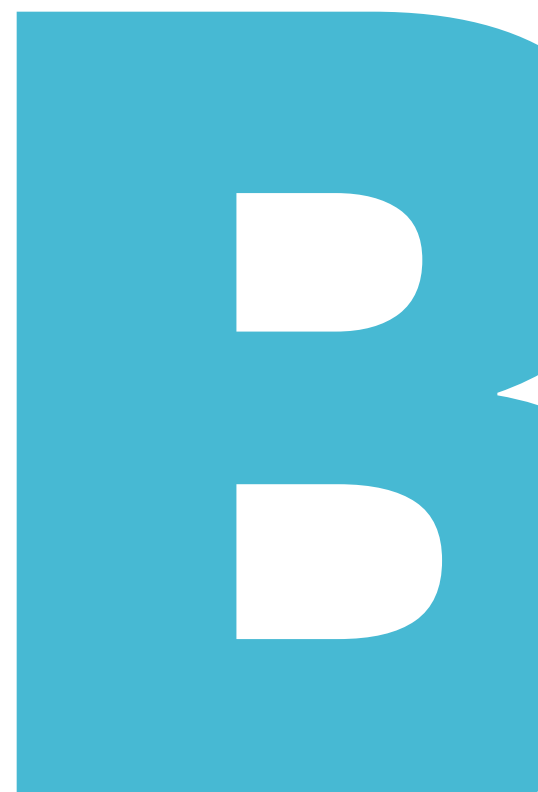
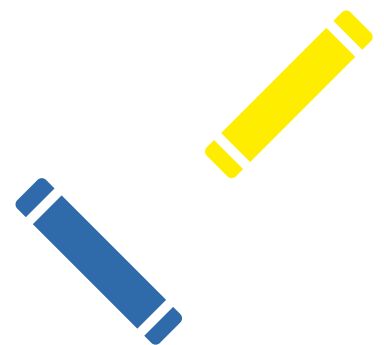
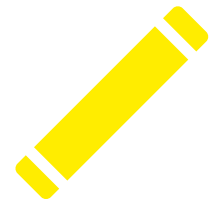
Why not have a 'lucky dip' of options for an artist and they choose at random?

Make it meaningful and relevant to them. Encourage the child 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?

How can your library support their research?

Can the library facilitate a real interview? It could be live or online. It could be a member of staff, an artist in residence, a writer, a journalist, a company that is running a project, an after-school provider, or a local venue that the library has links with.

While researching artists and creatives that inspire them, encourage the child 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:

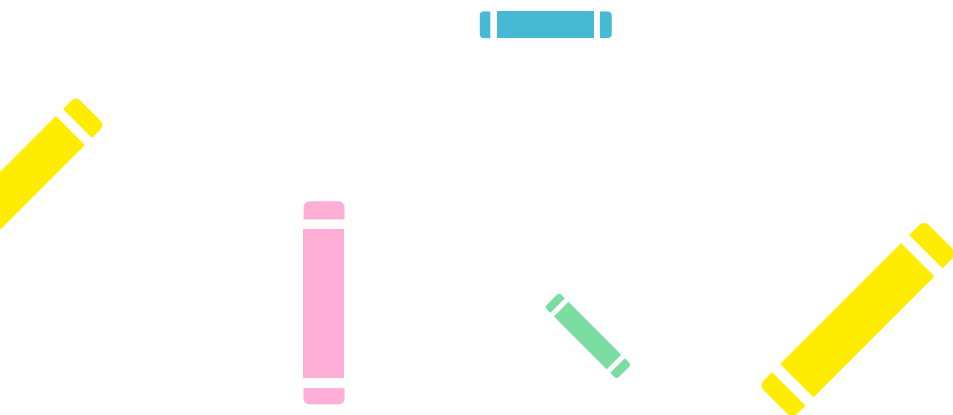
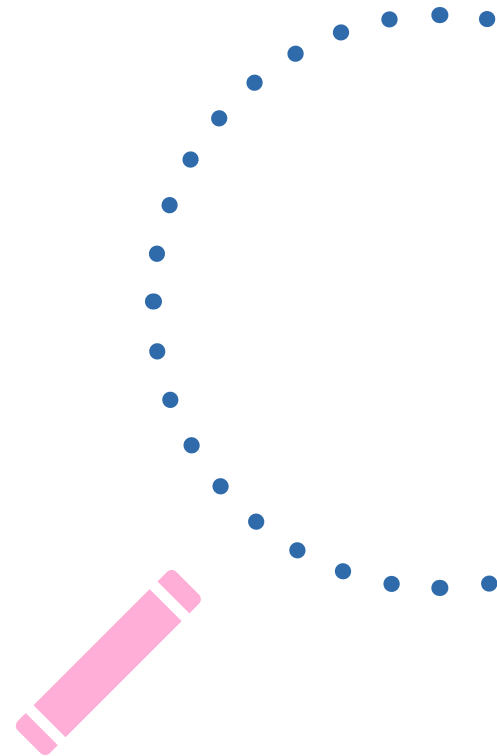
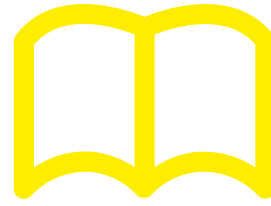
- How old were you when you started your career?
- Did you have to have to train to become a writer/dancer/singer/painter etc?
- What is your favourite part of your job?
- What challenges and obstacles did you face?
- What does your day-to-day job look like?
- Where do you do the bulk of your work?
-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

If possible, the child 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 the child has 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 the child 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, or see one of their buildings?

Further thoughts

- How can the library support them to research further opportunities, signpost them to partner organisations, and support them to develop further?
- Can the library facilitate a peer structure or mentoring structure utilising the Arts Award framework?
- Can you create a list of online resources for research of creative careers and recorded interviews? Can that sit on your website as a resource?



Part C

Share

Part C focuses on the child expressing opinions and sharing their experiences and learning from parts A and B with others. Remind them of the activities and professionals 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 or creative they discovered, their own creation, or 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.

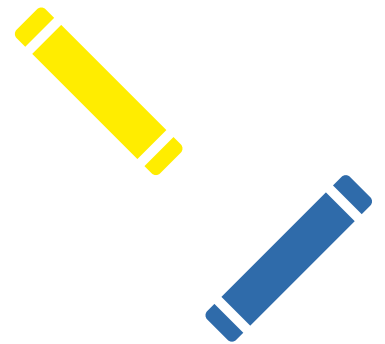
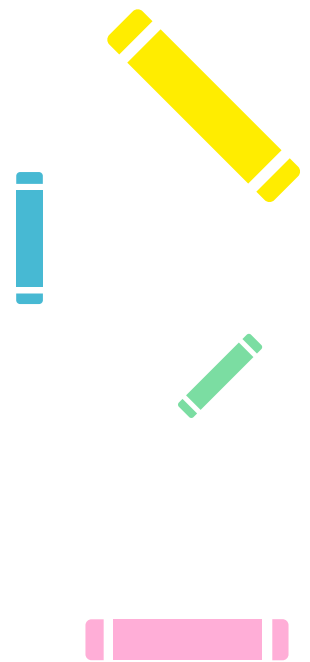
How can they share it?

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? Or get parents more tech savvy by helping their young people with writing a blog?

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 library website
- Write an article for the library newsletter or community publication
- Write a poem that can be displayed at the library
- Set up an Arts Award blog or page and collate short videos, voice recordings, posters etc.
- Create a mini gallery of images in a window facing the street
- Do a video presentation to a school or another library
- Share work via the library YouTube channel or other social media



Need more inspiration or activities for your Discover Arts Award?

LookUp

Our online LookUp platform allows to organisations to quickly and easily post schools programmes, events, resources and opportunities: 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: www.anewdirection.org.uk/newsletter/cultural-sector-newsletter

Visit A New Direction's website

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

Visit the Arts Award website

Here you can book onto training, find out more about different levels, find out about Trinity-run events and much more: <https://www.artsaward.org.uk/site/?id=64>

Read Arts Award blogs

Here are some links to see how other libraries engage with Arts Award:

<https://blog.artsaward.org.uk/2017/06/26/arts-award-at-the-youth-libraries-group-and-school-librarians-conference-2017>

<https://blog.artsaward.org.uk/case-study-south-tyneside-library>

Email us

If you would like to speak to someone at A New Direction about Arts Award, please email artsaward@anewdirection.org.uk

*This resource was created
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Francesca Gkotsi and A New
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Chloe Randall.*

